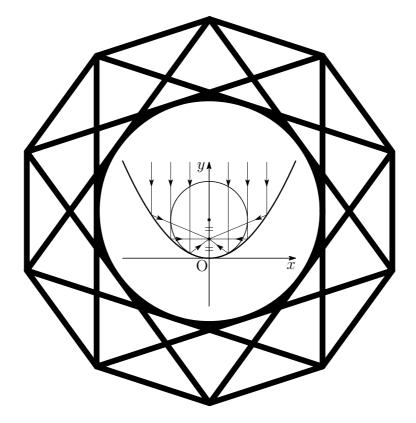
熊本県入試問題 英語正解

大学・短大・医療系

2009年受験用



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序

本書は,熊本県内の大学・短大・医療系専門学校への進学希望者のための入試問題 集である.本書には,熊本県内の大学・短大・医療系専門学校が公開している入試問 題(英語)をすべて掲載した.また平成21年(2009年)度入試は,現行の教育課程に 移行して4年目の入試となる.受験生は過去3年分の入試問題から出題傾向を調べ, それに対応した受験準備をしておかなければならない.なお,本書の内容を含め過 去3年分の入試問題(英語)を次のサイトから入手することができる.

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本書の編集にあたり,以下の点に留意した.

- 1. 熊本県内の大学・短大・医療系専門学校 (リハビリ・高看) が公開した平成 20 年 (2008 年) 度入試問題 (英語) をすべて掲載した.
- 2. サイトに掲載している本書の電子文書 (PDF) では, 発音記号が音声サイトに リンクしており, インターネットに接続していれば発音を聞くことができる.
- 3. 試験日程や試験時間を調べ掲載した.なお,複数の教科を同時に受験する入学 試験については,その試験時間を省略した.

また,本書の姉妹版である「熊本県入試問題 数学正解 大学・短大・医療系」も 次のサイトに掲載しており,併せて活用いただけることを切に願うものである.

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平成20年7月 編者

目 次

序			i
第1章	大学・	短大	1
1.1	熊本大	学	2
	1.1.1	一般前期 (文学部,教育学部,法学部,医学部,工学部 (物質生	
		命化学科を除く))120分	2
1.2	熊本県	立大学	11
	1.2.1	一般前期試験 (英語英米文学科) 120 分	11
	1.2.2	一般後期試験 (英語英米文学科)120分	19
1.3	崇城大	-	27
	1.3.1	一般前期1日目(工学部・情報学部・生物生命学部)	27
	1.3.2	一般前期2日目(工学部・情報学部・生物生命学部)	29
	1.3.3	一般後期 (工学部・情報学部・生物生命学部)	31
	1.3.4	一般推薦 (薬学部)60 分	33
	1.3.5	一般前期1日目 (薬学部)60 分	38
	1.3.6	一般前期2日目 (薬学部)60分	43
	1.3.7	一般後期 (薬学部)60 分	48
1.4	東海大	学	53
	1.4.1	一般入試S方式 (総合経営学部・産業工学部)70分	53
	1.4.2	一般入試 A 方式 2 月 7 日 (総合経営学部)70 分	64
	1.4.3	一般入試 A 方式 2 月 8 日 (総合経営学部)70 分	73
	1.4.4	一般入試A方式2月9日(総合経営学部・産業工学部・農学部)70	
		分	81
	1.4.5	一般入試 A 方式 2 月 10 日 (産業工学部・農学部)70 分	90
	1.4.6	一般入試 A 方式 2 月 11 日 (産業工学部・農学部)70 分	99
	1.4.7	一般入試 B 方式 (総合経営学部・産業工学部・農学部)70 分	107
1.5	熊本学	園大学	118
	1.5.1	一般推薦試験 60分 全学科	118
		A 日程1日目 70分 全学科	124
	1.5.3	A 日程 2 日目 70 分 商学部第一部 (商学科) 経済学部 (国際	
		経済学科) 社会福祉学部第一部 (子ども家庭福祉学科)	133
	1.5.4	A 日程3日目 70分 商学部第一部 (ホスピタリティ・マネジメ	
		ント学科) 経済学部(経済学科) 社会福祉学部第一部(環境	
		福祉学科)	140

	1.5.5	A 日程4日目 70分 経済学部 (リーガルエコノミクス学科)	
		外国語学部(東アジア学科) 社会福祉学部第一部(社会福祉学	
		科)	147
	1.5.6	A 日程 5 日目 70 分 商学部第一部 (経営学科) 外国語学部 (英	
		米学科)	153
	1.5.7	B 日程 70 分 全学科	163
1.6	熊本保	健科学大学	172
	1.6.1	一般推薦試験	172
	1.6.2	一般前期	177
1.7	九州看	護福祉大学..............................	184
	1.7.1	一般試験 (地方会場 A 日程)	184
	1.7.2	一般試験 (地方会場 B 日程)	190
	1.7.3	一 般試験 (看護学科)	196
	1.7.4	一般試験 (社会福祉学科・リハビリテーション学科)	202
1.8	九州ル	ーテル学院大学	
	1.8.1	授業料全額免除試験 70分	208
	1.8.2	一般 I 期試験 70 分	214
	1.8.3	一般 II 期試験 70 分	220
1.9	尚絅大	学	226
	1.9.1	第1回一般試験 60分	226
	1.9.2	第2回一般試験 60分	231
	1.9.3	第1回一般試験 (短期大学部)50分 · · · · · · · · · · · · · · · · · · ·	236
	1.9.4	第2回一般試験 (短期大学部)50分 · · · · · · · · · · · · · · · · · · ·	241
1.10	熊本県	立技術短期大学校	245
	1.10.1	一般入学試験 60 分 · · · · · · · · · · · · · · · · · ·	245
体。苹	医疟药		0 F 1
第2章	医療系		251
2.1		中央リハビリテーション学院	252
2.2			
		一般前期試験 (昼間部・夜間部)	
0.0		一般後期試験 (昼間部・夜間部)	
2.3		·災看護専門学校	
	2.3.1	一般試験 60 分	270

第1章 大学・短大

本書に掲載した平成 20 年度	(2008))入学試験問題は次のとおりである.

本書に掲載した 2008 年度入学試験問題								
学校名	試験科目	試験日						
熊本大学(文系一般2次前期)	$\mathbf{I} \boldsymbol{\cdot} \mathbf{II} \boldsymbol{\cdot} \mathbf{R} \boldsymbol{\cdot} \mathbf{W} \boldsymbol{\cdot} \mathbf{OCI} \boldsymbol{\cdot} \mathbf{OCII}$	2/25						
熊本県立大学(一般2次前期)	$I \cdot II \cdot R \cdot W$	2/25						
熊本県立大学(一般2次後期)	$I \cdot II \cdot R \cdot W$	3/12						
崇城大学 (一般前期・後期)	I・II(薬学部以外)	$1/31{\cdot}2/1$, $3/14$						
崇城大学 (一般推薦)	I・II(薬学部)	11/10						
崇城大学 (一般前期・後期)	I・II・R・W(薬学部)	$1/31{\cdot}2/1$, $3/14$						
 東海大学 (S 方式)	I・II・R・W(総合経営学部)	2/1						
	I・II・R・W(産業工学部)	2/1						
	I・II・R・W(総合経営学部)	$2/7, 8, 9 \cdot 2/28$						
東海大学 (A 方式・B 方式)	I・II・R・W(産業工学部)	$2/9,10,11 \cdot 2/28$						
	I・II・R・W(農学部)	$2/9,10,11 \cdot 2/28$						
熊本学園大学 (一般推薦)	$I \cdot II \cdot R \cdot W$	11/18						
熊本学園大学 (一般 A 日程)	$I \cdot II \cdot R \cdot W$	$2/9 \cdot 10 \cdot 11 \cdot 12 \cdot 13$						
熊本学園大学 (一般 B 日程)	$I \cdot II \cdot R \cdot W$	3/6						
熊本保健科学大学(一般推薦)	I • II	11/17						
熊本保健科学大学(一般)	I • II	2/4						
九州看護福祉大学(一般)	I • II	2/1.2.3						
九州ルーテル学院大学 (特待生)	Ι・ΙΙ	11/24						
九州ルーテル学院大学 (一般)	Ι・ΙΙ	2/9,3/8						
尚絅大学(一般)	$I \cdot II \cdot R \cdot W$	2/2 , $3/6$						
尚絅大学短期大学部 (一般)	$I \cdot II \cdot R \cdot W$	2/3 , $3/7$						
熊本県立技術短期大学校(一般)	Ι	2/10						

なお、学校ごとの入試問題(3年分)を次のサイトから入手することができる.

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1.1 熊本大学

1.1.1 一般前期 (文学部,教育学部,法学部,医学部,工学部(物質 生命化学科を除く))120分

I. 次の英文を読んで設問に答えなさい。

With an airplane exploding, bridges collapsing and a nuclear plant shutting down, it was a summer of disasters. Around the globe, no continent has been left untouched — whether by fires, floods, tornados, airplane crashes or collapsing mines. Disasters, clearly, do not take summer vacations. (1) There is no cure for natural disasters, but neither is there for human carelessness. What has been seen is the strongest of nature, and the weakest of human prevention.

Nature has its effects, but most frightening disasters are marked by human misjudgment and mismanagement from beginning to end. A train derailing in the Congo, bridges collapsing in Minnesota and China, mines collapsing in Russia, China and the United States, and an airplane crashing in Brazil, not to mention one catching fire in Okinawa, are all human-made disasters from start to finish. (2) These tragedies do not just happen; they are caused.

The annual monsoon rains in Bangladesh, India and Pakistan cannot be stopped, but are predictable. (3) What nature ruins, humans make worse through overbuilding, deforestation and poor construction of dams and roads. The United Nations reports that 500 million people are affected every year by extreme flooding. The storms, especially in North Korea and China, were unexpectedly severe, yet since last year very little had been accomplished in preparation. When human preparation is in place, nature's destructive power can at least be lessened.

What is the government role in all of this? Mines, planes, trains and bridges are made and managed by joint government-business agreements nowadays. Governments, whether they call themselves democracies, federations or republics, all contract with corporations for public projects.

There are laws, of course, but as in the case of the United States where nearly one-third of the bridges are considered to structurally weak, no one seems to really check. Any costs saved by so-called "public-private partnerships" clearly are not spent on safety inspections.

Governments need a reminder that their prime responsibility is to provide safe, efficient and working infrastructure. People trust that they can drive home on bridges (one collapsed in Minnesota), ride roller coasters (one killed a woman in Osaka), and use escalators (one cut off the toe of a woman in Kawasaki). The lack of inspiration and simple attention is not just irresponsibility; it's a crime. Most governments do display sympathy over crises, offering recovery money and rescuers. Yet they should also take time beforehand to learn from previous disasters. The International Atomic Energy Agency came to the earthquake-hit Kashiwazaki-Kariwa nuclear plant not to impose regulations, but to learn for the future. (4) If only the Chinese government had sent inspectors to the Minnesota bridge site, it might have learned something in time to save some of the 64 people who died in the China bridge collapse.

Floods, storms and other natural disasters are mentioned in the oldest written records, yet they remain the least of our problems. One common goal of humanity should be to construct a bond against natural disasters, not against other humans. Disasters have a lot to teach; we only need to learn and to act.

- (問1) 下線部(1)を日本語に直しなさい。
- (問 2) 下線部(2) はどういうことか,日本語で説明しなさい。
- (問3) 下線部(3)を日本語に直しなさい。
- (問 4) 政府が災害に備えて果たすべき役割について,筆者の考えを二点日本語で 書きなさい.
- (問 5) 下線部(4)を日本語に直しなさい。

II. 次の英文を読んで設問に答えなさい。

Today hundreds of millions of people are learning English, the planet's language for commerce, technology and opportunity. Within ten years, two billion people will be studying English and about half of the world — some three billion people — will speak it, according to a recent report from the British Council. All over the world, parents keen for their children to be successful are paying high fees for English language schools. Governments worldwide are emphasizing English, recognizing that along with computers, English is the key to globalization.

Non-native speakers of English now outnumber native speakers three to one. According to English language expert David Crystal, "There's never before been a language that's been spoken by more people as a second than a first." In Asia alone, the number of English users is more than 350 million — roughly the combined populations of the United States, Britain and Canada. There are more Chinese children studying English than there are Britons. The new English speakers are not simply learning the language, they are shaping it. New Englishes are appearing all over the world, ranging from the unique English spoken in the Philippines, to "Janglish" spoken in Japan, to "Hinglish," a mix of Hindi and English that is now spoken in many places throughout South Asia. In South Africa, many blacks have adopted their own versions of English, filled with local words.

All languages are constantly changing, but English's globalization, unique in the history of languages, will change the language in ways we can only begin to imagine. In the future, there could be a "tri-English" world, one in which you could speak a local version of English at home, a national version at work or school, and an international Standard English to talk to foreigners. With native speakers currently in the minority, there's a growing sense that students should stop trying to speak like the British or the Americans, and accept their own local versions.

Indeed, English ha become the common language of the world. Whether you're a Korean executive on business in Shanghai, a German politician writing laws in Brussels or a Brazilian biochemist at a conference in Sweden, you're probably speaking English. To achieve fluency non-native speakers are learning English at increasingly younger ages. Primary schools in major Chinese cities are offering English in the third grade, rather than middle school. A growing number of parents are sending their preschool to local English courses.

Why is there so much enthusiasm for English? In simple terms, it's jobs. A generation ago, only elites like diplomats and executives needed English for work, but today it has become a requirement for those in business, technology and education. English is now firmly established as the world's language, and there is little chance that will change in the future.

Complete (1)-(5)in English and choose the best answer for (6), based on the text.

- (1) Within the next ten years, approximately _____ percent of the world's population will be English speakers.
- (2) Never before in human history have ther been more ______ speakers of a language than ______ speakers.
- (3) A world with three varieties of English would include _____, ____, and _____.
- (4) By starting to study English at an earlier age, learners aim to become more _____.
- (5) More and more people are learning English today because it can help them
- (6) Non-native speakers of English are "shaping" the language by _____.
 - a. mixing local expressions with Standard English
 - b. speaking English at home and at work
 - c. moving to countries where English is spoken
 - d. learning the language at an earlier age

III. 次の文の,日本語で書かれた部分(1),(2),(3)を英語に直しなさい。

Most classrooms involve interaction between teachers and students, with the teacher asking questions to which the student is expected to respond. (1)教師が 身につけるべき最も難しいことのひとつは、質問してから答えを得るまでに時間 を充分かけることである。All too often, the teacher expects an instant response. Frequently, no such response is forthcoming. The teacher may give the answer, or may call on some unfortunate student who is not ready to answer. Voluntary responses to questions in the classroom almost always occur if the teacher is willing to wait long enough. We are not suggesting a ten-minute waiting period; however, the time may seem that long to the teacher at first. Few teachers would think that fifteen seconds is a long time to wait. (2) しかし教師の行動を調べてみると,5秒も 待つことはめったにないことが分かる。In addition, children have different response rates. Some children can process a question and determine what their answer will be quickly, while other children take two or three times as long to determine their responses. This does not indicate a difference in intelligence or preparation on the part of the children, only a difference in response pattern. Children who respond quickly tend to become favorites of the teacher. Those who respond slowly appear to do more poorly in most teachers' classrooms. ₍₃₎教師へ助言したいことは,反応 をどのように待つべきかを学ぶことであって,答える準備のできた最初の生徒にい つも当てることではない。

IV. 次の会話を読んで設問に答えなさい。

- A: So have you seen the new Bruce Willis movie yet?
- B: Yeah, as a matter of fact I watched it at a friend's house last night.
- A: What do you mean? It's not even out on DVD yet?
- B: Everything's available if you look in the right places on the Internet.
- A: You mean your friend stole it, right?
- B: Not exactly. Stealing is when you take something and then sell it—people just download movies and watch them, no selling involved. They call it (1) free riding, not piracy.
- A: Come on! Piracy is piracy. What about the artists? They do all the work, and others are just taking the movies for free.
- B: The companies still sell lots of DVD's. After all they make plenty of money, and they don't think about consumers.
- A: Yeah, it's true that most DVD's are slow to come out, but that doesn't make piracy OK.
- B: Think about all the money that the movie industry is making. And they make you wait ages for it to come out on DVD just so you have to pay to go to the theater.
- A: Right, going to the movie theater is $_{(2)}a$ real hassle. Parking, ticket prices, lines... it's pretty inconvenient. It's easier just to watch at home.
- B: Lots of people think that. It's time for the movie industry to think about changing the way it does business.
- A: What do you mean by that?
- B: Look at what Apple has done with their iTunes Store. Songs are a dollar each, but you can't share them with other people. (3) That is the kind of new thinking the movie industry needs.
- A: So that means the companies need to learn how to take advantage of the Internet. I bet there's a lot of money to be made.

8 第1章 大学・短大

- B: Exactly. (4) They need to meet the demands of the Internet Age. One of the main causes of illegal file sharing is that the companies are not flexible.
- A: What do you think they should do? Lower their prices and make it easier to access movies online? Won't that hurt their business?
- B: Actually, no. Just like with music and the iTunes Store, even at a much lower price they'd end up making more money because more people would watch the movies.
- A: I guess technology can't be stopped. Businesses have to change.
 - (問1) 下線部(1)の意味にもっとも近いものを,次の a ~ d の中から一つ選び,記 号で答えなさい。
 - a. stealing something and then selling it
 - b. taking a bus for free
 - c. downloading pirates movies
 - d. using something and not paying for it
 - (問2) 以下の英文を完成させるのにもっとも適しているものを,次の a~d の中から一つ選び,記号で答えなさい。

According to the conversation, access to movies online would probably help companies ______.

- a. spend more money
- b. make more money
- c. save more money
- d. invest more money
- (問3)以下の英文を完成させるのにもっとも適しているものを,次のa~dの中から一つ選び,記号で答えなさい。

At the end of the conversation, the speakers _____.

- a. agree on a point
- b. want to watch a movie together
- c. have no similar ideas
- d. decide to change their jobs
- (問4) 下線部(2) はどういうことか,具体例を挙げて日本語で説明しなさい。
- (問5) 下線部(3)は何を指すのか,日本語で説明しなさい。
- (問 6) 下線部 (4) で話者が主張していることを日本語で説明しなさい。

SOURCES

- I. "Learning from a Summer of Disasters." The Japan Times, 28 August 2007.
- II. Power, Carla. "Not the Queen's English." Newsweek International, 7 March 2005.
- III. Hurt, H. Thomas, Michael D. Scott and James C. McCroskey. Communication in the classroom. Reading: Addision-Wesley, 1978.
- IV. Based on McNutt, Chelsea. "The Problem of Internet Piracy Gains Attention." *VOA News*, 28 August 2007. (インターネット版)

解答例

- I. (問1) 自然災害に対する治療法はないが,人間の軽率さにも治療法もない。
 - (問2) 各地で起こる悲劇的な災害は自然に発生するのではなく,終始人間の判断ミスと不適切な管理によって起こるということ。
 - (問3) 自然が破壊したものを,人間が,過密な建設,森林破壊,ダムや道路の ずさんな建設によってさらに悪化させる。
 - (問4) 1. 安全で効率的な社会基盤を提供すること。2. 時間をかけて過去の災害から学ぶこと。
 - (問5) もし中国政府がミネソタ州の橋梁崩壊現場に調査官を派遣してさえいれば,中国は重要なことを学び,自国の橋梁崩壊で死亡した64名のうち何名をかをうまく救うことができたかもしれない。
- II. 1. fifty
 - 2. non-native / native
 - a local version

 a national version
 an international Standard English
 - 4. fluent
 - 5. get jobs
 - 6. a

10 第1章 大学・短大

- III. (1) One of the most difficult things the teacher should learn is to wait long enough for the student to respond to his or her questions.
 - (2) However, research on teachers' behavior shows that they seldom wait longer than five seconds.
 - (3) What we would like to advise the teacher to do is to learn how to wait for a student's response, not to call on the first student all the time that is ready to answer.

IV. 1. d

- 2. b
- 3. a
- 4. 映画館で観るのは, 駐車, チケット代, 列に並んで待つなど, 家で観るより かなり不便である。
- 5.1曲1ドルであるが,他の人たちと共用できないこと。
- 6. 映画会社は最新のインターネット技術を上手く利用し,安く手軽に映画を観 たい多くの人々の要求に応える必要があるということ。

1.2 熊本県立大学

1.2.1 一般前期試験 (英語英米文学科) 120 分

【1】これは英語を聴き取る力を試す問題です。指示に従って解答しなさい。(この 問題は試験開始後30分たってから始めます。それまでに答案用紙の指示を読ん でおいてください。)

— リスニング問題 スクリプト —

- **Part 1:** Listen to the short conversation and answer the questions in English. There are three questions. You will hear the conversation twice.
 - Man: There's going to be a big German film festival on the 5th of next month. I think it would be a very good idea for us to go.
 - Woman: Well, I'd really like to, but don't you remember? I'd arranged to take the 5th of next month off. That's the day I'm moving to my new apartment.
 - Man: Yes, that's right. I completely forgot about that. Is there any chance you could change it to another day?
 - Woman: I think that might be too difficult now. Couldn't you ask someone else to go instead of me? How about Tom?

Questions:

- 1. What event is going to be held on the 5th of next month?
- 2. Why is the woman unable to do what the man wants?
- 3. What does the woman suggest the man should do?
- **Part 2:** Listen to the short talk and answer the questions in English. There are three questions. You will hear the talk twice.

The average American spends over four hours a day watching TV. That is over 100,000 hours in a normal lifetime! So what did people do before the invention of TV? First of all, reading was much more popular then than it is now. Most people today read far fewer books than people did before TV was invented. Reading stimulates our minds and helps us expand our imaginations. It also helps us build strong language skills. Some scholars say that because people read so much less today than they did 100 years ago, our language skills are actually becoming worse as time goes on. Questions:

- 1. How many hours a day does the average American watch TV?
- 2. What was popular before TV was invented?
- 3. What do some scholars say about people's language skills?
- **Part 3:** Listen to the short talk. Write down what you hear to complete the passage below. You will hear the talk three times.

Speaking plainly and simply is often (an excellent way of giving a clear message). However, a message that is too plain and direct can sometimes be perceived as forceful or even rude. It is sometimes necessary to soften the impact of the message (by using indirect language). A speaker must balance the need to convey information quickly and accurately with (the need to develop successful relationships).

【2】次の英文を読んで設問に答えなさい。

Men and woman communicate and understand communication differently. $\underline{\bigcirc}$ This should come as no surprise to anyone who is married. But it is important to look at some of these differences and how they are perceived by the opposite sex.

One well-known example is how men and women position themselves when they have a conversation with a person of the same sex. When two or more men talk to each other in English, they will rarely look directly at one another. Rather, they prefer to look off into the distance, standing side by side instead of face to face. In contract, when two women talk to one another in English, they prefer to face each other. So, what happens when a couple marries? The man in this couple does what is natural to him. He stares into space, often towards the television. The woman, seated beside him, is looking directly at him. After talking for a few moments, the woman, annoyed, asks if he is listening to her. He responds, also annoyed, that of course he is listening. The fact that both people are annoyed shows their lack of understanding of how the opposite sex transmits information.

There are many other examples as well. According to Professor Deborah Tannen of Georgetown University, author of the book *You Just Don't Understand!*, men perceive their role as "giver of information," but women prefer to find a connection to the speaker on an emotional level. In English-speaking societies, women who take on the role of information giver are sometimes considered a know-it-all, someone who thinks they know everything.

Researchers often point out that in word choice there are many differences between men and women. Take colors for example. Men tend to speak in basic color terms such as *red*, *white*, and *blue*. Women, however, tend to have a much larger selection to choose from such as *crimson*, *ivory* or *turquoise*. Similarly, adjectives show many differences. Men are rarely found to say things such as "delightful," "lovely," or "darling" to describe an item, as these are considered too feminine. Men generally are found to use bad language more than females as well. This probably goes back to old stereotypes that women should not use bad language.

The differences between male and female speech patterns should not make you think men's and women's language are different. They are not. In the case of English, they still both speak English. 2 It is just how they speak it that is sometimes different.

(Adapted from Shawn M. Clankie and Toshihiko Kobayashi, *Language and Our World*)

- 1. 下線部①を, "This"の表す内容を明らかにして日本語に直しなさい。
- 2. この文章の筆者は,会話をする際に男女にどのような違いが見られると指摘しているか,本文に即して日本語で具体的に説明しなさい。
- Professor Deborah Tannen は,男女のコミュニケーションの違いをどのように 説明しているか,本文に即して日本語で述べなさい。
- 4. 下線部②を, "it" が指すものを明らかにして,日本語に訳しなさい。

【3】次の英文を読んで設問に答えなさい。

On long winter evenings, Native Americans often gathered around a fire and told tales of times long ago, when the world was new and humans and animals spoke the same language. Although the stories might have been amusing, storytelling was far more than simple entertainment. It was the principal means by which cultural values and beliefs were passed from one generation to the next. The time between the harvest festival in early fall and the renewal festival of early spring, the coldest and darkest time of the year, was an important period in Native American life. It was the time when all members of the tribe, both young and old, came together to be reminded of their shared past and culture.

Native American religious do not have a sacred book on which people rely for spiritual guidance. Their sacred knowledge is traditionally passed down orally, in stories of how the world was made, how the people came to be, and how they received the customs that make up their culture. \bigcirc The tales that make up a tribe's sacred tradition are told and retold throughout a person's lifetime, so that each man, woman, and child carries within himself or herself a knowledge of the tribe's culture

14 第1章 大学・短大

and belief. Native American stories of creation and the actions of heroes and spirits are sacred to them in much the same way that the Bible is sacred to Christians and Jews; the Koran, to Muslims.

In general, the tales in Native American oral tradition are organized in cycles rather than in a linear fashion. Even when the tales are written down, they do not form a step-by-step narrative like that in the Bible, which is largely an account of the wanderings of the Jewish people and the events connected with the life of Jesus and the early Christian Church. Instead, Native American stories usually cluster around @ three time periods: early creation, when all beings spoke the same language and could understand each other, the era of the culture hero, a divine being who prepared the world for human beings and taught people their sacred customs; and finally, present time, in which people now live and try to follow the will of the spirits.

Native American tales often place the tribe in the center of the universe, explaining how they came to be in particular place. For each tribe, this god-given land was sacred. <u>3</u>It fed them crops and game, supplied them with clothes and shelter, and they returned to it after death, becoming part of the cycle of life. Each tribe also had sacred places within its territory, where visions or encounters with the spirit world might occur and where sacred rituals were held.

(Adapted from Paula R. Hartz, Native American Religions)

- 1. アメリカ先住民にとって、"storytelling"が持つ重要な役割とは何か、本文に即して日本語で説明しなさい。
- 2. 下線部①を日本語に訳しなさい。
- 3. 下線部②の三つの時代のうち,第二の時代はどのような時期であったのか,本 文に即して日本語で説明しなさい。
- 4. 下線部③を, "It" が指すものを明らかにしながら,日本語に訳しなさい。

【4】次の英文を読んで設問に答えなさい。

Architects of large public buildings must consider the safety aspects very carefully. In particular, the architect must ensure that sufficient exits provided. Unfortunately, we know very little about how such exits should be designed. \bigcirc Scientists have tried to construct computer models of the way people behave when they try to get out of a building in a panic situation. One research group recently conducted an experiment with mice to see how they behaved in a crisis. The results of this experiment could help researchers understand how humans might react in similar situations.

In <u>O</u>the experiment, a research group at the University of the Philippines used mice to test the results predicted by computer models of humans in emergencies. A special box was made that consisted of a pool of water with several exits leading to dry, safe platforms. The mice were placed in the pool, and a video recorder was used to observe how they found their way onto the platforms under different conditions. The scientists changed the number of mice placed in the box, as well as the width of the exits and the distance between them. They then analyzed the video tapes in order to determine the rate at which the mice were able to escape from the pool.

The scientists found that the behavior of the mice corresponded quite closely to the predictions made by their computer models. Surprisingly, the most efficient escape patters were observed when narrow exits were used, since the mice automatically formed orderly lines in order to get out. When the exits were wide enough to arrow two or more mice to pass through at the same time, the mice got in each other's way and thus escaped at a slower pace. Also, the experiment results showed that escape would be less efficient if the exits were placed too close together.

The need for a better understanding of how people react in panic situation is clear. In a recent example, more than 120 people were killed at a football stadium in Ghana in 2001 when the police's response to *vandalism caused spectators to panic. The experiment shown above might help us find ways to prevent such disasters in the future.

(Adapted from Y. Ishitani and S. Embury, *Outlook on Science and Technology*)
 *vandalism: the crime of destroying or damaging something, especially public property, deliberately and for no good reason.

- 1. 下線部①を日本語に訳しなさい。
- 2. 下線部 ② の実験の手順を,本文に即して日本語で簡単に説明しなさい。
- 3. 下線部②によって説明したことを三つ,本文に即して日本語で述べなさい。
- 4. 筆者が下線部③のように述べる根拠を,本文に即して日本語で説明しなさい。

【5】次の文章の下線部を英語に訳しなさい。

俳句は外国でも盛んだという。一体,外国語の俳句とはどういうものなのか, 韻を踏むのか,季語はあるのか。これらは日本人なら誰しも抱く疑問である。 それに俳句は外国人にはわかるまい,というのがわれわれの考え方ではないだ ろうか。①この考え方は,俳句にかぎらず,日本文化あるいは日本的なもの が外国に伝わり,受容された現象にたいする日本人の根強い思考パターンの ひとつといってもよい。②日本人は,自国の文化をきわめて異質なものと考 え,異質なるがゆえに,外国人にはわかるまい,と勝手に思いこんでいるふ しがある。

(佐藤和夫『海を越えた俳句』より,一部変更)

解答例

【1】

Part 1 1. A German film festival

- 2. (Because) she is moving to her new apartment on the day.
- 3. She suggests that the man should find and ask someone to go to the festival instead of her.
- Part 2 1. Over four hours a day.
 - 2. Reading was.
 - 3. They say that people's language skills are becoming worse as time goes on.
- Part 3 an excellent way of giving a clear message
 - by using indirect language
 - the need to develop successful relationships
- 【2】1. 男女でコミュニケーションの理解の仕方が異なることは,結婚すれば誰に とっても大きな驚きではなくなる.
 - 同姓との会話の際,男性は横並びの位置をとり,遠くを見つめながら話すのに対し,女性はお互いに面と向かって話す.しかし,結婚した男女二人の間では,男性は自分にとって自然なポジションをとり,横に妻が座ってもテレビを見るなどして直視することはない.女性は男性を直視して情報を受け取ろうとする.
 - 英語圏での男女間のコミュニケーションに違いは,男性が情報の提供者で あろうとするのに対し,女性は話し相手との関係を自らの感情のレベルで 理解しようとする.女性が情報提供者の立場に立つとき,その女性は「知っ たかぶり屋」と見なされる傾向がある.
 - 男女間でスピーチパターンが異なることで、使う言葉が異なると考える必要はなく、同じく英語を話している.ただ、異なることを男女がどのように話すかの違いがあるに過ぎない。
- 【3】1. 自分達の文化の信念が,一堂に会する場面でそれぞれの世代に語り継がれ るという役割を果たした.そして自分たちの過去の文化が共有されること を認識する役割を果たした.
 - 2. 部族の聖なる伝統を構成する「語り」は個人の一生涯を通じて何度も何度 も語り継がれ,その結果,男女こどもの誰もが,これが部族の文化と信念 であるという自覚を持ち続けるのである.

- 3. この世を人類にとって準備し,聖なる習慣を人々に教えてくれる神聖なる存在(聖者)が出現した,文化的英雄の時代.
- 4. 神が与えた自分たちの土地は,彼らの穀物と獲物を与え,衣類と避難場所 (住居)を与えた.そして死後には,土に戻り生命の輪廻の一部となった。
- 【4】1. 科学者達はパニック状態にあるビルから逃げ出そうとする人たちの行動様 式の典型をコンピュータによって作ろうとした.
 - 乾いた安全な高台に通じるいくつかの出口を持つプールの構造をした特殊 な箱に数匹のハツカネズミをおき、出口の広さや出口と出口の間隔を変え てみて、ネズミたちがどのような行動をとるかの実験を行った。
 - 3.
 狭い出口が効果的.ネズミが秩序だって一列で行動する習慣があるため.
 - 2,3匹が一度に出られる広さの穴は,逃げるのに非能率的(時間がかか りすぎる)だと分かった.
 - 出口どうしの間隔が狭すぎると,逃げるのに非能率的だと分かった.
 - 4. 2001年にガーナのサッカー競技場で (興奮した) 観客が公共物を破壊したため, 警察が逮捕拘束の挙に出たので, 罪を逃れようと殺到した人たちが 120 人以上死亡した事件が起きた.
- (5) ① This is how the Japanese people unexceptionally think when any Japanese culture including haiku is exported to other countries and is going to be accepted there.
 - (2) The Japanese people tend to think (that) their culture is so unique and different that they find it impossible for foreign people to understand Japanese culture truly.

1.2.2 一般後期試験(英語英米文学科)120分

【1】これは英語を聴き取る力を試す問題です。指示に従って解答しなさい。(この 問題は試験開始後30分たってから始めます。それまでに答案用紙の指示を読ん でおいてください。)

— リスニング問題 スクリプト —

- **Part 1:** Listen to the short conversation and answer the questions in English. There are three questions. You will hear the conversation twice.
 - A: The other day my friend said that the Earth would be dead in fifty years. Can you believe that?
 - B: What do you mean by "dead"?
 - A: I think he meant that global warming will change the Earth's climate so much that all living things will die in fifty years. There will be no life at all on the whole planet.
 - B: Wow! Now that you mention it, I guess if all the ice melted, the entire Earth would be one big ocean. Maybe there wouldn't be any people or animals left, but what about fish and things that live in the sea? Wouldn't they be OK?
 - A: Oh, I didn't think about that. You could be right. But my friend also said that if the temperature of the ocean rises by more than a few degrees, everything in it would gradually die, too.
 - B: It's not a pretty picture, is it?
 - A: No. It's not.

Questions:

- 1. According to the conversation, what will cause the melting of the Earth's ice?
- 2. How long will it take for all life on Earth to disappear?
- 3. What change in the ocean would cause fish and ocean life to die?

20 第1章 大学・短大

Part 2: Listen to the short talk and answer the questions in English. There are three questions. You will hear the talk twice.

In Japanese, *ganbatte* is a word that is so often used, but it's rather difficult to translate into foreign languages. In English, you might say, "Do your best," "Good luck," or "'I'll keep my fingers crossed." However, none of these is exactly the same as *ganbatte*.

Generally, in other foreign languages, phrases that translate as "It doesn't matter" or "Take it easy" are more often heard. In Swahili, for example, *pole*, *pole*, which means "slow, slow," or "Don't worry. It's OK," is frequently used in conversation. In Thai, *mai penlai*, which translates as "No problem," makes people feel at ease. And in Australia, people very often say "No worries."

I wonder if only Japanese people like to do their best all the time.

(Adapted from R.Chiba, K.Tabei and W.F.O'Connor, Cultural Diversity II)

Questions:

- 1. According to the talk, how could *ganbatte* be translated into English? Give two examples.
- 2. What does *pole*, *pole* in Swahili means in English?
- 3. Who very often says "No worries"?
- **Part 3:** Listen to the short talk. Write down what you hear to complete the passage below. You will hear the talk three times.

In regular American public schools, the class size is (<u>much smaller</u> than in Japan). Thus, teachers can adjust their (<u>learning activities more</u> easily to fit individual student) needs and differences. The public school system is also (<u>responsible for providing special classes</u>) for gifted students and students with learning disabilities.

【2】次の英文を読んで設問に答えなさい。

One of my jobs as a writer is to edit other people's work. I am still surprised how difficult some people make it for themselves when they write, and more importantly, how difficult they make it for the reader

I'd like to offer you <u>Some suggestions for what you have to write</u>. I am tempted to call those suggestions "Three Rules for Easy Writing," but I know how much I hate rules and I suspect that you may feel the same way. So I will call them suggestions.

And I can promise you that if you follow these suggestions, the next time you have to write something in whatever language, it will be a lot easier.

The first O "<u>non-rule</u>" or suggestion is: Think before you write. Now you might think that this is simple, but you would be surprised how many people sit down and start writing without any idea where they are going. They have no clear idea of a beginning, a middle and an end. So they just start wandering down the page thinking and writing as they go. The results are usually pretty bad, pretty boring, and not very convincing. <u>③</u>The worst case is when somebody is so important that no one will dare to tell them that what they have written is awful.

So what is the solution? Just like taking a trip, you have to make a plan; you have to know where you are going, what you want to do and how and where you will end up. Some people use an outline, some note cards, others a diagram called a Mind Map. Whatever you use, make a plan and follow it. That is, think first, then write.

The second suggestion is: Know your audience. This means you have to ask yourself who you are writing for. "Am I writing for teachers, for people inside the company, for customers, for specialists or the general public?" You have to know your audience, and in knowing them you can figure out what they already know, and what you have to say to them and how you can say it.

For example, an engineer has to decide if he is writing to other engineers, business people or the general public. In each case he will have to use different language and different levels of information. And you will too. So start off by asking yourself: "Who am I writing to and what do they know?"

And finally, the last suggestions is: Keep it simple. Many times when people write they feel they have to use big, sophisticated words, write long sentences and impress people. They think this works. It doesn't. Just <u>5</u> the opposite is true. Keep most of your sentences short. Use short words. Break up long sentences into a couple of short ones. Make it easy for the reader to understand. So, will you look dumb if you do this? Not at all. Some of the best writing ever in the English language is simple, strong and to the point.

And by the way, if you think before you write and know your audience and keep it simple, you're going to look pretty smart when you write. And that's not bad.

(Adapted from Shukan ST, 2006)

- 1. 下線部①について筆者が提案していることを3つ日本語であげなさい。
- 2. 筆者が下線部 ②の表現を用いた理由を本文に即して日本語で説明しなさい。
- 3. 下線部③を日本語に直しなさい。

4. なぜ下線部④に従うと良いのか,本文に即して日本語で説明しなさい。

5. 下線部 ⑤の具体的な内容を,本文に即して日本語で述べなさい。

【3】次の英文を読んで設問に答えなさい。

Through more than a half century, Donald Keene has studied and taught at Columbia, Harvard, Cambridge, and Kyoto Universities, and more. He has also published many books on Japanese literature and culture: about 25 books in English and 30 in Japanese. The purpose of his works in Japanese literature, particularly translating, is to provide opportunities for people, regardless of nationality, to benefit, enjoy and enrich themselves. "I believe that some people, at least, and I hope many people eventually, will read a *Noh* play and find something that affects them directly, tells them something about their deepest feelings," he says.

In 2002, Keene became the third non-Japanese to be awarded the title "Person of Cultural Merit(*Bunka Korosha*) by the Japanese government. His major achievements include the publication of a history of Japanese literature, and more recently, biographies of the Meiji Emperor and Yoshimasa Ashikaga. Currently, he is interested in Kazan Watanabe, a Japanese painter and intellectual who lived during the end of the Tokugawa era. Revealing his fascination for Kazan, he says, "I'd like to know more about him, about his time and about his friends so that one will have a better idea what it was like for a Japanese at that time, and what it might be like for any intellectual in any country when one is living under a dictatorship—when one is unable to express one's views and where one can be imprisoned simply for saying one word of praise about a foreign country."

Japan has come a long way since the time of Kazan Watanabe; has it become an international country? Keene says, "True internationalization would, of course, require Japanese to accept non-Japanese in their circles." This may be difficult if the non-Japanese doesn't speak Japanese well enough to fit into a lively conversation, but he also adds, "I think we all feel the need to know people outside our own culture. In my case when I travel now in Europe, I go not from country to country, but from person to person—people I've met in the past, someone I want to see again, someone I find very stimulating to talk to because this person may have a quite different point of view from my own." Says Keene, "Meeting and becoming friendly with people is the most important aspect of internationalization."

(Adapted from Masashi Suzuki and Mitsuko Suzuki, English Zone)

- 1. 下線部①を日本語に訳しなさい。
- Donald Keene が渡辺崋山に興味をもっている理由を本文に即して日本語で説 明しなさい。
- 3. Donald Keene にとっての「国際化」の条件とは何か,本文に即して日本語で説 明しなさい。

【4】次の英文を読んで設問に答えなさい。

In the late 1800s, French scientist Charles Edouard Brown-Séquard and British scientist Henry Charlton Bastian independently discovered that the left side of the brain seems to be specialize for language. $\square \underline{A}$ man who suffers brain damage affecting the left side of the brain is much more likely to lose language functions than a man who suffers damage on the right side of the brain. The right side of a man's brain seems to be specialized for functions related to space such as navigation or mental images. But does this rule—left brain verbal, right brain spatial—apply to woman as well as it applies to men?

The modern era of research in gender differences may be said to have begun in 1964, when Herbert Lansdell reported the existence of sex differences in the organization of female and male brains. Over the next two decades, a series of studies demonstrated that while the left part of the brain is clearly specialized for language functions in *men*, that is much less noticeable in *women*. Research with people who have suffered brains are organized differently, with functions more clearly divided in male brains and female brains are organized differently, with functions more clearly divided in male brains and more globally distributed in female brains. For example, men who suffer damage involving their brain's left part suffer a drop in verbal IQ of, on average, about 20 percent; men who suffer damage which affects their brain's *right* part suffer virtually no drop at all in their verbal IQ. If you damage a man's left part, he loses a big amount of his language abilities; damage a man's right part, and his language ability is not affected. That sort of information provides strong evidence that the left part of a man's brain is not.

<u>3</u><u>Women are different.</u> Woman who suffer damage affecting their brain's left part suffer a drop in their verbal IQ, on average, of about 9 percent; woman who suffer damage affecting their brain's right part suffer a similar drop in verbal IQ, about 11 percent. Women use both parts of their brain for language. Men don't.

By the mid-1980s it was clear that the division of function that is so obvious in men's brains—left brain verbal, right brain spatial—applies less well or not at all to female brains. At that time most scientists believed that these differences in the brain derived from hormonal differences. $\underline{}$ Harvard scientist *Norm Geschwind and others suggested that male hormones were responsible for the specialization for language functions seen in male brains.

(Adapted from Leonard Sax, Why Gender Matters) *Norm Geschwind: ノーム・ゲシュヴィンド 1. 下線部①と④を日本語に訳しなさい。

2. 下線部 ② について, どのように異なるかを本文に即して日本語で説明しなさい。

3. 下線部③の具体的な内容を,本文に即して日本語で説明しなさい。

【5】次の文章の下線部を英語に訳しなさい。

母がフランス系カナダ人だったことも影響していたと思うが,幼いころ, 親は私にフランス語を教えようとしたことがある。私には全く興味がなく, 興味のないことを子どもに押しつけられても,何の効果もない。かえって逆 効果だった。フランス語は私の性に合わず,ボンジュール,メルシー程度しか いえないまま,一生,フランス語嫌いになってしまった。

(トーマス・カーシュナー『禅僧になったアメリカ人』より)

解答例

【1】

- Part 1 1. Global warming will.
 - 2. It will take fifty years.
 - 3. The temperature of the ocean will rise by more than a few degrees and it will cause all ocean life to die.
- Part 2 1. Do your best. / Good luck.
 - 2. Slow, slow.
 - 3. People in Australia do.
- Part 3 -much smaller than in Japan
 - learning activities more easily to fit individual student
 - responsible for providing special classes
- 【2】1.書く前に考える.読者のことを知る.文体を単純化する.
 - 2. 規則という言葉を筆者は好きでないから,読者も嫌いであろうと思われる.
 - 3. 最悪のケースは,誰か(書かれる人)が大変な重要人物であるため,作者の 書いた物がどんなにひどいかを思い切って告げてくれる人が一人もいない ような時である.
 - 4. 誰のために本を書くのか,本に書く内容がためになっているかなど,読者になる人たちのことを事前によく知る必要がある.
 (たとえば,エンジニアは読者が他のエンジニアなのかどうか,ビジネス関係の人なのか,一般大衆なのかどうかを見極める必要がある)
- 【3】1. 日本文学における彼の造作,特に翻訳作業の目的は,人々が国籍に関係なく 恩恵を受け,楽しく自らを豊かにできる機会を提供することです.
 - 2. 鎖国状態の日本の徳川幕府という独裁政治の下で,自らの考えを堂々と述 べられる知識人であったから.
 - 周囲に日本人以外の人たちがいることを受け入れ,自己の文化の外にいる 人々について知り,他国の文化を知り,自分のものの見方と異なる人々と出 会うことが真の国際化である.
- 【4】1. ① 左脳に影響する脳の損傷を負った男性は,右脳に影響する脳の損傷を 負った男性よりも言語機能を喪失する傾向がある.
 - ② ハーバード大のノーム・ゲシュヴィンドおよび他の人たちは,男性の脳に見られる言語機能にとって男性ホルモンが特に関係していることを示唆した.

- 2. 左脳を損傷した男性は、言語機能を 20%喪失することがはっきりしているが、女性がこれを損傷した場合は言語機能の喪失状態は世界の地理的場所によって異なるという分散傾向を示している.
- 3. 男性が左脳に言語機能を負っているのに対し,女性は左脳と右脳の双方に 言語機能を負っているという違いがある.
- (5) My mother being a French Canadian may have influenced it; she once tried to teach me French when I was a small child. However, I was not at all interested in French. Her efforts to make me learn French turned out to be a failure. She was to to meet the opposite result.
 - 別解 It may have been influenced by the fact that my mother was a French Canadian. When I was a small child, she tried to teach me French. But I wasn't interested in learning French at all. She tried to force her son to do what I wouldn't like to do, with a completely opposite result.

1.3 崇城大学

1.3.1 一般前期1日目 (工学部・情報学部・生物生命学部)

- I. 次の (1) ~ (15) の単語のなかで、第1音節 (左端の音節) を最も強く発音するも のを 5 つ選び、番号で答えなさい。
 - $(1) \quad \text{de-liv-er} \qquad (2) \quad \text{av-er-age} \qquad (3) \quad \text{oc-cur}$
 - (4) rep-re-sent (5) cal-en-dar (6) cu-ri-os-i-ty
 - (7) ne-ces-si-ty (8) par-tern (9) sat-is-fac-to-ry
 - (10) dis-tin-guish (11) in-ter-est-ing (12) vol-un-teer
 - (13) mys-te-ri-ous (14) ex-cel-lent (15) ec-o-nom-ic

II. 次の1.~10.の文には文法的に誤りのある文が4つある。その番号を書きなさい。

- 1. Helen comes to visit me as often as she can.
- 2. Robert was late as usual.
- 3. Lucy is quite clever and do well at school.
- 4. I used to live in a small village in the coast.
- 5. Why don't you come round for dinner?
- 6. Connect the speakers to the CD player.
- 7. The floods brought death and destruction to the area.
- 8. He's finding it difficulty to get a job.
- 9. The whole system was threw into disorder.
- 10. Joe is without doubt one of the finest swimmers in the school.

III. それぞれの日本文の意味になるように、()内の語(句)を並べ替えて英文 を完成しなさい。なお、文頭にくる語も小文字にしてあります。

1. 誰が窓を割ったと思いますか。

(broke / do / think / the / who / window / you)?

- 2. トムとスキーに行っていいですか。 (all / go / if / I / is / it / right / skiing / Tom / with)?
- 3. これは私にはわからないことわざです。 (a / don't / I / is / know / meaning / proverb / this / whose).
- 4. 彼女はケーキを焼けば必ず焦がしてしまいます。
 (a / bakes / burning / cake / it / never / she / without).
- 5. テレビをつけたまま寝るとは彼は不注意でした。
 - (bed / careless / go / him / it / of / on / the TV / to / to / was / with).
- IV. 著作権により非公表 (英文による長文)

解答例

- I. 2, 5, 8, 11, 14
 - (1) de-liv-er [dilívər]
 - (3) oc-cur $[\partial k \partial r]$
 - (5) cal-en-dar $[k \not a l a n d a r]$
 - (7) ne-ces-si-ty [nəsésəti]
 - (9) sat-is-fac-to-ry [s at as f a kt(a) ri]
 - (11) in-ter-est-ing [int(a)rastin/-tarest-]
 - (13) mys-te-ri-ous [misti(a)rias]
 - (15) ec-o-nom-ic [ìːkənámik/ìːkənámik]
- II. 3, 4, 8, 9

- (2) av-er-age $[\acute{ev}(\vartheta)ridz]$
- (4) rep-re-sent [rèprizént]
- (6) cu-ri-os-i-ty [kjùəriásəti/-ós-]
- (8) pat-tern [pátərn]
- (10) dis-tin-guish [distíŋgwi∫]
- (12) vol-un-teer [val(a)ntiar/val-]
- (14) ex-cel-lent $[\acute{e}ks(ə)lant]$

III. 1. Who do you think broke the window

- 2. Is it all right if I go skiing with Tom
- 3. This is a proverb whose meaning I don't know
- 4. She never bakes a cake without burning it
- 5. It was careless of him to go to bed with the TV on

-般前期2日目 (工学部・情報学部・生物生命学部) 1.3.2

- I. 次の(1)~(15)の単語のなかで、第2音節(左から2つ目の音節)を最も強く発 音するものを5つ選び、番号で答えなさい。
 - (1) ad-mire (2)Eu-ro-pe-an
 - (4) con-tin-ue
- (5)char-ac-ter
- (7) li-quor
- (10) ho-ri-zon

(13)

- (8) op-por-tu-ni-ty
- cer-e-mo-ny (14)
- (11) neg-a-tive
 - (12)en-ter-tain (15)
- choc-o-late su-pe-ri-or

(6) ex-pe-ri-ence

(9) math-e-mat-ics

(3) in-sect

II. 次の1.~10.の文には文法的に誤りのある文が4つある。その番号を書きなさい。

- 1. The girls looked each other.
- 2. It takes a lot of time and effort to get an exhibition ready.
- 3. She was full of energy after her vacation.
- 4. It was early evening by the time we got home.
- 5. We had just finished our evening meal when the door rang.
- 6. You can never tell what he is feeling.
- 7. Stop to exercise if you feel any pain.
- 8. The jacket's fine, but the tie aren't fit.
- 9. I'm away on holiday until the first of June.
- 10. Mary was laying on the floor doing her homework.

III. それぞれの日本文の意味になるように、()内の語(句)を並べ替えて英文 を完成しなさい。なお、文頭にくる語も小文字にしてあります。

- 1. 君の準備ができたらすぐに出発しましょう。 (are / as / as / leave / let's / ready / soon / you).
- 2. 彼はそんな危険な場所に行くほど愚かではありません。 (a / better / dangerous / go / he / knows / place / such / than / to / to).
- 3. バスの中には乗客はわずか5人しかいませんでした。 (bus / five / more / no / on / passengers / than / the / there / were).
- 4. この靴は小さすぎて私には履けません。

(are / for / me / on / put / shoes / small / these / to / too).

- 5. 彼女は夕食後、夫に皿を洗ってもらいました。 (after / dinner / dishes / do / had / her / husband / she / the).
- IV. 著作権により非公表 (英文による長文)

解答例

- I. 1, 4, 6, 10, 15
 - (1) ad-mire [admáiar]
 - (3) in-sect [ínsekt]
 - (5) char-ac-ter $[k \approx r = k t = r]$
 - (7) li-quor [likar]
 - (9) math-e-mat-ics [màdemátiks]
 - (11) neg-a-tive [négətiv]
 - (13) cer-e-mo-ny [sérəmòuni/-məni]
 - (15) su-pe-ri-or [səpi(ə)riər/s(j)u(:)-]
- II. 1, 7, 8, 10

- (2) Eu-ro-pe-an $[j\dot{u}(\partial)r\partial p\dot{i}\partial n/-p\dot{i}\dot{i}\partial n]$
- (4) con-tin-ue [kəntínju(:)]
- (6) ex-pe-ri-ence [ikspi(a)rians]
- (8) op-por-tu-ni-ty [àpərt(j)ú:nəti/àp-]
- (10) ho-ri-zon $[h \Rightarrow r aiz(\Rightarrow)n]$
- (12) choc-o-late [$t_{i} \leq k(\theta) = t_{i} \leq k t_{i} \leq k$ -]
- (14) en-ter-tain [ent artéin]

III. 1. Let's leave as soon as you are ready

- 2. He knows better than to go to such a dangerous place
- 3. There were no more than five passengers on the bus
- 4. These shoes are too small for me to put on
- 5. She had her husband do the dishes after dinner

1.3.3 一般後期 (工学部・情報学部・生物生命学部)

- I. 次の(1)~(10)の単語について、最も強く発音する音節を選び、番号で答えな さい。 (1)or-der (2)i-de-al (3)at-tract (4) pol-i-ti-cian $1\ 2\ 3$ $1 \ 2 \ 3$ 1 21 24 (5)of-fer at-ten-tion a-bove (6)(7)pa-per (8) $1 \ 2$ 1 23 1 $\mathbf{2}$ 1 2 ed-u-cate (9)(10)rec-om-mend $1\ 2\ 3$ 21 3 II. 次の各文の()内に入る最も適当な語(句)を選択肢の中から選び,番号 で答えなさい。 1. I'll have my son () you the way to the city hall. (2) show (3) shows (4) to show (1) shown 2. He was fast asleep () his mouth open (3) for (1) to (2) in (4) with 3. I haven't heard () from him lately. (1) something (2) anything (3) seldom (4) hardly 4. Never () John so pleased as yesterday. (1) did (2) has (3) was (4) had 5. There's still some milk () in the cup (1) left (2) leaved (3) leaving (4) to leave
- III. それぞれの日本文の意味になるように、()内の語(句)を並べ替えて英文 を完成しなさい。なお、文頭にくる語も小文字にしてあります。
 - 医者に診てもらいに行ってはどうですか。
 (a / and / doctor / don't / go / see / why / you)?
 - 2. その鍵はどこにも見つかりませんでした。 (anywhere / be / found / key / not / the / to / was).
 - お会いできるのを楽しみにしております。

 (forward / I'm / looking / meeting / to / you).
 - 4. 彼はあんな安月給で暮らしていけるのかしら。 (a / can / he / I / if / live / on / salary / small / such / wonder).

第1章 大学·短大 $\mathbf{32}$

- 5. 仙台に行くには飛行機より列車のほうが高くつきます。 (by plane / by train / costs / go / it / more / Sendai / than / to / to).
- IV. 著作権により非公表 (英文による長文)

解答例

I.										
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
	1	2	2	3	1	2	1	2	1	3
	(1) or	r-der	[ɔ́ː <i>r</i> də	o <i>r</i>]			(2	2) i-d	e-al [a	aidí:(ə)

- (3) at-tract [ətráckt]
- (5) of-fer $\left[\frac{3 r}{3 r}\right]$
- (7) pa-per $[p\acute{e}ip_{\theta}r]$
- (9) ed-u-cate [édzəkèit/édju(:)-]
- /-díəl]
- (4) pol-i-ti-cian [pàlətíʃ(ə)n/pòl-]
- (6) at-ten-tion $\left[\operatorname{dten}(a)n\right]$
- (8) a-bove $[\partial b \Lambda v]$
- (10) rec-om-mend [rèkəménd]

II.

1	2	3	4	5
2	4	2	3	1

III. 1. Why don't you go and see a doctor

- 2. The key was not to be found anywhere
- 3. I'm looking forward to meeting you
- 4. I wonder if he can live on such a small salary
- 5. It costs more to go to Sendai by train than by plane

1.3.4 一般推薦 (薬学部)60分

- I. 次の各英文の空所に入れるのにもっとも適切なものを (a) ~ (d) から選び記号で 答えなさい。
- 1. My little son often () to go out alone. (a) insists (c) fears (d) afraid (b) enjoying 2. Mr.Jones is () an elegant lady next spring. (a) married to (b) marrying (c) marrying with (d) married with 3. We'll have to pay the children's school () by 1 September. (a) fares (b) fees (c) wages (d) rent 4. We often see () leaves on the streets in autumn. (b) fall (a) felling (c) fell (d) fallen 5. All you have to do is () your homework. (a) to be finished (b) to finish (c) finish (d) finished II. 次の日本文の意味になるように、英文(a)~(h)の空欄を 1)~8)の語 句で埋め、その番号を記入しなさい。なお、文頭にくる語も小文字にしてあり ます。 1. 燃えている家のある通りまで行くのに消防士たちは苦労しました。 The firemen (a)(b)(c)(d)(e)(f)(g)(h) on fire. 1) were 2) to 3) trouble 4) where 5) the street 6) had 7) the houses 8) getting 2. 持ち合わせているお金はわずかだが、すべてお貸ししましょう。 I'll (a)(b)(c)(d)(e)(f)(g)(h) me. 1) what 2) money 3) with 4) I 6) have 7) little 8) lend 5) you 3. 誰にあなたの英語を直してもらいましたか。 (a)(b)(c)(d)(e)(f)(g)(h)? 1) English 2) your 3) whom 4) corrected 5) did 6) by 7) have 8) you

4. この事業は食料や衣類を必要とする人々を支援すると期待されています。

This project (a)(b)(c)(d)(e)(f)(g)(h) need of food and clothing.

1) who	2) expected	3) help	4) in
5) is	6) are	7) those	8) to

5. 家に帰るとすぐに、学校に傘を忘れてきたことを思い出しました。
As soon as I came home, I (a)(b)(c)(d)(e)(f)(g)
(h) my school.
1) left 2) behind 3) that 4) at
5) my umbrella 6) remembered 7) had 8) I

III. 下線部 (A) および (B) を日本語に訳しなさい。

Secondhand smoke is a mixture of the smoke given off by the burning end of tobacco products and the mainstream smoke exhaled by smokers. It is a complex mixture containing many chemicals such as ammonia, nicotine and carbon monoxide.

(A) Nonsmokers exposed to secondhand smoke at home or work increase their risk of developing heart disease by 25 to 30 percent and lung cancer by 20 to 30 percent. (B) In addition, secondhand smoke causes problems in nonsmokers such as coughing and reduced lung function. Children exposed to secondhand smoke are at increased risk for sudden infant death syndrome, ear problems and more severe asthma. Over the past four decades, cigarette smoking has caused an estimated 12 million deaths including 94,000 infant deaths related to mothers smoking during pregnancy.

V. 次の英文を読んで,下の設問に答えなさい。

Thanks to the accuracy of most scientific knowledge, we can now prepare for many major events in our lives with a certain degree of confidence and relief. Of course individual exemptions still occur, but medical science, for example, informs us that the average life-span consists of a set number of years. Fortune-tellers may yet be seen at work in shopping arcades, but hardly anyone consult them as regards the exact period of time which that person has left to live.

On the other hand, predicting Nature's behavior exactly is a difficult and inaccurate study. Science does provide reliable date on sunrise and sunset, the moon and the coming and going of ocean tides. Some advance has been made as regards predicting earthquakes, the path of typhoons and annual rainfall. However, the study of the weather will be in a few days' time. The daily weather forecast has an accuracy rate of 80%, that for a month is 58% and the Meteorological Agency is less than 50% accurate when it claims to be telling you about weather conditions over the next three months. The forecast often goes wrong as even a slight change in the temperature of the Earth's atmosphere can bring sudden rain or sunshine and either delay or speed up some anticipated natural patterns. It can also ruin planned events. It is not unheard of the Meteorological Agency's own softball tournaments having being postponed due to unexpected heavy rain.

Such matters were clearly evident in spring 2007. Most people in Japan take it for granted that the cherry blossoms begin in the south and then continue on up through the country. In 2007, however, nature showed that she does not conform to such wishful thinking. The *someiyoshino* cherries were supposed to be in full bloom by March 13 in Shizuoka, but this happened later. March 22 was the date set for Kumamoto, which would make it nine days later than Shizuoka. If this forecast proved to be correct, which it did not, the date would be two days earlier than the average for previous years. As a result, many people were bothered and cherry-viewing *hanami* parties had to be cancelled or re-planned in a hurry.

Among the cherry blossoms preferred by the Japanese, the beauty of the *someiyoshino* type is especially impressive. Its life-span is unusually short, a fact which makes it easily vulnerable to even small climatic changes. After World War II, these trees were planted almost in every area of Japan. This means that they are now at the stage where they are beginning to lose strength and decay. So, predicting their behavior for sure has become almost impossible.

It is said that a *someiyoshino* cherry tree lives for about eighty years, which makes its life-span almost similar to that of Japanese people, give or take a few years. This probably brings about a special fondness of the tree in people's hearts. The tree in turn seems to know people's affection for it. The frontline when its leaves will open fully may change with time and place. But even so, the leaf buds will burst open without fail and you will see the soft shiny surfaces quietly showing off their splendid beauty. Nature always acts according to her own standards and not those based on human patterns, timing and desires. It's worth remembering that Nature lets fragile reeds before great winds live on even though mighty oaks do fall.

設問1:本文の内容と一致するものを4つ選んで、番号で答えなさい。

- 1. Some scientific fields convey knowledge that enables us to plan for events which will happen later in our lives.
- 2. Predicting some natural events such as earthquakes exactly is possible due to advanced scientific knowledge.
- 3. People who lack scientific knowledge prefer to ask fortune-tellers rather than scientists about their own life-span.
- 4. Compared with many other sciences, meteorology often gives incorrect information to people that causes them trouble.
- 5. Even the short term weather forecast can turn out to be wrong due to a small change in atmospheric temperature.
- 6. In 2007, the Meteorological Agency predicted the correct date for the cherry blossoms in Shizuoka but not in Kumamoto.
- 7. Cherry trees will not necessarily bloom fully each year within a day or two of the average date for previous years.
- 8. Japanese like cherry blossoms especially as their life-span is short and they fall silently to the ground like reeds.

設問2:次の質問に英語で答えなさい。

- 1. Why is the weather forecast inaccurate so often?
- 2. What is one event usually connected with the cherry blossoms that was greatly influenced in 2007?

解答例

I.					
	1	2	3	4	5
	с	b	b	d	с

II. 1. (a) 6 (b) 3 (c) 8 (d) 2 (e) 5 (f) 4 (g) 7 (h) 1

2. (a) 8 (b) 5 (c) 1 (d) 7 (e) 2 (f) 4 (g) 6 (h) 3

- 3. (a) 6 (b) 3 (c) 5 (d) 8 (e) 7 (f) 2 (g) 1 (h) 4
- 4. (a) 5 (b) 2 (c) 8 (d) 3 (e) 7 (f) 1 (g) 6 (h) 4
- 5. (a) 6 (b) 3 (c) 8 (d) 7 (e) 1 (f) 5 (g) 2 (h) 4
- III. (A) 家 (家庭) や職場で間接喫煙 (受動喫煙/副流煙) を受ける (浴びる) 非喫煙者 は、(彼らが) 心臓病を発症する危険性が 25% ~ 30%、肺ガンを発症する危険性が 20% ~ 30%高くなる。
 - (B) さらに、間接喫煙 (受動喫煙/副流煙) は非喫煙者に咳や肺機能の低下などの問題を引き起こす。
- IV. 設問 1: 1, 4, 5, 7
 - 設問 2: 1. Because of[due to / the reason is / the cause is] small[slight] changes in atmospheric temperature.
 - 2. Hanami[cherry viewing / parties].

-般前期1日目 (薬学部)60分 1.3.5

- I. 次の(1)~(15)の単語のなかで、第1音節(左端の音節)を最も強く発音するも のを5つ選び、番号で答えなさい。
 - (1) cel-e-brate (2)dis-ad-van-tage
 - (4)com-fort
 - (7) em-pha-sis (8)
 - (10)sys-tem-at-ic
 - (11)pro-file

(5)

(13) rou-tine (14)

)内に適当な1語を入れな II. 次の各組の英文がほぼ同じ意味になるように(さい。

- 1. On hearing the news, she burst out crying. = On hearing the news, she burst () tears.
- 2. I happened to see James in town. = I saw James in town by ().
- 3. We thought it impossible to deny the fact. = We thought that there was no () the fact.
- 4. He got over the shock of his failing in the entrance exam.
 - = He () from the shock of his failing in the entrance exam.
- 5. That tie goes well with your jacket.
 - = That tie () your jacket.

- (3)pre-cise
- (6) en-ter-tain
- (9) car-ri-er
- (12) dy-nam-ic
- (15) in-ter-me-di-ate
- ty-phoon

bi-og-ra-phy

con-sen-sus

 III. 次の日本文の意味になるように、英文(a)~(h)の空欄を1)~8)の語
 (句)で埋め、その番号を記入しなさい。なお、文頭にくる語も小文字にしてあ ります。

1. 正直さが最高の策で	であることは言うまて	ぎもありません。	
(a)(b)(c) (d) (e	e) (f) (g) (h) best policy.
1) honesty	2) goes	3) the	4) without
5) saying	6) that	7) it	8) is
			分にありませんでした。
for reflection.)(c)(u)) (e) (I) ((g) (h) time
1) a	2) busy	3) have	4) too
5) led	6) enough	7) life	8) to
3. 彼は人に見られるの He looked around (h) by others	.(a)(b)(きした。 e) (f) (g)
1) afraid	2) seen	3) as	4) being
F) · C			$(\mathbf{r}) = \mathbf{f}$
5) II	6) he	7) were	8) of
^{5) II} 4. 彼らのどちらもその	,	,	8) 01
4. 彼らのどちらもその	,	見えませんでした。	,
4. 彼らのどちらもその (a)(b)()計画に賛成しそうに	こ見えませんでした。 e)(f)(g) (h).
4. 彼らのどちらもその (a)(b)(D 計画に賛成しそうに c)(d)(こ見えませんでした。 e) (f) (g 3) them) (h). 4) agree to
4. 彼らのどちらもその (a)(b)(1) of 5) to 5. ナンシーはさっそく	O計画に賛成しそうに c)(d)(2) inclined 6) the plan く要求が快く認められ	E見えませんでした。 e) (f) (g 3) them 7) neither れたので驚きました。) (h). 4) agree to
 4. 彼らのどちらもその (a)(b)(1) of 5) to 5. ナンシーはさっそく Nancy(a)(granted. 	O計画に賛成しそうに c)(d)(2) inclined 6) the plan く要求が快く認められ	E見えませんでした。 e) (f) (g 3) them 7) neither たので驚きました。) (e) (f)) (h). 4) agree to 8) seemed

IV. 下線部 (A) および (B) を日本語に訳しなさい。

It may surprise you to learn that you don't need to drink much alcohol before your driving ability is affected. For example, certain driving skills can be weakened by blood alcohol concentrations. _(A)And the more alcohol you drink, the more weakened your driving skills will be. Drinking alcohol while taking certain medications can cause problems. In fact, there are more than 150 medications that should not be mixed with alcohol. For example, _(B)if you are taking medicines for a cold and drink alcohol, the alcohol will increase the sleepiness that the medicine alone can cause, making driving even more dangerous. The more heavily you drink, the greater the potential for problems at home, at work, with friends, and even with strangers.

National Institute on Alcohol Abuse and AlcoholismのWebsiteより一部抜粋

V. 次の英文を読んで,下の設問に答えなさい。

The main cause of death in Japan today is lung cancer. However, survey taken in January 2007 to measure people's awareness of the disease revealed that quite a lot do not know that this is actually the case. The same survey showed that even more people did not know of the availability of a machine, called computerized tomography (CT), for examining the lungs. Despite the wealth of information that is available in Japan, it seems that many people either do not receive it or those who see and read it do not understand the meaning of the data. Or, in some cases, maybe seeing is not believing.

The survey just mentioned was carried out over the Internet and the subjects consisted of one thousand males and females in their thirties to the sixties. The first question asked whether or not the respondent knew that lung cancer is the main cause of the death among Japanese and 60.1% replied in the negative. When given a multiple choice question about the accuracy of their knowledge of lung cancer, 52.9% replied that nothing can be done when certain symptoms come to indicate that something is the matter with one's health. Or this group, 40.8% falsely believed that difficulty in breathing when accompanied by a bad cough is a sure sign of cancer which cannot be cured by any medical treatment.

The Internet survey also asked questions about the connection of lung cancer and smoking. Over 51.0% of the smokers who answered stated that they believe in the very strong possibility of getting sick with lung cancer someday. Those who smoke the more cigarettes a day felt that this possibility was the more likely to occur. When asked how they could imagine themselves coming to quit smoking, the majority answered that they would probably stop if they became seriously ill, while some replied or even boasted they would continue to enjoy smoking no matter what happened to them. The latter group seems to declare that even the prospects of an early death will not prevent them from fatal habit.

When asked about the usefulness of CT for lung examination, 28.2% replied they had never heard of such a machine and 38.0% said that although such a machine might be available, they had neither seen nor heard of it. Of those who knew of the CT but still did not have a physical examination by the machine, 39.2% of nonsmokers and 32.2% of smokers said the cost was the reason for not doing so. For these people, money was the biggest barrier to taking better care of their health.

CT allows the early detection of lung cancer and enables its removal with only a slight burden on the body. Whether you believe the above results or not, the survey makes one thing clear. It says that, to avoid cancer, there are some cares to take and costs to pay. Maybe that's why the British since ancient times say, "An ounce of prevention is worth a pound of cure."

設問:本文の内容と一致するものを4つ選んで、番号で答えなさい。

- 1. A survey claimed that a majority of people over thirty is unaware that lung cancer is the main cause of death in Japan.
- 2. The survey showed that more than half of the subjects think it's too late when symptoms associated with cancer appear.
- 3. Not all smokers knew that smoking causes lung cancer and they will continue to smoke as they like the habit.
- 4. Those who smoked less cigarettes a day want to stop smoking before getting lung cancer but they can't do so now.
- 5. Some smokers thought that even getting seriously ill would not stop them from smoking.
- 6. At least 66% of those surveyed knew nothing about the availability and usefulness of CT for lung examination.
- 7. Both the smokers and non-smokers familiar with CT prefer an ordinary checkup as this is less expensive than CT.
- 8. British people believe that taking good care of one's health is the cheapest way to cure cancer which is detected early.

解答例

- I. 1, 4, 7, 9, 11
 - (1) cel-e-brate [séləbrèit]
 - (2) dis-ad-van-tage [disədvántid]
 - (3) pre-cise [prisáis]
 - (4) com-fort $[k \wedge m f \partial r t]$
 - (5) bi-og-ra-phy [baiágrəfi/-óg-]
 - (6) en-ter-tain [entertein]
 - (7) em-pha-sis [émfəsəs]
 - (8) con-sen-sus [kənsénsəs]
 - (9) car-ri-er [káriər]
 - (10) sys-tem-at-ic [sistəmátik]
 - (11) pro-file [próufail]
 - (12) dy-nam-ic [dainámik]
 - (13) rou-tine [ru:tí:n]
 - (14) ty-phoon [taifúːn]
 - (15) in-ter-me-di-ate[intəmíːdiət]

II.	1.	into	2.	accident	3.	denying	4.	recovered	5.	fits
-----	----	------	----	----------	----	---------	----	-----------	----	------

III. _

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
1.	7	2	4	5	6	1	8	3
2.	5	4	2	1	7	8	3	6
3.	3	5	6	7	1	8	4	2
4.	7	1	3	8	2	5	4	6
5.	6	1	4	8	2	5	7	3

- IV. (a) アルコール (酒) を飲めば飲むほど,ますます運動能力は低下する。
 - (b) 風邪薬を飲んでいる時に酒を飲めば,酒は風邪薬のみが起こす眠気をより 強くする。

V. 1, 2, 5, 6

一般前期2日目 (薬学部)60分 1.3.6

I. 次の(1)~(15)の単語のなかで、第2音節(左から2番目の音節)を最も強く発 音するものを5つ選び、番号で答えなさい。

(8) hy-dro-gen

di-am-e-ter

- (2)(1) ex-ec-u-tive col-league (4)per-suade (5)man-u-fac-ture
- (7) in-sti-tu-tion
- (10)oc-cu-pa-tion
- (11)in-ter-fere (13)
 - (14)e-ras-er

II. 次の各組の英文がほぼ同じ意味になるように(さい。

- 1. Her husband is five years older than her. = Her husband is five years her ()
- 2. He is said to be a young student of promise. = He is said to be a () young student.
- 3. Please have some fruit.

= Please () yourself to some fruit.

- 4. He often complains of everything I do. = He often finds () with everything I do.
- 5. You should pay more attention to the traffic light.
 - = You should take more () of the traffic light.

- (3)cal-cu-late
- (6) e-quiv-a-lent
- (9) in-stru-ment
- in-flu-ence (12)
- am-bu-lance (15)
-)内に適当な1語を入れな

- III. 次の日本文の意味になるように、英文(a)~(h)の空欄を1)~8)の語
 (句)で埋め、その番号を記入しなさい。なお、文頭にくる語も小文字にしてあります。
 - 1. もし私が会議に遅れたら、先に始めていてください。

e meeting, please (f) (g) without 4) go for 8) in
f)(g)(h)you come
n 4) on to 8) don't
どう教えるかを知っていなければな f)(g)(h) as what to
vell4) ofeffective8) how to teach
の前で話すことに慣れていました。 (c)(d)(e)(f)
so4) accustomedfront8) she
$\begin{array}{c} f \end{array} (\begin{array}{c} g \end{array}) (\begin{array}{c} h \end{array}) is? \\ \text{who} & 4 \end{array} \text{ that} \\ \text{wearing} & 8 \end{array} \text{ do} \end{array}$

IV. (著作権により非公表)

V. 次の英文を読んで,下の設問に答えなさい。

Change often is a phenomenon that happens quickly without our noticing it at all. One way to see how much our lifestyle has really changed is to slowly over some advertising leaflets that come with the daily newspaper. Radio and television want to inform us of what is recent and the very latest activities in areas such as politics, crime and sports. The ads that are broadcast during these programs usually make a shallow and short-lived impression. In contrast, printed ads tend to leave a lasting impact on the reader by waking up old and fond memories which are sleeping silently in the brain.

It is true that most adverts we find in our mailbox are trying to convince us to buy a product through slogans singing of its functions and efficiency. This is especially the case when new houses are being sold or old ones reformed. Recently, however, an ad by a big housing corporation in the morning paper caught my eye. The ad asked readers if they would not like to turn a room of their present *mansion* into a space for peace and quiet. The re-design plans would be drawn up under the supervision of the head family of some old school of the tea ceremony, with special attention to be paid to the *tokonoma* or the alcove which almost all old Japanese houses used to have. The ad gave no explanation of how or why this space came to be a natural part of the structure of houses until very recently. To find out, I decided to look up *tokonoma*.

It seems that 8th Ashikaga Shogun, yoshimasa, was first responsible for this special room coming to be considered as an essential spot in a house. Yoshimasa is said to have been asked what kind of a country was necessary to ensure that the people would feel at peace and happy. After some thought, Yoshimasa is supposed to have replied: "If a room where people can calm their mind is built in the house, then surely they will become happy." The *tokonoma* was the practical result of that wise conclusion and it soon began to play a major role in the development of Japanese culture.

The pace of modern life is very fast and resembles a beehive, where the bees are always busy and never take a break from work. In today's Japan, there is little time or space to settle one's mind fully. When sitting on straw mats facing the *tokonoma*, one inevitably feels removed from the hustle and bustle of everyday life. A vase with a single flower adds solemnity to the place. The geometric patterns formed by the green edges of the dark brown *tatami* mats play a role too. When one hears that these patterns follow the same measuring rules as were used in the construction of Horyuji Temple in Nara, one cannot but realize that you are in a unique place that represents a long history and a splendid culture.

Maybe that's what the ad about having a *tokonoma* in one's house really wanted to remind people of. It seemed to be urging the reader to take time out, sit in some quiet place and find a guide for tomorrow by taking lessons from the past.

設問:本文の内容と一致するものを4つ選んで、番号で答えなさい。

- 1. This essay describes how printed ads are more effective than other ads for selling new products such as houses.
- 2. TV ads are much better at informing viewers of the use and efficiency of houses that have been built recently.
- 3. Very often we don't realize how much our lifestyle has changed until we are reminded of the past by something new.
- 4. The ad which attracted the writer's attention was interesting as it contained much information about history.
- 5. A housing corporation wanted readers to turn some room in their present house into a traditional one.
- 6. The special feature of the room advertised was that it would be similar to a room old Japanese houses used to have.
- 7. A wise Shogun ordered Japanese to build a tea room in their houses in order to be at peace and happy with each other.
- 8. Some aspects of modern life hardly let people have a chance to sit and think quietly about their present lifestyle.

解答例

I. 1, 4, 6, 11, 14

- (1) ex-ec-u-tive [igzékjətiv]
- (2) col-league [káli:g/kól-]
- (3) cal-cu-late [kálljlèit]
- (4) per-suade [pə*r*swéid]
- (5) man-u-fac-ture $[m \approx n j = f \approx k f = r]$
- (6) e-quiv-a-lent $[ikwiv(\partial)lant]$
- (7) in-sti-tu-tion $[instat(j) \acute{u}: \int (a)n]$
- (8) hy-dro-gen [háidrədʒ(ə)n]
- (9) in-stru-ment [ínstrumənt]
- (10) oc-cu-pa-tion $[\alpha kj = p \neq i \int (\partial n/\partial k]$
- (11) di-am-e-ter [daiáémətər]
- (12) in-flu-ence [influ(:)əns/-flu-]
- (13) in-ter-fere $[int \partial r f i \partial r]$
- (14) e-ras-er [iréisər/-zə]
- (15) am-bu-lance [*á*mbjələns]

II. 1. senior 2. promising 3. help 4. fault 5. notice

III.

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
1.	8	6	2	5	7	4	1	3
2.	8	2	7	5	3	4	1	6
3.	7	2	1	6	4	8	5	3
4.	3	8	6	4	1	5	2	7
5.	3	8	1	6	4	2	7	5

IV. (非公開)

V. 3, 5, 6, 8

1.3.7 一般後期(薬学部)60分

I. 次の(1)~(15)の単語のなかで、第3音節(左から3番目の音節)を最も強く発 音するものを5つ選び、番号で答えなさい。

- (3) au-to-mat-ic (1) pa-rab-o-la (2) per-son-al-i-ty (6) con-tin-u-ous (5) en-ter-prise (4) ul-ti-mate (9) re-pro-duce (7) con-fi-dence
- (8) min-i-mum
- (10) res-i-dence (13) def-i-ni-tion
- (11) gen-er-ate
- (12) de-vel-op
- (14) con-fer-ence
 - (15) sim-i-lar-i-ty

II. 次の各英文の空所に入れるのにもっとも適切なものを①~④から選び、番号で 答えなさい。

1.	To the () of my knowledge	e, Emily is the brig	ghtest of us all.
	(1) most	(2) farthest	(3) furthest	(4) best
2.	What I want to I	have is a care of ().	
	① my own	(2) my owning	(3) myself	(4) my owner
3.	I hope you'll () the boys of	luring my absence.	
	① look like	(2) look after	(3) take care	4 be careful
4.	Such ()	the case, he lost h	is temper.	
	① is	(2) to be	(3) was	(4) being
5.	"Would you min	d if I use your pho	ne?" "Not in the	()."
	① least	(2) last	(3) all	(4) mind

 III. 次の日本文の意味になるように、英文(a)~(h)の空欄を1)~8)の語
 (句)で埋め、その番号を記入しなさい。なお、文頭にくる語も小文字にしてあ ります。

1. このコンピューターは This (a) (b)			g) (h).
1) to	2) is	3) quality	4) one
5) that	6) computer	7) in	8) inferior
2. 彼が妻を説得するのに	は、少々の苦労がな	かったわけではあり	ません。
It $(a) (b) ($	c) (d) (e) (f) (g) (h).
1) persuaded	2) without	3) not	4) his wife
5) was	6) he	7) that	8) some difficulty
3. その日彼は再び学校を	欠席しました。それ	が父親は全く気に入	りませんでした。
He was (a) (b) school again	that day, (c) (d) (e)
(f)(g)(h).		
1) like	2) from	3) all	4) his father
5) at	6) which	7) didn't	8) absent
4. 逮捕されることを恐れ	て彼はその場から逃	げ出しました。	
(a)(b)(c)	e) (d) (e) (f) (g)	(h).
1) of	2) arrested	3) him	4) away
5) run	6) made	7) fear	8) being
5. 電気やガスが広く用い	られるようになって	から、私たちの日常	生活が非常に改善さ
れました。			
(a)(b)(c) and gas came to be) (f) (g)	(h) electricity
1) since	2) daily	3) been	4) our
5) improved	6) has	7) life	8) much

IV. 下線部 (A) および (B) を日本語に訳しなさい。

(A) Having a calcium-rich diet when you are young makes a big difference in health. By getting the calcium they need now, children will strengthen bones. Our body continually removes and replaces small amounts of calcium from our bones. (B) If more calcium is removed than is replaced, bone will become weaker and have a greater chance of breakings. Some researchers suspect that the rise in forearm fractures in children is due to decreased bone mass, which may result because children are drinking less milk and more soda and are getting less physical activity.

National Institute of Child Health and Human DevelopmentのWebsiteより抜粋

V. 次の英文を読んで,下の設問に答えなさい。

One can get sick with a cold at any time, but people catch colds in the fall and winter especially. In total, colds are the most common reason why people miss work or school. Also, an incredible amount of money is spent each year on cold medicines, yet many people do not realize how we actually catch a cold. Catching a cold is in fact very simple, but not in the way most people think. Because getting a cold seems to be so natural, we usually feel that there is nothing we could have done in order to have prevented the cough, sore throat or others symptoms we get from a common cold.

We do not get a cold only because the weather suddenly changes or because cold air is blown on us. We do not catch a cold by not wearing a hat when it is cold outside or because we went out when our head was still wet after taking a bath or shower. You should not worry too much if both your parents have bad coughs and they sneeze on you. Neither do we catch colds from working in cold temperatures nor from staying up late at night to study. So, telling your teacher that you couldn't finish your homework as you caught a cold while doing it is hardly a valid excuse. If you say this, the teacher might pity you on your poor condition but he or she is unlikely to believe your stated reason for failing to turn in your homework on time.

How then do people catch colds? We almost always catch a common cold because we touched something dirty with our hands and then touched our nose, mouth or eyes. Here's what usually happens. Someone has caught a cold. This person blows his nose and gets cold germs on his hands. Then the person touches something such as a door knob, TV or computer. After he touches something with his dirty hands, a healthy person touches the same thing and then touches his own nose, mouth or eyes, allowing the germs on the hands to enter the body. Do you know that most people touch their nose, eyes and mouth about three times an hour? So it's easy for germs to get inside our bodies. In order to avoid getting a cold you should wash your hands with soap, especially in the winter after you have been in a crowded place like a classroom. This may help to prevent at least some of the symptoms such as a cough or running nose that are caused by a common cold.

If you yourself get a cold sometimes, as is very likely to happen, you should use paper tissue when you blow your nose and throw it away. Then, if possible, you should wash your hands before touching anything that other people are sure to touch. To be particularly considerate of other people, you should wear a mask over your mouth when you have a cold and must go out. This is a custom that used to be very common in Japan, although it seems to be dying out. Or maybe fewer masks are a sign that our world has become less civilized. If that is so, then it is indeed a great pity. When many people become rude and forgetful of others, society becomes very miserable but not due to cold germs and dirty hands. This sad state of affairs is caused by people whose hearts are frozen and their behavior is much more unpleasant than the cough of someone who has a cold. To the latter we soon say, "I hope you get well soon." However, faced with a frozen heart, we can only remain silent.

設問:本文の内容と一致するものを4つ選んで、番号で答えなさい。

- 1. Getting sick with a common cold is the main reason why most people are absent from work or school.
- 2. As catching colds happens naturally, there is nothing we can really do in order to prevent becoming ill with a cold.
- 3. In winter, if you take a bath or shower and then go outside with wet hair, you are sure to catch a cold.
- 4. If members of your family have colds and they cough or sneeze on you, you may not necessarily catch a cold.
- 5. Staying up late in winter to do your homework or using a computer when your hands are dirty will give you a cold.
- 6. We usually catch a cold from touching certain parts of our bodies with dirty hands that have germs on them.
- 7. Taking simple measures like washing one's hands may help to avoid catching a cold or some symptoms related to it.
- 8. Bad manners and being impolite to others cause many people to feel unpleasant and then catch a common cold.

解答例

- I. 2, 3, 9, 13, 15
 - (1) pa-rab-o-la [pərábələ]
 - (2) per-son-al-i-ty [pà:*r*sənáeləti]
 - (3) au-to-mat-ic [à:təmátik]
 - (4) ul-ti-mate [*iltəmət*]
 - (5) en-ter-prise [$\acute{e}nt \partial r$ pràiz]
 - (6) con-tin-u-ous [kəntínjuəs]
 - (7) con-fi-dence [kanfad(a)ns/kan-]
 - (8) min-i-mum [mínəməm]
 - (9) re-pro-duce [rì:prəd(j)ú:s/-djú:s]
 - (10) res-i-dence [réz ad(a)ns]
 - (11) gen-er-ate [dźénərèit]
 - (12) de-vel-op [divéləp]
 - (13) def-i-ni-tion [defani f(a)n]
 - (14) con-fer-ence [kanf(a)rans/kan-]
 - (15) sim-i-lar-i-ty [sìməlárəti]

II.

(1)	(2)	(3)	(4)	(5)
4	1	2	4	

III.

	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
1.	6	2	8	1	5	4	7	3
2.	5	3	2	8	7	6	1	4
3.	8	2	6	4	7	1	5	3
4.	7	1	8	2	6	3	5	4
5.	4	2	7	6	3	8	5	1

IV. (a) 若い頃にカルシウムの豊富な食事をすることは、健康に大きな違いを及ぼす。

(b) (もし) カルシウムが交換される以上に取り除かれると、骨は弱くなり骨折 する可能性が高くなる。

V. 1, 4, 6, 7

1.4 東海大学

1.4.1 一般入試S方式(総合経営学部・産業工学部)70分

 $|\mathbf{1}|$ 次の英文を読み,下の $1{ imes}6$ の問いに答えなさい。

A museum worker appeared, pushing a cart loaded with two trunks and a large bag. In 15 minutes, he assembled a portable planetarium. He used an air blower to blow up the dome — 7 meters across and 4.5 meters high — and then put in a projector. I entered this dome and looked up, and there I was under an Osaka sky filled with stars.

This is the Argentinian-made mobile planetarium recently purchased by the Osaka Science Museum. Unlike similar Japanese and American products, $_{(1)}$ this one has only limited functions. However, it is light, portable, easy to operate, and, best of all, comes with a modest price tag —¥2.2million, which is about half that of popular models from America. As someone whose images of Argentina never went much beyond tango and soccer, I was pleasantly surprised.

The planetarium can seat 50 people. It was set up in the entrance hall of Osaka City Hall through Dec.23. For the benefit of children who cannot come to the museum to enjoy this planetarium, $_{(2)}$ "take-out" arrangements are available for hospitals and schools.

The Osaka Science Museum already has a permanent planetarium with a 26.5meter-diameter dome. (3) It is the fifth largest in Japan, as well as in the world. The five biggest planetariums are all in Japan. However, Japan's number one status is only in terms of size. In number, Japan does not even come close to the United States.

Today, much smaller, family-size models are becoming popular. For around ¥ 20,000, you can create a starry night sky on the ceiling of a tiny 4.5-*tatami*-mat (about 7.4-square-meter) room. Perhaps people find these home planetariums relaxing ₍₄₎ as 150,000 units have been sold since last year.

- 1. 下線部(1)が指している意味・内容として最も適切なものはどれですか。答えは イ~ニの中から一つ選びなさい。
 - **1**. The Osaka Science Museum
- \square . an air blower
- Λ . the Argentinian-made mobile planetarium \Box . a projector
- 2. 下線部 (2) の意味・内容として最も適切なものはどれですか。答えはイ~ニの中から一つ選びなさい。
 - イ、インターネットサービスを利用したプラネタリウムになっていること。
 - ロ. 出張サービスのできるプラネタリウムになっていること。
 - ハ. 衛星放送サービスができるプラネタリウムになっていること。
 - 二. 仕出しサービスがついているプラネタリウムになっていること。
- 3. 下線部(3)の意味・内容に最も近いものはどれですか。答えはイ~ニの中から一 つ選びなさい。
 - イ. 日本では5番目の大きさであり,世界でも5番目である。
 - **ロ**. 日本では一番大きいが,世界では5番目である。
 - ハ. 世界でばかりか日本でも5番目に精巧に造られている。
 - 二.世界でばかりか日本でも一番頻繁に造られている。
- 4. 下線部(4)の用法と同じものはどれですか。答えはイ~ニの中から一つ選びなさい。
 - **\checkmark**. This is the same watch as mine.
 - \square . As my family doctor, he advised me to eat less.
 - Λ . They are as similar as chalk and cheese.
 - \equiv . As I am ill, I will not go to work.

- 5. 本文の内容と最も一致するものはどれですか。答えはそれぞれイ~ニの中から一 つ選びなさい。
 - (1) イ. 持ち運び用のプラネタリウムは学芸員が要望のあった場所に置いていく だけである。
 - **ロ**. 持ち運び用のプラネタリウムは15分で分解掃除ができる。
 - ハ. 持ち運び用のプラネタリウムは科学館が常にトラックで運んでいる。
 - 二. 持ち運び用のプラネタリウムは15分もあれば組み立てられる。
 - (2) イ. アルゼンチン製のプラネタリウムは,機能が多く軽くて安い。
 - ロ.アルゼンチンは最近プラネタリウムの製造をし始め,日本やアメリカで 販売している。
 - ハ. アルゼンチン製のプラネタリウムは,機能は少ないが操作が簡単で安い。
 - ニ. アルゼンチンはプラネタリウムの製造が有名であり,世界中に知られている。
 - (3) イ. 家庭用のプラネタリウムに人気があるのは,家族の誰もが簡単に組み立 てられるから。
 - ロ.家庭用のプラネタリウムに人気があるのは,狭い部屋でも星空を眺めな がら気持ちを落ち着かせることができるから。
 - ハ.家庭用のプラネタリウムに人気があるのは、八畳以上の大きな部屋さえ あれば星を見ながら宇宙旅行をしている気分になるから。
 - 二.家庭用のプラネタリウムに人気があるのは,家にいて科学館と通信しな がら操作できるから。
- 6. 本文のタイトルとして最も適切なものはどれですか。答えはイ~二の中から一つ 選びなさい。
 - イ. 星空の移動科学館 ロ. 星空の歴史博物館
 - ハ. 星空からの伝言 ニ. 星空からの警告

56 第1章 大学・短大

2 次の英文を読み,1~4は文を完成し,5~8は問いに答えなさい。答えはそれ ぞれイ~二の中から最も適切なものを一つ選びなさい。

It is well known that young children learn a lot of language from their parents. One of the most common ways for parents to develop their children's language skills is to ask questions. In fact, over 40% of what parents say to their young children is in the form of questions. (1) This is much, much more question-asking than you will hear when adults talk to adults. Parent-child questioning falls into a few different categories. Most common is the "test question." Parents often ask "test questions" to find out what a child knows. For example, a father may ask, "What's that?" when a child picks up a toy. Obviously, the father knows what it is, but asks to see if the child knows what it is. Very young children enjoy and (2) benefit from "test questions."

These are different from the "request for information questions." An example of this type of question is when a child is in the living room and the mother is in the kitchen and asks, "What are you doing? I can't see you." The parent actually wants to know. "Directive questions" are often stated as a request or as a command in question form. For example, a parent might say, "Will you please be quiet? I'm on the phone." (3) The parent does not expect the child to answer, but simply to follow the direction.

"Interaction marker questions" are also common. Parents ask these types of questions in order to keep a conversation going. For example, if a father doesn't understand what a child is saying, he might say, "What?" Or if the child doesn't answer, he might say, "Huh, do you hear me?"

Some language experts think that asking these different types of questions helps children to learn language more quickly.

- 1. The main idea of this passage is that
 - $\mathbf{1}$. childeren ask their parents many questions.
 - $\square.$ parents ask their children many questions.
 - \bigwedge . children don't understand languages well.
 - \equiv . parents don't understand their children well.
- 2. The underlined word (1) in the passage refers to
 - **1**. over 40%.
 - \square . question-asking.
 - Λ . a lot of language.
 - \square . a test question.
- 3. The underlined word (2) is closest in meaning to
 - **1**. profit.
 - \square . refrain.
 - 八. settle down.
 - \square . keep away
- 4. The underlined sentence (3) has the same meaning as
 - $\mathbf{1}$. the child should answer the question.
 - \square . the child should do the action.
 - Λ . the question is more important than the action.
 - $\square.$ the action is unrelated to the question.
- 5. Why would a parent ask a "directive question?"
 - $\mathbf{1}$. to understand the child's feelings
 - \square . to know if the child is confused
 - Λ . to make the child do something
 - \square . to check if the child needs to practice speaking
- 6. Which kinds of questions are most often used by parents?
 - **1**. directive questions
 - \square . request for information questions
 - Λ . interaction marker questions
 - \Box . test questions

58 第1章 大学・短大

- 7. Which of the following statements is true?
 - $\mathbf{1}$. All parents answer their children's questions.
 - \square . Children always enjoy answering questions.
 - Λ . Asking children questions helps them learn languages.
 - \square . Sixty percent of what parents say to their kids is in question-form.
- 8. What is the best title for this passage?
 - $\mathbf{1}$. Conversation Styles & Tips
 - \square . Testing Children with Questions
 - 1. Understanding a Common Language
 - \square . Parent-Child Questioning

3 次の1~10の英文の空所に入れる最も適切な語(句)を,それぞれイ~二の中か ら一つ選びなさい。

1. He spoke to () people at the bus stop.		
1 . a few \square . a little	Λ . much Ξ . another	
 Next month you (). イ. shall be as old as his 八. will be as old as me 		
3. Sawako () her boots b	ecause it was raining.	
	Λ . takes on Ξ . took on	
4. () those newspapers h	ave you read?	
1 . What are \Box . Which	h Λ . What \equiv . Which of	
5. A: What kind of watch shall	I buy?	
B: Get ().		
1 . some Swiss other \Box	. a French other	
Λ . a Japanese one \Box	. some American another	
 6. () the homework. イ. No every students do 八. Not every students do 	*	

 B: It's (). ✓. the July fourth □. the fourth of July 八. of July the fourth □. fourth the July 8. She () live in the country than in the city. ✓. prefers □. likes better 八. has better □. would rather 9. During the eighteenth century, communication within and between cities () at first. ✓. was difficult □. they were difficult 八. difficult □. were difficult 10. Albert Einstein's contributions to scientific theory were () those of
 ∧. of July the fourth
 8. She () live in the country than in the city. ✓. prefers □. likes better 八. has better □. would rather 9. During the eighteenth century, communication within and between cities () at first. ✓. was difficult □. they were difficult 八. difficult □. were difficult
 ✓. prefers □. likes better 八. has better 二. would rather 9. During the eighteenth century, communication within and between cities () at first. ✓. was difficult □. they were difficult 八. difficult □. were difficult
 9. During the eighteenth century, communication within and between cities () at first. イ. was difficult 口. they were difficult 八. difficult 二. were difficult
$($) at first. \checkmark . was difficult \square . they were difficult \bigwedge . difficult \square . were difficult
10. Albert Einstein's contributions to scientific theory were () those of
Galileo and Newton.イ. important than口. more important八. the most important二. as important as
4 次の1~10の英文を読み、下線部の意味・内容に最も近い語(句)を、それぞれ イ∼ニの中から一つ選びなさい。
 After the first 2 years at Plymouth, 1620 and 1621, half the <u>colonists</u> died.
2. Mr.and Mrs.Homemaker designed a sleeping car that <u>eventually</u> saw widespread use.
$\boldsymbol{\uparrow}$. previously $\boldsymbol{\Box}$. simultaneously $\boldsymbol{\Lambda}$. familiarly $\boldsymbol{\Box}$. ultimately
 3. <u>Prior to</u> World War I, 20 percent of American homes had electricity. ✓. Before □. During 八. After □. Despite
4. Many of America's parks and monuments have been made possible by the <u>generous</u> donations of its citizens.
↑ . kindhearted \square . unwanted \square . selfish \square . costly
 5. Although he was better known for his poetry, he also wrote an <u>autobiography</u>. ✓. book about technology □. book about his own life

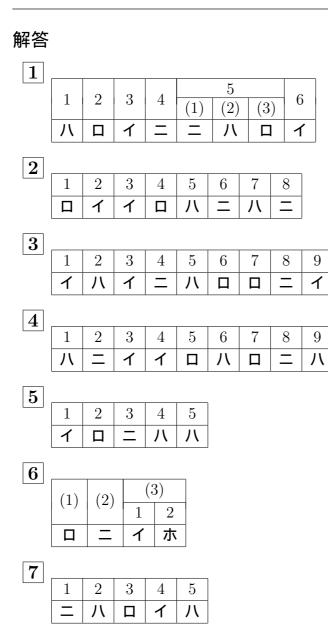
 Λ . book about drama \Box . book about automobiles

60 第1章 大学・短大

6.	It took a great deal of $\underline{\text{courage}}$ for the early explorers to sail on the sea without maps.
	↑ . foolishness \square . kindness $𝓜$. bravery \square . fear
7.	In the 1980s, TV viewers began to hook up videocassette players to their TVs. \checkmark . throw \square . connect \bigwedge . insert \square . blend
8.	The work was singled out to receive an award at the exhibition. \checkmark . impressed \square . subscribed \bigwedge . cautioned \square . selected
9.	The idea of drinking chocolate caught on in Europe.イ. became wealthy□. became strange八. became popular□. became questionable
10.	This company came out with the first practical commercial typewriter. \checkmark . considered \square . produced \bigwedge . weighed \equiv . examined
	1~5の英文を書き換えた場合,ほぼ同じ意味の文として最も適切なもの ~二の中から一つ選びなさい。
1.	What's up?口. What's the damage?イ. What's needed?二. What's improved?
2.	I'll catch up with you.□. I'll meet you later.イ. I won't help you to escape.□. I'll meet you later.八. I'll take you off the field soon.□. I won't punish you.
3.	We have something in common.イ. We trust partners.几. We're both ordinary.八. We somehow like each other.二. We're similar in a way.
4.	I'm fed up with it.イ. I'm fond of it.口. I'm satisfied with it.八. I'm tired of it.二. I'm interested in it.
5.	 On the other hand, he may be right. イ. On the contrary, what he doesn't say is correct. ロ. Without a doubt, he's correct. 八. But it's also possible that what he says is correct. 二. No one believes he's correct.

6 次の会話文の空所に入る最も適切な表現を、(1)と(2)についてはそれぞれイ~ ニの中から一つ、(3)についてはイ~ホの中から一つずつ選びなさい。ただし、 それぞれの選択肢は一度しか使えません。
 (1) Lori: Do you mind if I ask you a favor? Steve: () Lori: I was wondering if you could help me with setting up my computer. ✓. Sure. I'd love to. □. No, not at all
Λ . Of course, always. Ξ . Yes, guess what?
 (2) Waiter: Are you ready to order? Customer: () Waiter: Sure. Anything else? ✓. Yes, please. □. No, thank you 八. No, where can I park my car? □. Yes, I'd like a cup of coffee, please.
 (3) Sakura: Do you like my dress? Tom bought it for me. Ryo: It's lovely. Did he buy it at Mitsuboshi's? Sakura: No, he (1), but they didn't have anything that he liked. Ryo: So, what did he do? Sakura: He went to another store, Parma, and he was able to find a nice one. Ryo: Oh, Parma (2). By the way, don't forget, my birthday is next week! ✓. wanted to get one there □. didn't have a good one 八. will be bought there □. gave it to me ホ. always has nice dresses

7 次の1~5の英文には間違いが一つずつあります。それぞれイ~二の中から選 びなさい。
1. <u>After the eruption</u> of Mount St.Helens in 1980, the height of the mountain $\overrightarrow{1}$ $\overrightarrow{1}$ $\overrightarrow{1}$ $\overrightarrow{1}$ $\overrightarrow{1}$ $\overrightarrow{1}$ was reduced in 400 meters. $\overrightarrow{=}$
2. <u>During</u> the 1700s, Philadelphia <u>developed</u> into the <u>most wealthy</u> city in $\frac{1}{\sqrt{1}}$ the <u>American</u> colonies. $\frac{1}{\sqrt{1}}$
3. <u>Peanuts are more close</u> related to peas than to nuts. $\overrightarrow{1}$
4. Almost medical doctors have had some training in psychology and psychiatry. $\frac{1}{1} \frac{1}{1} \frac{1}{$
5. During the 1931 Winter Olympics, many competitors were prevented from 1
$\frac{\text{to participate}}{\Lambda} \frac{\text{because of the economic depression.}}{\Xi}$



10 **—**

10

1.4.2 一般入試 A 方式 2 月 7 日 (総合経営学部) 70 分

1 次の英文を読み,下の1~5の問いに答えなさい。

The Earth Simulator is a powerful supercomputer. Although researchers are still unsure of its ultimate practical value, they say that it has an outstanding capability to predict, analyze, and resolve pressing problems of the global environment, as $\begin{pmatrix} 1 \\ \end{pmatrix}$ as to monitor the spread of diseases and promote the rapid introduction of new drugs.

As (2) speed, the Earth Simulator can instantly carry out (1) more calculations than there are stars in the Milky Way. That's about 35 trillion calculations a second, making it one of the fastest supercomputers in the world. This \$350 million computer has been developed by Japanese scientists. It will lead to much greater accuracy in performing climate research because of its capacity for complex simulations that incorporate^{*1} a diverse mix of factors.

From 2002 to 2004, Japan's Earth Simulator was the fastest supercomputer in the world. The Earth Simulator replaced American supercomputers, which had previously been the fastest. In late 2004, the Earth Simulator lost its title of "world's fastest" to an American supercomputer. However, the Earth Simulator is still extremely important for a number of reasons.

(3) present, the Earth Simulator is being used to measure sea temperatures, rainfall, and crustal^{*2} movements around the world. One of the main purpose of this monitoring is to find out the likelihood of natural disasters in the next two to three hundred years. The computer, which is located in a suburb just south of Tokyo, is supported by a 1,900-mile underground network of cable. (4) put in a straight line, the cable would reach from the East Coast to the West Coast of the U.S. This huge computer is kept cool by the thirty-five million cubic feet of air which pass through the building (2) every ten seconds.

The Director-General of the Earth Simulator Center is especially proud that the computer can simulate weather $_{(3)}$ at 100 times the accuracy of previous simulations. Such ultra-high precision was incorporated into the computer so that typhoons and volcanic eruptions^{*3} can now be predicted with great accuracy. The location and timing of an earthquake are extremely difficult to foresee, but potentially dangerous areas are being monitored closely so that an infrastructure can be developed (4) in advance. The computer can also be programmed to predict the effort of rising sea levels in a few hundred years by creating a simulated scenario, in which carbon dioxide emissions are cut by 5% instead of 15%.

The Earth Simulator is extremely expensive, but the Japanese government hopes that the huge cost will eventually be offset^{*4} by the money $_{(5)}$ it will save by reducing

the devastation^{*5} caused by natural disasters. More importantly, in Japan, (5) earthquakes and volcanic eruptions occur frequently, this new computer could save many lives.

^{*1} incorporate ~を組み入れる	* ² crustal 地殻の	^{*3} eruptions 爆発
^{*4} offset ~を埋め合わせる	*5 devastation 荒廃	

問1 文中の空所1~5の中に入る語として最も適切なものはどれですか。答えはそれ ぞれイ~ニの中から一つ選びなさい。

1	1 . far	\square . well	八. soon	二 . long
2	1 . on	□ . of	八. for	⊥ . about
3	1 . In	□ . To	八. With	二 . At
4	1 . If	D . Because	八. Since	\equiv . Although
5	1 . that	\square . which	八. where	\square . how

問2 下線部(1)~(5)の意味・内容として最も適切なものはどれですか。答えはそれ ぞれイ~ニの中から一つ選びなさい。

(1)	1 . numerous computations	\square . smooth evaluations
	八. rapid assessments	\equiv . exact judgments

- (2) $\mathbf{1}$. once in sixty seconds \square . ten times in every second $\mathbf{1}$. once in ten minutes \square . six times in one minute
- (3) $\mathbf{1}$. as correctly as the former computers could
 - \square . as quickly as the former computers could
 - Λ . faster than the former computers could
 - \square . more precisely than the former computers could
- (4) $\mathbf{1}$. after the computer is developed
 - \square . after the simulation is completed
 - $\boldsymbol{\bigwedge}.$ before an earthquake takes place
 - $\square.$ before the buildings are strengthened
- (5) \checkmark . climate change \square . the supercomputer \bigwedge . small expense \square . an environmental problem

問3 The Earth Simulator に関する記述として誤っているものはどれですか。答えは イ ~ 二の中から一つ選びなさい。

- $\mathbf{1}$. It takes few conditions into account in climate simulations.
- \square . It enables us to measure the amount of rain on the other side of the world.

66 第1章 大学・短大

- N. It has a capability of predicting serious environmental problems even one hundred years later.
- \square . It can predict sea surface elevation.

問4 本文の内容に一致するものはどれですか。答えはイ~ニの中から一つ選びなさい。

- ✓. Between 2002 and 2004, American supercomputers were the "the world's fastest."
- \square . Researchers have a strong idea of the final purpose of the Earth Simulator.
- Λ . The Japanese government believes the expense of developing the Earth Simulator will be worth it.
- \equiv . The cost of developing the Earth Simulator was less expensive than that of American supercomputers.

問5 本文のタイトルとして最も適切なものはどれですか。答えはイ~ニの中から一 つ選びなさい。

- $\boldsymbol{\intercal}$. The Possible Dangers Caused by a Computer
- \square . The Unique Application of a Computer to Astronomy
- 八. The Surprising Relationships between a Computer and Energy Problems
- \square . The Valuable Invention of a Computer with Great Potential

2 次の1~10の英文の空所に入る最も適切な語(句)を,それぞれイ~二の中から 一つ選びなさい。
 () from the airplane, the lake looks like a huge doughnut. イ. See 口. Seeing 八. Seen 二. Having seen
 2. I have three daughters: one is in Boston and () in Seattle. ▲. another is □. other is 八. others are □. the others are
 3. If we hadn't had your help, we () in last month's project. ✓. failed □. were failing 八. would fail □. would have failed
 4. You don't need (). ↑. be afraid □. to be afraid ∧. being afraid □. been afraid
 5. There are few mistakes, if (), in this long essay. ✓. some □. any 八. there is □. there are
 6. His teacher demanded that he () the homework by tomorrow afternoon. ✓. finish □. finished 八. has finished 二. will finish
 7. I'll never forget () the beautiful sea from the hill on my last trip. イ. see 口. to see 八. seeing 二. seen
 8. We () for four years in April this year. イ. have married □. will be married 八. will have married □. will have been married
 9. Soon we came to a hill at the foot () stood a historical church. ✓. which □. of which 八. that □. in that
10. He was forced () home right away. \checkmark . go \square . going \bigwedge . gone \Box . to go

3 次の1~10の英文を読み、下線部の意味に最も近い語を、それぞれイ~ニの中から一つ選びなさい。
1. You have to <u>hand in</u> your assignment by the end of next week. イ. write ロ. finish 八. receive 二. submit
2. The cats will get rid of the rats. \uparrow . hate \square . chase \bigwedge . eliminate \square . dislike
 3. This species was discovered by chance only a year ago. イ. fortunately □. accidently 八. surprisingly 二. strangely
4. How did you <u>come by</u> such a precious painting? \checkmark . obtain \square . search \bigwedge . sell \square . create
5. I can't figure out what he said to me this morning. \checkmark . remember \square . forget \bigwedge . understand \square . believe
 6. This much money will do <u>for the time being</u>. イ. temporarily ロ. occasionally 八. timely 二. constantly
7. She had better <u>set about</u> her work immediately. \checkmark . stop \square . choose \bigwedge . decide \equiv . begin
8. How could you <u>put up with</u> it? \checkmark . leave \square . tolerate \bigwedge . discover \square . extinguish
9. Who do you think you <u>take after</u> ? イ . like □. know 八. resemble □. trust
10. The sad news of the accident is <u>all but</u> forgotten. イ. almost ロ. never 八. little 二. sometimes

- 4 次の1~5の会話文の空所に入る最も適切な表現を,1~3についてはそれぞれ イ~ニの中から一つ,4と5についてはそれぞれイ~ホの中から一つずつ選び なさい。ただし,それぞれの選択肢は一度しか使えません。
 - Michael: Are you going anywhere during the vacation? Jennifer: () Michael: Wow! Sounds exciting!
 - $\mathbf{1}$. Yes, I wish I could.
 - \Box . I'm intending to go to Canada.
 - 八. No, I haven't decided yet.
 - \square . I have to cancel my trip to Europe.
 - 2. Kate: Why didn't you show up at the party last night? Paul: ()

Kate: That's too bad. Did you get it done?

- $\mathbf{1}$. I didn't know there was a party last night.
- \Box . I wasn't feeling well.
- Λ . I was going to eat out for dinner with my parents.
- \equiv . I had to work on my paper.
- 3. Ellen: Hi, this is Ellen. Can I talk to Walter, please? Roger: ()

Ellen: I see. Then I will call again in ten minutes.

- $\mathbf{1}$. He will be unable to talk tonight.
- \Box . He will be away until tomorrow.
- Λ . He is returning in five minutes or so.
- \square . He is about to leave here.

4.	Kent: You look worried. What's the matter?
	Linda: Well, to be honest, $($
	Kent: Oh, you will? What is the interview for?
	Linda: It's for my scholarship. I have to pass this interview to get it.
	Kent: I see. Do you think you are ready?
	Linda: (②) But the problem is that I alwasy become too
	nervous.
	Kent: Come on, you can do it. Just relax.
	✓. I think I am.
	\Box . I applied for it, but I gave it up after all.
	Λ . I should have passed the interview.
	\square . I hope I do.
	π . I'm a bit afraid because I'll have an interview soon.
5.	Cindy: What kind of place is your hometown?
	John: It's a small country town.
	Cindy: I guess it must be nice living in a small town.
	John: Yeah, it is. It's a very quiet and safe place. People are friendly
	and things are cheap. Best of all, $($ (1) $)$
	Cindy: It sounds like a great place, but is there anything you don't like
	about it.
	John: Well, I would say (②) If you live there, you need a
	car because there aren't many buses or taxis.
	1 . you shouldn't drive there.
	\Box . the scenery is beautiful.
	八. I like my hometown so much.
	\equiv . the shops are crowded.
	π . it's a little inconvenient.
5 次の	1~5の英文には間違いが一つずつあります。それぞれイ~二の中から選
	さい。
1	I'll send you an email as soon as I will arrive at the hotel.
1.	$\frac{1}{1} \frac{1}{1} \frac{1}$
2.	Despite he was not good at English at the beginning, he kept making efforts
	イ ロ ハ ニ
	to become a fluent speaker.
3.	Are you used to drive long distances by yourself?

4. We were taught by our teacher that World War I had been $\frac{1}{7}$	$\frac{\text{broken out}}{\sqrt{\pm}}$
the summer of 1914.	
5. Whatever smart he may be, he is only a seven-year-old boy \mathcal{I} $$	•
6 次の1~5の日本文とほぼ同じ意味の英文になるよう()内の 替える場合,その順序として最も適切なものをそれぞれイ~ニの びなさい。ただし,文頭にくる語(句)も小文字にしてあります。	. ,
 (1) 誰も何か燃えているにおいを感じなかった。 (1. anything 2. no 3. burning 4. smelled 5. イ. 1-4-2-3-5 ロ. 2-5-4-1-3 八. 3-1-4-2-5 二. 5-4-2-1-3 	one)
 (2) 彼女は私の友人を見送ることになっている。 (1. to 2. see 3. she is 4. my friend 5. off) イ. 3-1-2-4-5 ロ. 3-2-1-5-4 八. 3-4-1-2-5 二. 3-5-1-2-4 	
 (3) その男の子はこのクラスで一番利口だ。 (1. other 2. as smart 3. student 4. is 5. the 7. no 8. in this class) イ. 5-4-2-6-1-7-3-8 □. 5-4-6-7-1-3-2-8 八. 7-1-3-4-2-6-5-8 □. 7-3-4-2-5-6-1-8 	boy 6. as
 (4) 彼女は 20 年前に有名な女優だったことを誇りに思っている。 (1. been 2. proud 3. 20 years ago 4. having 6. is 7. she 8. a well-known actress) イ. 3-6-2-5-4-7-1-8 □. 3-6-4-1-2-7-5-8 八. 7-6-2-5-4-1-8-3 二. 7-6-4-1-2-5-8-3 	
 (5) 少年たちの多くはその建物を見たことも聞いたこともなから (1, of 2. neither 3. heard 4. saw 5. most 7. nor 8. about the building) イ. 5-1-6-2-4-7-3-8 ロ. 5-6-2-4-7-3-1-8 八. 6-1-5-4-2-7-3-8 二. 6-2-4-7-3-1-5-8 	

解答

1													
											問3	問4	問5
	1	2	3	4	5	(1)	(2)	(3)	(4)	(5)			
		Л	=	イ	Л	イ	=	_	ハ		イ	ハ	—
2													
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$													
	Л	=	=			イ	ハ	=		-			
			1	1			l	I	1				
3	1	2	3	4	5	6	7	8	9 1	0			
										_			
			I					1	1				
4					1		5						
	1	2	3										
			ハ										
			I		1	1							
5	1	2	2	1	Б]							
	_	1	Ц	Λ	1								
6													
	1	2	3	4	5								
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1.4.3 一般入試 A 方式 2 月 8 日 (総合経営学部) 70 分

|1|次の英文を読み,下の問いに答えなさい。

A great British writer, J.K.Rowling, is now attracting the attention of millions of children from all over the world. The popularity of her books with wizard Harry Potter proves that, in this age of TV-raised children, (1) books are not dead. Somehow, a strong-hearted orphan who exists only in print has become the close friend of millions of children around the world.

"It's hard to believe that one series of books could almost turn an entire nation back to reading, but it's not an exaggeration," says Caroline Ward, president of the American Library Association's Services to Children. A children's librarian for 30 years, Ward has never seen anything like $_{(2)}$ this.

J. K. Rowling's own story is as inspiring as that of her novels. She was on a train between Manchester and London in 1990 when the concept of a young wizard with a lightning-bolt scar caught her imagination.

Rowling was a French teacher and was married to a Portuguese TV journalist. After they divorced, Rowling found herself a poor single mother living on public assistance in Scotland. She would write about her young wizard at a coffee shop, (\mathcal{P}) her infant daughter was sleeping nearby. Rowling finished her first *Harry Potter* book with the help of grant from the Scottish Arts Council and submitted it to British publisher Bloomsbury around 1997.

Rowling's fictional world is filled with funny names (\checkmark) have become part of the English language, including "muggles," which is what she calls nonmagical people.

"Rowling's richness can be enjoyed on many levels by children, adults and literary critics," says Philip Nel, who will start teaching children's literature at Kansas State University in Manhattan. While praising her verbal creativity and exploration of social issues like racial tension and class difference, Nel, who is also writing a book about Rowling's work, points out that Rowling includes every child's secret fantasy: that he or she is blessed with secret powers.

Despite the popularity of her books with children, some observers have (3) philosophical concerns about the series and its message. John Andrew Murray, the director of the educational video Think About It: Understanding the Impact of TV-Movie Violence, writes frequently on youth culture. He is disturbed when people compare Rowling's work with C. S. Lewis' The Chronicles of Narnia. Although both series ($\dot{\mathcal{D}}$) magic, Lewis' stories link "magic with religious authority," Murray says. Lewis uses the great lion Aslan to symbolize Christ the Savior, *but Murray says, "Rowling separates magic from authority. There is no higher authority." The result is a morally

confused world. (4) Murray is also uncomfortable with how much witchcraft children absorb from the Harry Potter series.

It's not the religious issues but the ethical ones that concern parent Ken Mc-Cormick of Birchrunville, Pennsylvania. "In Rowling's books, the kids lie, and take revenge," McCormick says. "This is a disturbing moral world, and it conflicts with what I am trying to teach my children." He has two children, ages 8 and 11.

*Chirist the Savior 救世主キリスト

問1 文中の空所ア~ウに入る最も適切な語(句)を,それぞれ1~4の中から一つ選 びなさい。

(ア)	1. while	2. why	3. what	4. that
(イ)	1. whoever	2. whose	3. whomever	4. which
(ウ)	1. burst out	2. occur to	3. deal with	4. put up with

問2 下線部(1)の意味に最も近いものを1~4の中から一つ選びなさい。

- 1. Children still continue to read books.
- 2. Children are no longer interested in books.
- 3. Reading isn't popular as before.
- 4. Reading was less popular before.

問3 下線部(2)の示す最も適切なものを,1~4の中から一つ選びなさい。

- 1. the fact that books are dead in this age of TV-raised children
- 2. a strong-hearted orphan who exists only in print
- 3. the fact that one series of books could almost turn an entire nation back to reading
- 4. the American Library Association's Services to Children

問4 下線部(3)の意味として最も適切なものを,1~4の中から一つ選びなさい。

1. 社会学的観点 2. 論理学的問題 3. 心理学的関係 4. 哲学的懸念

- 問5 下線部(4)の意味・内容として最も適切なものを,1~4の中から一つ選びなさい。
 - 1. マリーはまた,多くの子どもたちと同様に魔法について語るのは問題がある と考える。
 - 2. マリーはまた,子供たちがあまりに多くの魔法に夢中になることに懸念を抱いている。
 - 3. 子供たちが多くの魔法にあまり関心を示さないのはマリーには納得がいか ない。
 - 4. 子供たちやマリーにも魔法がどれほど理解されているかについては分からない。
- 問6 次の1から7の文を読み,本文の内容に一致するものにはTを,一致しないものにはFを選びなさい。
 - 1. Harry Potter, a strong-hearted orphan, has only become the imaginary friend of Britsih orphans.
 - 2. Rowling would write at a coffee shop when she became a single mother after divorcing a journalist.
 - 3. Rowling completed the first *Harry Potter* book with support from the Scottish Arts Council.
 - 4. Rowling produced funny names that have become part of many different languages around the world.
 - 5. Ken McCormick is worried about religious and racial problems in *Harry Potter*.
 - 6. A comparison of the Harry Potter books with Lewis' The Chronicles of Narnia upsets Murray.
 - 7. According to Nel, Rowling's works appeal to every child's secret fantasies of having special powers.

問7 本文のタイトルとして最も適切なものを,1~4の中から一つ選びなさい。

- 1. Harry Potter, the Wizard
- 2. J.K.Rowling as a Single Mother
- 3. J.K.Rowling's Personal Life
- 4. J.K.Rowling and the Impact of Her Books

2 次の1~10の英文の空所に入る最も適切な語(句)を,それぞれア~エの中から 一つ選びなさい。
1. Tom's teacher, along with his parents, () that he stop smoking. \mathcal{P} . to insist \mathcal{T} . insists \mathcal{D} . insisting \mathbf{I} . be insisted
2. When he was young, he used to take us (). $\boldsymbol{\mathcal{P}}$. on drive $\boldsymbol{\mathcal{T}}$. to a drive $\boldsymbol{\mathcal{T}}$. by driving $\boldsymbol{\mathcal{T}}$. for a drive
 3. The fact () a man lives next door to me does not mean he is my friend. ア. if イ. of ウ. that エ. which
 4. He look forward () your prompt reply. ア. in receiving イ. to receiving ウ. to have received エ. to receive
5. The years () he was away were too long for her. \mathcal{P} . during which \mathcal{I} . from which \mathcal{P} . in that \mathfrak{I} . with that
6. In my class there are 20 students, most of () are from China. \mathcal{P} . that \mathcal{T} . which \mathcal{P} . whose \mathfrak{I} . whom
 7. Mahatma Gandhi, the champion of nonviolence, () in 1869. ア. has been born イ. born ウ. had been born エ. was born
 8. I have done all (), and I'd like to take a short break. ア. a homework プ. my homework エ. homeworks of mine
 9. I was looking for my son () I belived was playing in the athletic field. ア. who イ. whose ウ. whom エ. which
10. That is () the worst movie I have ever seen. $\boldsymbol{\mathcal{P}}$. much up $\boldsymbol{\mathcal{T}}$. more $\boldsymbol{\mathcal{P}}$. by far $\boldsymbol{\mathcal{I}}$. over again

3		1~10の英文を読み,下線部の意味に最も近い語(句)を,ア~エの中から 選びなさい。
	1.	They should get rid of their differences and become friends. \mathcal{P} . remove \mathcal{I} . get involved in \mathcal{D} . give away \mathcal{I} . cultivate
	2.	It took a wholw day to <u>put out</u> the fire. $\overrightarrow{\mathcal{P}}$. light $\overrightarrow{\mathcal{I}}$. start $\overrightarrow{\mathcal{D}}$. extinguish $\overrightarrow{\mathcal{I}}$. cancel
	3.	I'm going to quit school and start a company. $\boldsymbol{\mathcal{T}}$. complete $\boldsymbol{\mathcal{T}}$. fail $\boldsymbol{\mathcal{D}}$. give up $\boldsymbol{\mathcal{I}}$. graduate from
	4.	Newspapers should be <u>neutral</u> when handling news. \mathcal{P} . brilliant 1 . objective $\mathbf{\dot{P}}$. comprehensive \mathbf{I} . skillful
	5.	Cuba is still a communist country. \mathcal{P} . is quietly \mathcal{T} . happens to be \mathcal{D} . remains \mathcal{I} . is no longer
	6.	I could live in all these places \underline{except} this one. \mathcal{P} . and \mathcal{I} . accept $\dot{\mathcal{D}}$. including \mathcal{I} . but
	7.	Regardless of age, we all want happiness. $\overline{\mathcal{P}}$. No matter how old we are \mathcal{I} . As we get old \mathcal{D} . Before we get old \mathcal{I} . Unless we consider age
	8.	Many dreams come true in time. \mathcal{P} . sooner or later 1 . forever 1 . too early 1 . punctually
	9.	I don't want any visitors because my room is $\underline{\text{messy}}$. \mathcal{P} . empty 1 . clean \mathbf{D} . cold \mathbf{I} . untidy
	10.	The scientist spent many hours <u>observing</u> the chimpanzees hunting for food. $\mathbf{\mathcal{P}}$. watching 1 . scolding $\mathbf{\mathcal{P}}$. catching \mathbf{I} . minding

- 4 次の (1) ~ (5) の日本文の英訳として最も適切なものを,ア~エの中から一つ選びなさい。
 - (1) 彼は彼女の子供のような素直さにほほ笑まずにはいられなかった。
 - $\boldsymbol{\mathcal{P}}$. He could help to smile on her childlike honesty.
 - $\mathbf{1}$. He couldn't help smiling at her childlike honesty.
 - $\boldsymbol{\dot{\mathcal{D}}}.$ He would help smiling on her childlike honesty.
 - \mathbf{I} . He wouldn't help to smile at her childlike honesty.
 - (2) 田中さんが5時からお待ちです。
 - \mathcal{P} . Mr.Tanaka has been waiting to see you since five o'clock.
 - $\boldsymbol{1}$. Mr.Tanaka had been waiting to see you at five o'clock.
 - ウ. Mr.Tanaka have waited for you from five o'clock.
 - \mathbf{I} . Mr.Tanaka had waited to you until five o'clock.
 - (3) 私がパリに飛行機で着いたのは8日の朝でした。
 - \mathcal{P} . When I have arrived to Paris by plane, it became on the morning of the 8th.
 - **1**. When I had arrived in Paris by plane, it was in the morning to the 8th.
 - $\dot{\mathcal{D}}$. It was on the morning of the 8th that I arrived in Paris by plane.
 - \mathbf{I} . It was at the morning on the 8th that I arrived to Paris by plane.

(4) 平塚の人口はどれくらいだと思いますか。

- $\boldsymbol{\mathcal{P}}$. How large do you think the population of Hiratsuka is?
- $\mathbf{1}$. Do you think of the population how large of Hiratsuka?
- $\dot{\mathbf{D}}$. How many people of Hiratsuka what do you think?
- \mathbf{I} . What large is Hiratsuka's people how do you think?
- (5) もし台風や地震がなければ,日本は生活するのにより快適な国であろう。
 - \mathcal{P} . If it were not for typhoons and earthquakes, Japan will be a more comfortable country to live in.
 - **1**. If it were not for typhoons and earthquakes, Japan should have been a more comfortable country to live in.
 - ウ. Were it not for typhoons and earthquakes, Japan will have been a more comfortable country to live in.
 - \mathbf{I} . Were it not for typhoons and earthquakes, Japan would be a more comfortable country to live in.

- 5 次の1~4の会話文の空所に入る最も適切な表現を,1~3についてはそれぞれ ア~エの中から一つ,4についてはア~オの中から二つ選びなさい。ただし,そ れぞれの選択肢は一度しか使えません。
 - 1. A: (
 - B: OK, but I get stressed out easily.
 - A: Well, are you getting plenty of sleep?

)

- B: Me? Of course not!
 - $\boldsymbol{\mathcal{P}}$. What do you do?
 - **イ**. How are you feeling?
 - ウ. Are you nervous?
 - **⊥**. May I help you?
- 2. A: How's your new job?
 - B: Well, it has been great, but now they might send me to Germany for two years.
 - A: What's wrong with that? It sounds exciting.

)

- B: (
- A: Don't worry. I'm sure your children will learn German faster than you and help you out.
 - \mathcal{P} . Yes, but my children might forget their Japanese.
 - **1**. Yes, but I'm not so good at speaking German.
 - $\boldsymbol{\mathcal{D}}$. Yes, and I have no problem speaking German.
 - \mathbf{I} . Well, we have no children and so we'll be all right.
- 3. A: () It's like a flood of cars, trucks and buses everywhere.
 - B: Yeah, it's the same in many other major cities, too.
 - A: I wonder how we're ever going to get the air pollution under control.
 - $\boldsymbol{\mathcal{P}}$. Tokyo has a lot of rain.
 - **\checkmark**. Air pollution is under control.
 - $\dot{\mathcal{D}}$. Some big cities are so quiet on the weekends.
 - \mathbf{I} . There's too much traffic here in Tokyo.

- 4. A: What do you want to do today?
 - B: I don't know. Do you have any suggestions?
 - A: (①
 - B: Hmm. I don't really feel like going there. Any other ideas?
 - A: Well, what about going to a movie?

)

- B: (2) We haven't seen a movie in a long time.
 - $\boldsymbol{\mathcal{P}}$. I don't like that
 - **\checkmark**. How about going to the zoo?
 - ウ. Did I tell you about this?
 - **\boldsymbol{\perp}**. That's a silly question.
 - **†**. That's a good suggestion.



1															
		問1		問2	問り	問4	問5				問6				問7
	(ア)	(1)	(ウ)		同ろ	D] 4	000	1	2	3	4	5	6	7	
	1	4	3	1	3	4	2	F	Т	Т	F	F	Т	Т	4

2

1	2	3	4	5	6	7	8	9	10
イ	I	ウ	イ	ア	Н	T	ウ	ア	ウ

3

ſ	1	2	3	4	5	6	7	8	9	10
	ア	ウ	ウ	イ	ウ	I	ア	ア	I	ア

4					
	(1)	(2)	(3)	(4)	(5)
	イ	ア	ウ	ア	T

5

1	0	9	L.	1
1	2	3		2
イ	イ	Т	イ	オ

1.4.4 一般入試 A 方式 2 月 9 日 (総合経営学部・産業工学部・農学部)70 分

1 次の英文を読み,下の問いに答えなさい。

Gairaigo, literally "words that come from outside," have been part of the Japanese language for centuries. Mostly borrowed from English, these terms are often modified into forms incomprehensive to native English speakers and changed into a special script.

However, in the last few years the trickle of foreign words has become a flood and critics say the onslaught^{*1} is making it hard for Japanese people to understand each other.

The popularity of foreign words is part of the Japanese fascination with anything new, says university lecture and author Takashi Saito. The English term "domestic violence," for instance, is widely used in magazines and newspapers, despite the existence of a useful Japanese term. "For Japanese people, the use of foreign words implies novelty. So, by using a foreign word you can make an issue appear fresh, which makes it easier for the media to take it up," Saito said.

Yet, researchers at the National Language Research Institute said much of the blame for the unnecessary use of English words such as "accountability" and "innovation" lies with the government bureaucracy. "Experts often study abroad and use English terms when they communicate with people in their field. Those terms are then included in government white papers," said Muturo Kai, president of the organization. "Foreign words tend to slip into announcements made to the general public, when they should really be explained in Japanese," he added.

Confused by the flow of new words, many Japanese people are turning back to studying their own language in an effort to reassert their identity. Saito's bestselling Japanese to be Read Aloud, a collection of extracts from classic works of Japanese literature, is one of many language-focused volumes that are selling so well all over Japan. Publishers say such books appeal to the middle-aged and elderly, who want something familiar. "We were expecting to sell the books to young people. But it turns out they are more popular with the older generation, who seem uneasy about their command of Japanese," said a spokeswoman at one publisher. The study of kanji, the Chinese characters used to express most Japanese words, has also become fashionable, with the number of participants for the government-approved kanji examination leaping by 70 percent during the past four years.

Saito says it is not only imported words but the deterioration^{*2} in the quality of Japanese used by young people that is fueling the Japanese-language boom. "I don't think foreign words are destroying Japanese. I think it was falling apart already," he

said, adding that the curriculum had been made too easy, weakening young people's command of the language. "Their vocabulary is narrow, they don't speak in proper sentences, and there's not enough training in writing."

Nevertheless, Saito is among several commentators who believe the Japanese boom is part of a wider search for identity, motivated in part by the overwhelming influence of the United States. "I think we have reached a point where we want to return to our roots, not just imitate America," he said. "We have imported a lot of things, but we need our way of managing things." However, he laughs off the suggestion that the use of foreign words could ever be subjected to restrictions like France's widely criticized Toubon Law^{*3} which bans English from French advertising. "That is impossible to imagine in Japan. As a nation, we have developed by being flexible enough to absorb things from all over the world," Saito said.

*¹ onslaught 猛攻撃 *² deterioration (品質などの)悪化,低下 *³ the Toubon Law フランスの国語保護法 (1994 年)

- 問1 次の1~7の文を読み,最も適切な答えをそれぞれア~エの中から選びなさい。 ただし,5,6については空所に入る語(句)を選びなさい。
 - 1. 日本人が便利な日本語表現があるにもかかわらず外来語を使うのはなぜで すか。
 - ア.新聞や雑誌の記者に,留学経験者が多いから
 - イ.メディアが,斬新な表現を避けるから
 - ウ.メディアが,外来語の使用を推奨しているから
 - エ. 日本人が,外来語に斬新さを感じるから
 - 2. What was Muturo Kai's job title?
 - $\boldsymbol{\mathcal{P}}$. publisher
 - $\boldsymbol{1}$. president of the National Language Research Institute
 - ウ. university lecture
 - **I**. Education Minister
 - 3. Who uses English words such as "accountability" and "innovation" more often than others?
 - $\boldsymbol{\mathcal{P}}$. government officials $\boldsymbol{\boldsymbol{\mathcal{I}}}$. the public
 - ウ. company presidents エ. scientists
 - 4. What does the term 'white papers' refer to?
 - $\boldsymbol{\mathcal{P}}$. dictionaries $\boldsymbol{\mathcal{I}}$. academic papers
 - ウ. official reports エ. encyclopedias
 - 5. Many readers of Saito's *Japanese to be Read Aloud* are ().
 - **7**. university students**1**. young people
 - $\dot{\mathcal{D}}$. the middle-aged and elderly \mathbf{I} . people from other countries
 - 6. The number of participants for the government-approved kanji examination has () over the past four years.
 - $\mathbf{\mathcal{P}}$. decreased by 70 percent $\mathbf{1}$. increased by 70 percent
 - 7. Which country banned English in advertising?
 - \mathcal{P} . China $\mathbf{1}$. the USA \mathbf{D} . Japan \mathbf{I} . France

84 第1章 大学・短大

- 問2次の1~4の文を読み,本文の内容と最も一致するものをそれぞれア~エの中か ら一つ選びなさい。
 - 1. ア. 外来語が使われるようになった歴史は,比較的新しい。
 - イ.外来語は,英語のネイティブスピーカーが理解できる形に変化している ものが多い。
 - ウ. 外来語は,英語のネイティブスピーカーには理解できない形に変化して いるものが多い。
 - エ. 外来語は,英語から由来しているものは比較的少ない。
 - 2. ア. 専門家が英語の専門用語をよく使うのは, 留学経験が多いからである。
 - イ.専門家は,外国への留学を嫌う傾向がある。
 - ウ. 外来語の増加は,外国への留学生の増加とは無関係である。
 - エ.外来語を減らすためには,外国への留学生を増やすべきである。
 - 3. ア. Saito によれば,外来語は日本語の質を著しく低下させている。
 - イ. Saito によれば,若者の日本語語彙力は向上している。
 - ウ. Saito によれば,若者の日本語語彙力は低下している。
 - エ. Saito によれば,外来語は日本語の質を著しく向上させている。
 - 4. ア. Saito によれば,日本語ブームは日本人としての独自性の探求の現われ である。
 - イ. Saito によれば,日本語ブームは米国の影響を受けていない。
 - ウ. Saito によれば,日本語ブームは米国の真似の一つである。
 - エ. Saito によれば,日本語ブームは日本人のルーツを求めているからではない。

2 次の1~10の英文の空所に入る最も適切な語(句)を,それぞれア~エの中から 一つ選びなさい。
 When Ms.Smith () New York City, she immediately scheduled a meeting with her client. <i>P</i>. reached <i>↑</i>. reached to <i>†</i>. reached in <i>⊥</i>. reached for
 2. You can get a promotion when you () the project. ブ. will be finished イ. did finish ウ. finished オ. have finished
 3. Mr.Brown () for nearly thirty minutes when his client arrived. ア. will have waited イ. has been waiting ウ. has waited エ. had been waiting
 4. His grandfather lived () ninety-two and was the head of the company for many years. ア. being イ. to be ウ. for being エ. till he would be
 5. I should remember () home before it's too late. ア. calling イ. to call ウ. having called エ. to have called
 6. The IT expert suggested that we () the operating system. ア. to change イ. changing ウ. change エ. changed
 7. Mr.Garret alwasy took on more than one task at the office to keep himself from (). <i>𝒫</i>. boring <i>𝒜</i>. bored <i>𝗘</i>. to be bored <i>𝗘</i>. being bored
 8. If you () president of the company, whom would you appoint as chairman of the board? ア. were イ. was ウ. is エ. be
9. The yearly budget consists of $($ $)$ of dollars. $\boldsymbol{\mathcal{P}}$. a million $\boldsymbol{\mathcal{T}}$. the million $\boldsymbol{\mathcal{P}}$. millions $\boldsymbol{\mathcal{I}}$. the millions
10. () from the employee's side, the instructions from the supervisor made no sense.

 $\boldsymbol{\mathcal{P}}$. Having viewed $\boldsymbol{\boldsymbol{\uparrow}}$. To be viewed $\boldsymbol{\boldsymbol{\dot{\mathcal{P}}}}$. Viewed $\boldsymbol{\boldsymbol{\bot}}$. Viewing

- 3 次の1~7の英文を読み,下線部の意味(内容)に最も近い語(句)を,ア~エの 中から一つ選びなさい。
 - Her new skirt was too expensive. <u>Besides</u>, it looked terrible.
 ア. However イ. Moreover ウ. Otherwise エ. Nearly
 - 2. We need to watch the news to keep up with world events. \mathcal{P} . manage $\mathbf{1}$. enjoy $\mathbf{1}$. be informed about $\mathbf{1}$. live in
 - 3. He will do everything possible to <u>convince</u> Mary to marry him. **𝔅**. ask **𝔅**. persuade **𝔅**. demand **𝔅**. beg
 - 4. For good health, it's not enough to <u>alter</u> one's diet only. *ア*. keep *↑*. vary *ウ*. organize *⊥*. enjoy
 - 5. Diplomats play a <u>vital</u> role in international peace.
 ア. significant イ. light ウ. meaningless エ. specific
 - 6. I've <u>located</u> a perfect place to set up the tent. *▼*. created *↑*. bought *ウ*. found *⊥*. negotiated
 - 7. Cultural diversity should be seen as enriching our lives.
 - \mathcal{P} . contacts $\mathbf{1}$. confrontations \mathbf{D} . dynamics \mathbf{I} . differences

)

4 次の1~4の会話文の空所に入る最も適切な表現を,1~3についてはそれぞれ ア~エの中から一つ,4についてはア~オの中から二つ選びなさい。ただし,そ れぞれの選択肢は一度しか使えません。

- 1. A: Let's have chicken soup for dinner.
 - B: That's a good idea. But isn't it too hard to make?
 - A: (
 - B: Oh, that's easy.
 - \mathcal{P} . Sure. It will make you get thin.

)

- $\mathbf{1}$. No, you just put it in the microwave.
- ウ. Oh, I had it yesterday.
- \mathbf{I} . You don't need that much money.
- 2. A: I heard you moved. How's your new apartment?
 - B: It's a little too dark, and it's very small.
 - A: That's too bad. Is it close to the station?
 - B: () I have to ride my bike for 20 minutes to get there.
 - A: Really? Why did you move there?
 - $\boldsymbol{\mathcal{P}}$. No. That's another problem.
 - **1**. No. I'd rather drive.
 - ウ. Yes. I totally agree with you.
 - **I**. Yes. I love my new apartment.
- 3. A: What a delicious meal!
 - B: I'm glad you like it. I made it especially for you. (
 - A: Well, I can't say no. You're such a good cook.
 - B: Thank you.
 - A: Well, as they say there's nothing like a home-made meal.
 - $\boldsymbol{\mathcal{P}}$. How did you make it?
 - **1**. Can you cook it?
 - ウ. How about a little more?
 - **I**. Are you hungry?

- 4. A: (①)
 - B: Just wonderful! Our group of helpers worked with local people to help build houses for them.
 - A: It must have been a very rewarding experience.

B: (2) They gave us a great farewell party.

- A: It sounds like you had a lot of fun.
 - $\boldsymbol{\mathcal{P}}$. I haven't seen you for a while.
 - **1**. When did you visit Bangladesh?
 - ウ. Yes, they were so grateful.
 - \mathbf{I} . How was life as a volunteer in Bangladesh?
 - オ. Did you experience culture shock?

<u>5</u> 次の1~5の日本文の英訳として最も適切なものを,ア~エの中から一つ選び なさい。

1. 誠は,そろそろ仕事の準備を始めてもいいころだ。

- $\boldsymbol{\mathcal{P}}$. There's about time Makoto is getting ready for work.
- $\boldsymbol{\mathcal{I}}$. There's almost time Makoto is getting ready for work.
- $\dot{\mathbf{D}}$. It's about time Makoto got ready for work.
- **I**. It's almost time Makoto has been getting ready for work.

2. 契約上の問題は非常に単純なものなので,ほとんど話し合う価値がない。

- \mathcal{P} . The problem with the contract is so trivial that it is hardly worth discussing.
- $\boldsymbol{\intercal}$. The problem with the contract are so easy enough that they do hardly worth of discuss.
- ウ. The problem for the contract is so easy that it is hardly worth to discuss.
- \mathbf{I} . The problems for the contract are too trivial, so they are hardly worth to discuss.

3. その社内手続きのせいで,彼の仕事仲間は不愉快になった。

- $\boldsymbol{\mathcal{P}}$. The company papers his co-worker made uncomfortable.
- $\mathbf{1}$. The company schedule his co-worker uncomfortable made.
- $\dot{\mathcal{D}}$. The company procedure made his co-worker uncomfortable.
- \mathbf{I} . The company procedure made uncomfortable his co-worker.

4. 私は彼の机の上にあった書類を見たかもしれないが,覚えていない。

- $\boldsymbol{\mathcal{P}}.$ I should not see the documents on his desk, but I didn't remember.
- $\mathbf{1}$. I ought to have seen the documents on his desk, but I don't remember.
- $\boldsymbol{\dot{\mathcal{D}}}.$ I may have seen the documents on his desk, but I don't remember.
- \mathbf{I} . I cannot see the documents on his desk, but I didn't remember.

5. 従業員は,上司が許可することは何でもすることが許されている。

- \mathcal{P} . The employee is allowed to do whichever their bosses permit him doing.
- **1**. The employees are allowed doing whoever their bosses permit for them to do.
- ウ. The employee is allowed doing whatever their bosses permitting that he does.
- $\mathbf I$. The employees are allowed to do whatever their bosses permit them to do.

解答

1

ウ

2

ア

3

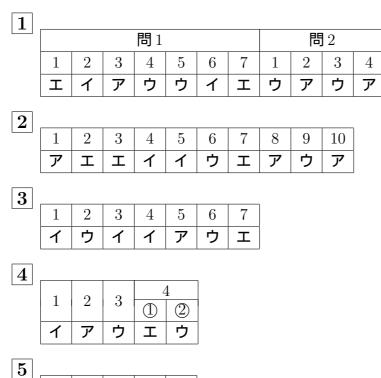
ウ

4

ウ

5

Т



1.4.5 一般入試 A 方式 2 月 10 日 (産業工学部・農学部)70 分 1 次の英文を読み,下の問いに答えなさい。

Global warming is already a well-known problem and has been talked about mostly as a problem of pollution. People have looked at global warming as a sign to clean up the air we breathe. Yet it seems $\begin{pmatrix} 1 \\ \end{pmatrix}$ we all breathe getting worse, but the number of natural disasters in the world is also increasing due to global warming.

According to the Worldwatch Institute in Washington D.C., there were almost six times as many disasters in the 1990s as in the same period in the 1980s. In fact, this organization documented 16 natural disasters from 1990 to 1996. Another respected organization, SIMS Hurricane Watch^{*1} in Charleston, South Carolina, reported 1995 was "the most active tropical weather season in over 60 years." This indicates that these disasters are now occurring more often and on a huge scale. For example, the 1991 cyclone that hit Bangladesh killed over 140,000 people and left 1,000,000 homes destroyed. Flooding in China in 1998 left around 2,000,000 homeless.

The future does not look good if global warming continues. According to the Intergovernmental Panel on Climate Change,^{*2} representing more than 2,000 leading scientists, the incidence of floods, droughts, fires, and heat outbreaks is expected to increase in some regions as temperatures rise. It's pretty simple to understand if it's looked at in plain terms. As it becomes much warmer, snow on mountains melts more quickly. As the snow melts, and the water runs down the mountainsides, it becomes too much for rivers to handle. Warmer temperatures also create more rain clouds, bringing heavy rainfall. (2), flooding occurs, like the terrible flood that hit Italy in 1994.

Another awful side effect of global warming and natural disasters is disease. Warmer temperatures allow bugs and rats to breed and spread diseases. In 1994 in northern India after one monsoon, three straight months of record high temperatures (over 35 degrees Celsius every day) followed. This allowed the rat population to increase, bringing diseases with them. Close to 100 people died during $_{(A)}$ this period. And it does not necessarily $_{(B)}$ take a natural disaster to start an outbreak of disease. Unusually warm temperatures created by global warming alone can increase the population of bugs such as mosquitoes. Just a two-degree rise in temperature makes mosquitoes more active and, therefore, hungrier. With hungrier mosquitoes around in tropical countries, malaria becomes a big problem. Mosquitoes, of course, are the insects (3) transmit the malaria disease to people and animals. Furthermore, the combination of warm water and sewage (dirty water from homes and factories) creates a perfect breeding ground for diseases like cholera.*³ There were cases of cholera in

Latin America in the 1990s caused by $_{\rm (C)}$ such a deadly combination.

However, the biggest concern now is the increase in tornadoes, hurricanes, monsoons, floods, and so forth. According to scientists, unless the problem of global warming is solved, natural disasters may (D) become a way of life in many parts of the world.

*1 SIMS Hurricane Watch SIMS ハリケーン観測所

*² the Intergovernmental Panel on Climate Change 気候変動に関する政府間パネル *³ Cholera コレラ

問1 文中の空所 (1) ~ (3) に入る最も適切な語 (句) を,それぞれア~エの中から一つ 選びなさい。

- (1) $\mathbf{\mathcal{P}}$. only the air is not \mathbf{I} . not only the air is
- $\mathbf{1}$. only is not the air
 - ウ. not only is the air
- **1**. Whereas ウ. Instead (2) $\mathbf{\mathcal{P}}$. However **I**. Consequently
- (3) **7**. how **1**. what ウ. which **I**. whose

問 2 文中の下線部 (A) の this period が指すものとして最も適切なものを,ア~エの 中から一つ選びなさい。

- $\boldsymbol{\mathcal{P}}$. the year 1994
- **1**. sixty years
- ウ. the three months after the monsoon
- \mathbf{I} . at the time of the monsoon

問3 文中の下線部 (B)の take と同じ用法の take を含む英文を,ア~エの中から一つ 選びなさい。

- \mathcal{P} . It takes strength to play sports
- **1**. She always takes the train to Chicago.
- ウ. Take the first street on the right.
- **I**. You should take this medicine twice a day.

- 問4 文中の下線部 (C) の such a deadly combination の意味・内容として最も適切な ものを,ア~エの中から一つ選びなさい。
 - \mathcal{P} . malaria and tropical countries $\mathbf{1}$. warm water and sewage
 - $\dot{\mathcal{D}}$. people and animals \mathbf{I} . warm temperatures and mosquitoes
- 問5 文中の下線部 (D) の become a way of life の意味・内容として最も適切なものを, ア ~ エの中から一つ選びなさい。
 - ア.暮らしを制限する イ.生き方を一様にする
 - ウ.人生の教訓になる エ.生活の一部になる
- 問6次の1~6の英文を読み,本文の内容と一致していればT,一致していなければ Fを選びなさい。
 - 1. Few people have thought so far that global warming has to do mainly with air pollution.
 - 2. SIMS Hurricane Watch reported 16 natural disasters from 1990 to 1996.
 - 3. The number and scale of tropical storms, such as cyclones and hurricanes, have increased in recent years.
 - 4. Terrible floods might result from global warming, which brings quicker snowmelts and heavier rainfalls.
 - 5. Cholera is transmitted by insects such as mosquitoes to people and animals.
 - 6. Scientists warn that if global warming continues, many countries may be hit by even more disasters in the future.

問7 本文のタイトルとして最も適切なものを,ア~エの中から一つ選びなさい。

- $\boldsymbol{\mathcal{P}}$. The Mechanism of Flooding and Global Warming
- **\mathbf{1}**. Growing Threats of Global Warming
- ウ. Diseases Related to Global Warming
- \mathbf{I} . Global Warming and Its Solutions

2 次の1~10の英文の空所に入る最も適切な語(句)を、それぞれア~エの中から 一つ選びなさい。
 Children can go and see the movie () condition that their parents go together with them. ア. in イ. on ウ. at エ. for
2. The train arrived at the station on time () the snowstorm. \mathcal{P} . instead of \mathcal{I} . owing to \mathcal{P} . in spite of \mathcal{I} . in addition to
3. The policeman caught the thief () the arm. $\mathbf{\mathcal{P}}$. by 1 . of $\mathbf{\dot{\mathcal{P}}}$. to \mathbf{I} . for
 4. He has three sisters: one is a college student, and () are office workers. ア. another イ. other ウ. rest エ. the others
5. She told us yesterday that she () him in this dance hall before. $\mathbf{\mathcal{P}}$. meet $\mathbf{\mathcal{T}}$. has met $\mathbf{\mathcal{P}}$. had met $\mathbf{\mathcal{I}}$. was met
6. It's about time we () the party to a close. $\boldsymbol{\mathcal{T}}$. will bring $\boldsymbol{\mathcal{T}}$. be brought $\boldsymbol{\mathcal{T}}$. have brought $\boldsymbol{\mathcal{T}}$. brought
 7. His new apartment was comfortably decorated with (). ア. few furniture イ. a lot of furniture ウ. many furnitures エ. several furnitures
8. Any job is definitely preferable () none. $\mathbf{\mathcal{P}}$. to 1 . for $\mathbf{\mathcal{P}}$. upon $\mathbf{\mathcal{I}}$. into
9. Come and stay with us for the weekend, ()? ア. do you イ. won't you ウ. aren't you エ. don't you
10. By the time he left the company, he () there for 30 years. \mathcal{P} . works \mathcal{I} . has worked \mathcal{I} . have worked \mathcal{I} . have worked \mathcal{I} . have worked

- 3 次の1~10の英文を読み,下線部の意味に最も近い語(句)を,ア~エの中から 一つ選びなさい。 1. It is important to take time off and relax. **7**. keep time **1**. kill time ウ. prepare extra time \mathbf{I} . get some free time 2. Your father won't permit you to travel alone. ア. encourage 1. ask ウ. persuade **I**. allow 3. The airline cannot satisfy the seating preferences of every passenger. ア. choices **1**. habits ウ. chances **I**. delights 4. Modern Japan grew and prospered quickly during the 40 years after World War II. ア. won **1**. got rich ウ. survived \mathbf{I} . made friends 5. International corporations need people with strong language skills. $\boldsymbol{\mathcal{P}}$. govenments **1**. departments ウ. companies \mathbf{I} . airlines 6. Even friends need to tolerate each other sometimes. $\boldsymbol{\mathcal{P}}$. take care of **1**. put up with ウ. make fun of **I**. smile at 7. He couldn't get over his disappointment when he saw his test results. **1**. overcome **7**. overflow ウ. overtake **I**. overlook 8. Those quizzes are hard to figure out. ア. discover **1**. understand ウ. make **I**. pass 9. I have got to turn in some papers next week. **1**. may ウ. shall ア. must ⊥. could 10. The expression "culture shock" was originally <u>coined</u> by Kalervo Oberg,
 - a famous scholar. ア. felt イ. criticized ウ. created エ. rejected

|4|次の1~4の会話文の空所に入る最も適切な表現を,1についてはそれぞれア~ エの中から一つ,2~4についてはア~オの中から二つずつ選びなさい。ただし,それぞれの選択肢は一度しか使えません。

- 1. A: () A dog!
 - B: But I don't like dogs.
 - A: They keep you company and protect you too.
 - B: But they sleep all day.
 - A: Well, if you take it for a walk, you'll get a lot of exercise.
 - $\boldsymbol{\mathcal{P}}$. What should I run away from?
 - **1**. You know what you need?
 - ウ. What's happening?
 - \mathbf{I} . Can you imagine what I was bitten by?
- 2. A: Are you a baseball fan?
 - B: Yes, (①)
 - A: Did you see the game this afternoon?
 - B: Yeah, they played well. I think (2)
 - A: Really?
 - $\boldsymbol{\mathcal{P}}$. they'll win the championship.
 - $\mathbf{1}$. they will be hopeless in the game.
 - $\dot{\mathcal{D}}$. I don't know anything about baseball.
 - \mathbf{I} . I have never watched baseball games.
 - \mathbf{J} . I'm crazy about the Giants.
- 3. A: I want to go into business for myself. (①)
 - B: Well, first you have to develop some good business sense.
 - A: And then?
 - B: (②)
 - A: Then what?
 - B: Next, you should locate a nice place to open your business.
 - $\boldsymbol{\mathcal{P}}$. What's wrong?
 - **1**. What should I do?
 - ウ. Why do you want to start business?
 - \mathbf{I} . They need to think about it together.
 - **†**. You need to get some money.

- 4. A: (①)
 - B: Why don't you?
 - A: If I get married, I have to give up my freedom.
 - B: That's true, but I think marriage is very important and necessary.
 - A: Why do you think so?
 - B: (②) In my opinion, it helps children have a stable home. **7**. It keeps society together.
 - $\boldsymbol{1}$. Because you want to remain single.
 - ウ. I shouldn't have gotten married.
 - **I**. I don't want to get married.
 - $\boldsymbol{\tau}$. None of my brothers and sisters got married.

5 次の1~5の日本文の英訳として最も適切なものを,それぞれア~エの中から 一つ選びなさい。

- 1. 私たちはホテルに到着するとすぐ,お茶とお菓子を出されました。
 - $\pmb{\mathcal{P}}.$ When we soon got up to the hotel, they brought a cup of tea and some sweets to us.
 - **1**. As soon as we got to the hotel, we served a cup of tea and some sweets.
 - ウ. We were given a cup of tea and some sweets upon our arrival at the hotel.
 - \mathbf{I} . No sooner did we reach the hotel than a cup of tea and some sweets had been provided.

2. パーティーが延期になったことを,忘れずに彼に念を押してください。

- $\boldsymbol{\mathcal{P}}.$ Remember telling him that the party was postponed.
- $\mathbf{1}$. Remember not to make sure that the party was postponed for him.
- $\dot{\mathcal{D}}$. Don't forget reminding him that the party would be put off.
- \mathbf{I} . Don't forget to remind him that the party has been put off.

3. 部屋が二つありますが,しばらくどちらも使っていません。

- $\boldsymbol{\mathcal{P}}$. We have two rooms, either of which had not been uesd recently.
- $\mathbf{1}$. We have two rooms, neither of which has been used for a while.
- $\dot{\mathcal{D}}$. We have two rooms, both of which has not been used for a while.
- \mathbf{I} . We have two rooms, any of which had not been used recently.

4. この事業に彼の協力を期待するなんて,私はなんてバカだったことか。

- \mathcal{P} . How foolish I was that I think he can expect to help this project!
- $\mathbf{1}$. How foolish I am to expect to have got his assistance with this project!
- $\mathbf{\dot{\mathcal{D}}}$. What a fool I am that I could expect this project with his help!
- \mathbf{I} . What a fool I was to have expected him to assist us in this project!

5. ロンドンにいる旧友にハガキを出したら,長い手紙を書いてよこした。

- \mathcal{P} . I sent a card to my old friend in London, who wrote a long letter back to me.
- **1**. I sent my old friend in London a card, sending a long letter back to me.
- ウ. I sent a card for my old friend in London, returning a long letter to me.
- **I**. I sent my old friend a card in London, whose long letter was written in return.

解答

1																						
	問1 問2 問3 問4 問5 問6					問7																
	(1)	(2)	(3)		向ろ	DJ 4	0] 4				DJ 4	DJ 4	D] 4	D] 4	000	1	2	3	4	5	6	ן א נסן
	ウ	Н	ウ	ウ	ア	イ	ア	F	F	Т	Т	F	Т	イ								

2										
	1	2	3	4	5	6	7	8	9	10
	イ	ウ	ア	Т	ウ	Т	イ	ア	イ	Т

3

I	ゥ	ア	イ	ゥ	イ	イ	イ	ア	ゥ
1	2	3	4	5	6	7	8	9	10

4

1		2	e e	3	4		
		2		2		2	
イ	オ	ア	イ	オ	Т	ア	

 $\mathbf{5}$

1	2	3	4	5
ウ	I	イ	Т	ア

1.4.6 一般入試 A 方式 2 月 11 日 (産業工学部・農学部)70 分 ① 次の英文を読み,下の各問いに答えなさい。

Dreams have always held a universal fascination. Some primitive societies believe that the soul leaves the body and visits the scene of the dream. Generally, however, dreams are accepted to be illusions, having much in common with daydreams—the fantasies of our walking life. When dreaming, however, one tends to believe fully in the reality of the dream world, however inconsistent, (1), and odd it may be.

Although most dreams apparently happen spontaneously, dream activity may be provoked by external influences. Suffocation^{*1} dreams are connected with breathing difficulties of a heavy cold, for instance. _(A)Internal disorders such as indigestion can cause vivid dreams, and dreams of racing fire-engines may be caused by the rising of an alarm bell.

Experiments have been carried out to investigate the connection between $_{(B)}$ deliberately inflicted pain and dreaming. For example, a sleeper pricked with a pin perhaps may dream of fighting a battle and receiving a severe sword wound. Although the dream is stimulated by the (2) discomfort, the actual events of the dream depend on the associations of the discomfort in the mind of the sleeper.

A dreamer's eyes often move rapidly from side to side. Since people born blind do not dream visually and do not manifest this eye activity, it is thought that the dreamer may be scanning the scene depicted in his/her dream.

People differ greatly in their claims to dreaming. Some say they dream every night, $_{(C)}$ others only very occasionally. Individual differences probably exist, but some people (3) forget dreams and others have good recall.

Superstition and magical practices thrive on the supposed power of dreams to predict the future. Instances of dreams which have later turned out to be prophetic^{*2} have often been recorded, some by men of the highest intellectual integrity. Although it is better to keep an open mind on the subject, it is true that the alleged power of dreams to predict future events still remains unproven.

Everyone knows that a sleeping dog often behaves (4) it were dreaming, but it is impossible to tell what its whines and twitches^{*3} really mean. By analogy with human experience, however, it is reasonable to suppose that at least the higher animals are capable of dreaming.

Of the many (5) of dreams, Freud's is probably the best known. According to Freud, in our dreams we go back to the modes of thought characteristic of early childhood. Our thinking becomes concrete, visual, non-logical, and expresses ideas and wishes we are no longer conscious of. Dreams are absurd and unaccountable because our conscious mind, not willing to acknowledge our subconscious^{*4} ideas, disguises $_{(D)}$ them. Some of Freud's interpretations are extremely fanciful, but there is almost certainly some truth in his view that dreams express the subconscious mind.

*1	suffocation	n 窒息	*2 prophetic	予言的な
*3	twitches	ぴくぴく動くこと	*4 subconsciou	us 潜在意識の

問1 文中の空所1~5 に入る最も適切な語(句)を,それぞれア~エの中から一つ選びなさい。

- **1**. sensible (1) $\boldsymbol{\mathcal{P}}$. healthy ウ. illogical **I**. ordinary **1**. heartful (2) $\mathbf{\mathcal{P}}$. mental ウ. spiritual **I**. physical (3) $\boldsymbol{\mathcal{T}}$. recently **1**. scarcely ウ. immediately \mathbf{I} . reluctantly **1**. as though ウ. so that (4) $\boldsymbol{\mathcal{T}}$. on which **I**. for whom ウ. tendencies (5) $\boldsymbol{\mathcal{T}}$. vacancies **1**. summaries \mathbf{I} . theories
- 問2 文中の下線部 (A) と (B) の意味・内容として最も適切なものを,それぞれア~ エの中から一つ選びなさい。
 - (A) ア. 憤慨するような精神的疲労
 イ. 独立運動のような国際的事件
 ウ. 個人主義のような明確な意識
 エ. 消化不良のような内臓の異常
 - (B) ア. 故意に加えられた(B) ア. 故意に加えられたイ. 長い期間悩まされたウ. 明らかに影響をおよぼすエ. 偶発的に起きた
- 問3 文中の下線部 (C) の後ろに省略されている表現として最も適切なものを,ア~ エの中から一つ選びなさい。
 - $\boldsymbol{\mathcal{P}}$. dream every night $\boldsymbol{1}$. say they dream
 - $\dot{\mathbf{D}}$. say every night \mathbf{I} . dream and they
- 問4 下線部 (D) が指す語 (句) として最も適切なものを,ア~エの中から一つ選びな さい。
 - $\boldsymbol{\mathcal{P}}$. animals $\boldsymbol{1}$. modes
 - $\boldsymbol{\mathcal{D}}$. subconscious ideas $\boldsymbol{\mathcal{I}}$. Freud's interpretations

問5 次の1~5の文を読み,本文の内容と一致していればT,一致していなければF を選びなさい。

- 1. As a whole, dreams have similarities to our daydreams.
- 2. Dreaming is never affected by outer stimulation.
- 3. Sleeper's eyes do not move when they are dreaming.
- 4. It has been proven that dreams predict the future.
- 5. Freud's view that dreams display what is hidden in our minds has almost certainly some truth.

問6 本文のタイトルとして最も適切なものを,ア~エの中から一つ選びなさい。 $\boldsymbol{\mathcal{P}}$. Dreams–What Do They Mean? **1**. Dreams and the Future ウ. Dreams and Our Childhood **I**. Dreams–Why Do Animals Dream? 2 次の1~10の英文を読み,空所に入る最も適切な語(句)を,それぞれア~エの 中から一つ選びなさい。 1. We took a cable car () the station to the theater. **1**. with ア. for ウ. from I. between 2. There is still () time to register for the semester courses. ア. a lot **1**. many ウ. a few オ. enough 3. I wish I () her advice at the time. ウ. had taken $\boldsymbol{\mathcal{P}}$. am taking **1**. take **I**. have taken 4. His main weekend activity is to () a baseball game. ア. watch **1**. looking ウ. attending I. go 5. When she () her glasses at home, she can't read the reports clearly. **1**. leaves ウ. will leave **I**. had left ア. was left 6. The couple was happy that many letters () to them before their wedding. ア. sent **1**. had been sent ウ. had sent \mathbf{I} . will be sent 7. Until next summer, the pool () under construction. **1**. has been ア. was ウ. had been **I**. will be 8. () the game was to be delayed, many fans were disappointed. ア. Although **1**. Because ウ. During **I**. While 9. I'm not so hungry now. I've just () breakfast. **1**. eating ウ. eat ア. ate **I**. eaten 10. The dentist is available on weekdays () not on weekends. ア. but **1**. either **ウ**. or I. to

3 次の1~10の英文を読み,下線部の意味に最も近い語(句)を,それぞれア~エ の中から一つ選びなさい。 1. Why don't you <u>come over</u> for dinner on Saturday? ウ. leave $\boldsymbol{\mathcal{P}}$. telephone **1**. visit **I**. invite 2. I hope you'll have a chance to look over the rental contract. ア. write **1**. read ウ. argue **I**. think 3. Don't always buy the first thing you see; shop around a bit. **1**. decide ウ. watch **7**. purchase **I**. compare 4. I happened to <u>run across</u> an old friend in town last week. $\boldsymbol{\mathcal{P}}$. meet by chance **1**. find easily ウ. see off \mathbf{I} . hear of 5. We need to brush up on our math skills before the next test. ア. involve **1**. discuss ウ. improve **I**. describe 6. The new action movie was released in spite of the public protest. **7**. due to **1**. instead of ウ. in addition to **I**. regardless of 7. He should stand up for his friends. ア. support **1**. control ウ. force **I**. teach 8. Many people just throw away their old unwanted clothes. $\boldsymbol{\mathcal{P}}$. get rid of **1**. take care of ウ. make use of **I**. come out of 9. He managed to track down the original movie at a recycle shop. ア. sell **1**. remember ウ. find **I**. replay 10. Hard work is necessary to get ahead in the business world. ア. result **1**. succeed ウ. join **I**. fail

4 次の1~8の会話文を読み,空所に入る最も適切な表現を,それぞれア~エの 中から一つ選びなさい。

- 1. A: Excuse me. I'm looking for a bank.
 - B: (
 - A: Oh, yes. I can see the bakery. Thanks.
 - $\boldsymbol{\mathcal{P}}.$ Go to the corner over there.
 - **\checkmark**. It's somewhere on the next street.
 - $\dot{\mathcal{D}}$. It's on the corner next to the bakery.
 - \mathbf{I} . You can get to the bakery by car.

- 2. A: Can you tell me the next departure time?
 - B: (
 - A: Good. I only have to wait till mid-afternoon.
 - $\boldsymbol{\mathcal{P}}$. I know them well.
 - **1**. It's already left.
 - ウ. It's ten past three.
 - **\boldsymbol{\perp}**. I don't have a ticket.
- 3. A: Did you say you'd get a newspaper for me?

)

- B: (
- A: Ok. I will.
 - $\boldsymbol{\mathcal{P}}$. Yes, *The Times* is the best paper in Britain, I think.
 - **1**. No, I said I wanted you to do it.
 - ウ. Yes, you said so.
 - **I**. No, it's out of print now.
- 4. A: We need some drinks for the party tomorrow.
 - B: All right, how many do we need?

A: (

- B: Yeah, that sounds about right.
 - $\boldsymbol{\mathcal{P}}$. Ten people are here.
 - **イ**. Nobody will bring drinks.
 - ウ. Many drinks would be served.
 - **\boldsymbol{\perp}**. Enough for ten people.

- 5. A: I'd like to hear more about your trip. B: ()
 - A: Did you visit any of the countryside?
 - B: Yes, there are lots of national parks to see there.
 - $\boldsymbol{\mathcal{P}}$. How far is it?
 - $\mathbf{1}$. Is it a nice place to go?
 - ウ. What would you like to know?
 - \mathbf{I} . I'm not sure if you know.
- 6. A: You look happy today!
 - B: Yes, I am. I just got some good news.
 - A: What is it?
 - B: (
 - A: That's great! And after so many losses.
 - $\boldsymbol{\mathcal{P}}.$ My favorite soccer team won last night.
 - $\boldsymbol{\intercal}$. I just heard the disappointing news about our team.

)

- ウ. My baseball team lost yesterday.
- \mathbf{I} . Our team had just enough players.
- 7. A: Hello. This is Kate speaking.
 - B: Hi Kate. (
 - A: No, I've just finished dinner. Let's talk.
 - $\boldsymbol{\mathcal{P}}$. Are you all right?
 - $\mathbf{1}$. Are you busy at the moment?
 - ウ. May I talk to Cathy?
 - **I**. Have you finished dinner?
- 8. A: Wow! That's the best movie I've ever seen. What did you think of it?
 - B: (
 - A: I know you'd like it.
 - $\boldsymbol{\mathcal{P}}$. I don't like movies.
 - $\textbf{\textbf{1}}$. It wasn't a movie that I've seen before.

)

- ウ. Well, I slept yesterday.
- **I**. It was fantastic!

- [5] 次の1~5の日本文を与えられた語(句)を並べ替えて英訳するとき、5番目に 来る最も適切な語(句)を、それぞれア~キの中から一つ選びなさい。ただし、 文頭に来る語(句)も小文字で書かれています。また、語(句)はそれぞれ1回し か使えません。
 - 1. この問題を実際に解決するのは,理論で言うほど容易ではない。 $\mathbf{1}$. to solve this problem $\boldsymbol{\mathcal{P}}$. in practice ウ. it is **I**. not so オ. in theory カ. easy for us **+**. as 2. そのような風習がいつ生まれたのか,誰も知らない。 **1**. custom $\boldsymbol{\mathcal{P}}$. came into ウ. knows when such I. one **オ**. a カ. existence **+**. no 3. このボタンを押しさえすればよい. ア.all **1**. to ウ. to push **I**. have 才. do is **カ**. this button **†**. you 4. それが彼の真意であったかどうか,彼らは皆疑わしいと思っている。 **1**. them ウ. doubt if $\boldsymbol{\mathcal{P}}$. that was I. he オ. all of 力. what **†**. really meant 5. 彼女はこの詩を読むといつも母のことを思い出す。 $\boldsymbol{\mathcal{P}}$. this poem **1**. being ウ. her mother \mathbf{I} . she cannot read **オ**. of **カ**. without **+**. reminded

解答



- 1. It is not so easy for us to solve this problem as in theory.
- 2. No one knows when such a custom came into existence.
- 3. All you have to do is to push this button.
- 4. All of them doubt if that was what he really meant.
- 5. She cannot read this poem without being reminded of her mother.

1.4.7 一般入試 B 方式 (総合経営学部・産業工学部・農学部)70分 1 次の英文を読み,下の問いに答えなさい。

The West African country of Togo^{*1} recently announced more bird flu infections outside its capital, making _(A)<u>it</u> the seventh West African country to report finding the deadly H5N1 virus in its poultry.^{*2} Bird flu experts say <u>①</u><u>sub-Saharan Africa</u> <u>still has a long way to go in its battle against the virus</u>, and any other animal diseases that may develop. Togo's government officials say they have been working with farmers since early last year to ask _(B)<u>them</u> to report any signs of the virus. The H5N1 virus re-emerged in poultry in Asia four years ago, and has since been reported by 60 countries around the world, killing more than 200 million poultry and more than half of the some 300 people infected.

Experts praised Togo's fast detection of the virus, but Togolese officials say getting people to listen has been hard. Alex Thiermann, a director at the Paris-based World Organization for Animal Health, says people (1) raise animals in sub-Saharan Africa tend to be among the poorest, which makes _(C) it hard to convince them to kill their livelihood. "It is very difficult to explain to them that _(D) we need to destroy birds because we worry about a potential pandemic,^{*3}" he said. "They do not have time to worry about the potential. They have so many problems to fight on a daily basis, and so unless there is a good incentive program where there is an assurance they will not lose anything by reporting, it is hard to guarantee full participation."

One way to contain bird flu that donors have been promoting is paying farmers to encourage fast reporting. But there have been problems paying farmers for their lost poultry because 2i is not easy to prove ownership. Olga Jonas, the World Bank's economic advisor for influenza programs who coordinates bird flu donor giving, says local officials need to identify poultry farmers and <u>inventory their stock</u> to prevent corruption. "When there is an outbreak, you do not get into a lot of discussion about whether somebody did or did not have the poultry they are now claiming compensation (2)," she said. But she admits it is hard to track small producers who live in remote areas. Noncommercial family-owned poultry farming is common in West Africa, where people often live in close contact with their birds.

(3) strategy to contain bird flu has been to improve animal health services. Thiermann with the animal health organization says <u>poor</u> veterinary services in West Africa cripple the region's ability to control diseases that can spread rapidly. "We are certain we are going to have a pandemic in the near future, but we do not know yet where it will begin and what that agent will be," he added. "We put so much emphasis not only on fighting the immediate problem, but also on building the infrastructure to allow these countries to report promptly and take rapid action; otherwise the entire world is going to be in danger." The animal doctor says most diseases that have quickly spread throughout history originated in animals. Animals are suspected (4) starting the spread of three major flu outbreaks in the 20th century that killed tens of millions of people. However, not all potential donors are convinced of the threat that the virus can spread from one person to the next. So far, the virus has spread among animals and, on a limited basis, from animals to people.

At a bird flu donors meeting this past September, the World Bank asked countries to raise an additional \$1.5 billion. The response was <u>Some-third that amount</u>, and most of the money pledged^{*4} was from the United States, Japan and the European Union. World Bank economic advisor Jonas is preparing another appeal for the next bird flu donor conference this December. "The cost of a human epidemic would just be absolutely staggering, trillions of dollars," she noted. "So relative to the cost that we are trying to avoid by these preventative programs and control programs at the source, the \$2.3 billion that has been committed so far is just a very small (5)."

This year in West Africa, the H5N1 virus has been detected in Nigeria,^{*1} Ghana,^{*1} Côte d'Ivoire,^{*1} Burkina Faso,^{*1} Niger^{*1} and Togo. Donors have promised sub-Saharan Africa \$95 million for bird flu programs, (6) which \$50 million is for Nigeria, which has reported one human death from bird flu.

*1 Togo; Nigeria; Ghana; Côte d'Ivoire; Burkina Faso; Niger いずれも西アフリカのサハラ砂漠以南の国家
*2 poultry 家禽 (ニワトリ,シチメンチョウ,アヒルなど)
*3 pandemic 世界的流行
*4 pledge 寄付を申し出る

問1 文中の空所1~6 に入る最も適切な語(句)を,それぞれ次のア~エの中から-つずつ選びなさい。解答番号は 1 ~ 6

(1)	ア. which	イ . whom	ウ. whose	I. who	1
(2)	ア. with	1 . on	ウ. for	⊥. to	2
(3)	ア. A first	イ . A second	ウ. A third	I . The whole	3
(4)	7 . of	イ . for	ウ. with	⊥. about	3
(5)	ア. faction	イ . fiction	ウ. fraction	\mathbf{I} . friction	5
(6)	ア. into	1 . onto	ウ. as for	I . out of	6

- 問2①~⑤の意味・内容として最も適切なものを,それぞれ次のア~エの中から-つずつ選びなさい。解答番号は7~11
 - 1 7
 - ア. サハラ砂漠以南のアフリカは,依然としてそのウイルスとの戦いをま だ始めていない。
 - イ. サハラ砂漠以南のアフリカがそのウイルスの蔓延を阻止するには長い 時間がかかるだろう。
 - ウ. サハラ砂漠以南のアフリカでは,そのウイルスとの戦いが長いあいだ 展開されてきた。
 - エ. 人々がそのウイルスと戦っているサハラ砂漠以南の国々の対策には依 然として大きな距離がある。
 - 2 8
 - \mathcal{P} . it is not easy to demonstrate how to keep the poultry
 - $\mathbf{1}$. it is not easy to prove whether they have their own ship
 - $\dot{\mathcal{D}}$. it is difficult to give proof of the fact that they stole their own poultry
 - \mathbf{I} . it is difficult to prove that they actually owned the lost poultry
 - 3 9
 - \mathcal{P} . invent a story about their stock
 - 1 . make a complete list of their stock
 - $\dot{\mathcal{D}}$. make a great invention using their stock
 - \mathbf{I} . have a large inventory of their stock
 - ④ 10
 - ア. 西アフリカでは, 獣医が不足しているために, 病気を抑えることがで きない。
 - イ. 西アフリカでは、獣医があまりにも貧しいために、病気を抑えること ができない。
 - ウ. 西アフリカでは,病気で体が不自由になった貧しい農民たちの治療を, 獣医が行う。
 - エ. 西アフリカでは,病気で体が不自由になった農民たちの治療を,貧し い獣医が行う。
 - 5 11
 - ア. \$500,000 イ. \$1,300,000 ウ. \$500,000,000 エ. \$1,300,000,000

- 問3 下線部(A)~(D)の代名詞が指すものとして最も適切なものを,それぞれ次のア ~エの中から一つずつ選びなさい。解答番号は「12」~「15
 - (A) | 12 |
 - ア. Togo
 - **1**. its capital
 - $\dot{\mathbf{D}}$. to report finding the deadly H5N1 virus in its poultry
 - **I**. sus-Saharan Africa

(B) 13

- $\boldsymbol{\mathcal{P}}$. bird flu experts
- $\mathbf{1}$. animal diseases
- ウ. Togo's government officials
- I. farmers
- (C) 14
 - $\boldsymbol{\mathcal{P}}.$ Togo's fast detection of the virus
 - $\textbf{\intercal}$. sub-Saharan Africa
 - $\dot{\mathcal{D}}$. to convince them to kill their livelihood
 - $\mathbf I$. their livelihood

(D) 15

- $\boldsymbol{\mathcal{P}}$. Togolese government officials
- **1**. farmers
- ウ. Alex Thiermann and his staff
- \mathbf{I} . African bird flu experts

問4 本文のタイトルとして最も適切なものを,ア~エの中から一つ選びなさい。解 答番号は 16

- $\boldsymbol{\mathcal{P}}$. Animals Supected of Many Diseases
- **1**. Togo Detects Bird Flu Virus
- ウ. West Africa Struggles to Contain Bird Flu Virus
- $\ensuremath{\mathbf{I}}$. Bird Flu Virus Detected in Saharan Countries

		111
2 次の1~10の英文を読み,空所に入る最も適切な語(年 中から一つ選びなさい。解答番号は <u>17</u> ~26])を,それぞれア	'~エの
 Which department ()? ア. are you belonged イ. do you belong to ウ. are you belonging エ. are you belonging 	ç to	17
2. As time went (), his confidence grew. ア. by イ. in ウ. up オ. down		18
3. "Do you mind if I have a look at your magazine" "Be my ()." ア. customer イ. client ウ. guest エ		19
4. I took her refusal to answer questions () a	n admission of gu	uilt.
ア. on イ. in ウ. to エ. as		20
 5. "I'll help you with your work if you'll repair my "OK, it's ()!" ア. a deal イ. a quantity ウ. an amount 		21 er
6. () you studied harder, you would have pas $\boldsymbol{\mathcal{P}}$. Unless $\boldsymbol{\mathcal{I}}$. If $\boldsymbol{\mathcal{P}}$. Had $\boldsymbol{\mathcal{I}}$. Provide		$\boxed{22}$
7. Be quiet! He hasn't finished (). $\boldsymbol{\mathcal{P}}$. speak $\boldsymbol{\mathcal{T}}$. to speak $\boldsymbol{\mathcal{P}}$. speaking	⊥. spoken	23
 8. () in their home suited the style of the ho ア. All furnitures イ. Every furniture ウ. Each furniture エ. Each piece of furniture 		24
9. Mary took no more notice of me () if I we $\mathbf{\mathcal{P}}$. as $\mathbf{\mathcal{T}}$. than $\mathbf{\mathcal{D}}$. that $\mathbf{\mathcal{I}}$. but	ere invisible.	25
10. I always enjoy his company because he always ha	(
ア. amuse イ. amused ウ. amusing	\mathbf{I} . to amuse	26

3 次の1~10の英文を読み、下線部の意味に最も近い語(句)を、それぞれアの中から一つずつ選びなさい。解答番号は27~36	~ I
1. Whatever happens, you mustn't resort to violence. \checkmark . use \checkmark . meet \checkmark . control \bot . oppose	27
2. By the way, have you read this book? $\mathbf{\mathcal{P}}$. Accidentaly $\mathbf{\mathcal{I}}$. Fundamentally $\mathbf{\mathcal{D}}$. Mentally $\mathbf{\mathcal{I}}$. Incidental	28 lly
3. His advice helped me <u>overcome</u> my troubles. $\mathbf{\mathcal{P}}$. get in イ . get over ウ. get on エ . get up	29
4. What does this abbreviation stand for? $\mathbf{\mathcal{P}}$. do 1 . mean $\mathbf{\mathcal{D}}$. support \mathbf{I} . remark	30
5. Mary <u>cancelled</u> all her appointments for that day. \Box . caught up \uparrow . caught out \neg . called off \pm . called for	31 r
6. The paint was still wet and gave off a very bad smell. $\mathbf{\mathcal{T}}$. submitted 1 . admitted $\mathbf{\mathcal{D}}$. omitted $\mathbf{\mathcal{I}}$. emitted	32
 7. He tried to <u>put out</u> the fire with blankets, but this only made the situat worse. ア. distinguish イ. extinguish ウ. establish 	33
8. There must be compromise if the talks are to succeed. \mathcal{T} . give and take 1 . give or take 1 . up and down 1 . out or	34 in
9. I'm only too glad to have her company. $\mathbf{\mathcal{T}}$. very $\mathbf{\mathcal{T}}$. far from $\mathbf{\mathcal{T}}$. a little $\mathbf{\mathcal{I}}$. not at all	35
10. I asked him to do the work, but his answer was not in the affirmative $\frac{1}{100}$	<u>e</u> .

 $\boldsymbol{\mathcal{P}}$. sensible $\boldsymbol{\boldsymbol{\uparrow}}$. convincing $\boldsymbol{\boldsymbol{\mathcal{P}}}$. "Yes" $\boldsymbol{\boldsymbol{\mathfrak{I}}}$. "No"36

4 次の1~8の会話文の空所に入る最も適切な表現を,それぞれア~エの中から 一つ選びなさい。解答番号は 37 ~ 44

Ayaka: Good morning. Did you have a good night's sleep?
 Paul: Well, I had a lot of trouble getting up this morning. (37)

Ayaka: It's terrible, isn't it?

- Paul: Yes, it is, but I'll soon get used to Tokyo time.
 - $\boldsymbol{\mathcal{P}}$. I have a terrible hangover.
 - $\mathbf{1}$. I can't sleep without a sleeping pill.
 - ウ. It must be jet lag.
 - \mathbf{I} . I sat up all night with my sick child.
- 2. Mr.Smith: You have a very good command of English, Mr.Tanaka. Where did you study?
 - Mr.Tanaka: Like everybody else, I studied English in junior high school, senior high school and college.

Mr.Smith: (38)

Mr.Tanaka: I practiced with the help of English programs on TV.

- $\boldsymbol{\mathcal{P}}$. Ah! That explains the misunderstanding.
- \checkmark . That's because you can't make yourself understood in English.
- $\dot{\mathbf{D}}$. But what made you decide against studying English?
- **I**. But why are you so good at speaking?
- 3. Mr.Henry: (| 39 |)

Mrs.Henry: What do you mean?

Mr.Henry: We seem to be spending money before we earn it. Look at all these bills that have just arrived.

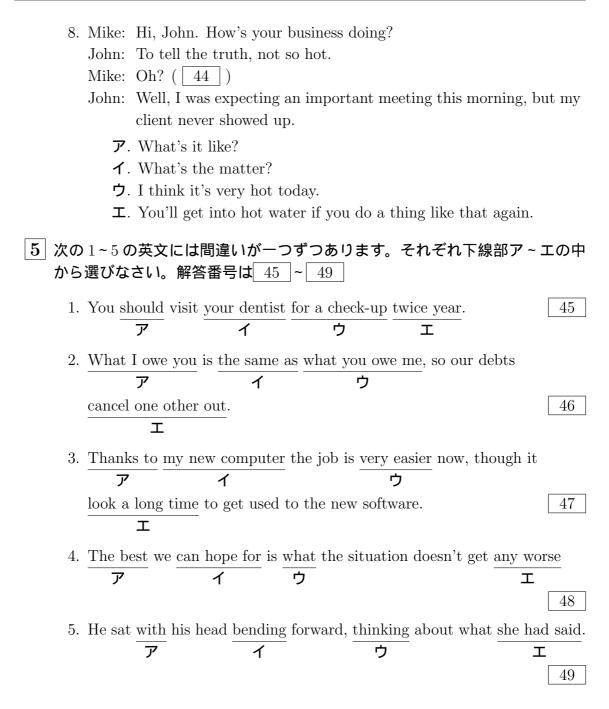
- $\boldsymbol{\mathcal{P}}$. We're not made of money.
- **\checkmark**. We don't have to save on light and fuels.
- $\dot{\mathcal{D}}$. We should spend more money than we earn.
- \mathbf{I} . We didn't waste money on luxuries.

- 4. Susie: Mike, I know it's none of my business, but you shouldn't waste your time on such silly books. You have to study for the final.
 - Mike: Well, (40)
 - Susie: Which part?
 - Mike: About it being none of your business.
 - $\boldsymbol{\mathcal{P}}$. I have traveled to all parts of the world.
 - **\checkmark**. I'm going to take part in the competition.
 - ウ. I agree with you in part.
 - **I**. I should play a part in the game.
- 5. Marian: Brad, did you call me?
 - Brad: Yes. (|41|)
 - Marian: I'll be glad to.
 - Brad: This is a copy of the Japanese instructions for our latest product. Our New York office is in urgent need of an English version.
 - $\boldsymbol{\mathcal{P}}$. I want you to create an original manual.
 - **\checkmark**. I'd like you to do some translating.
 - $\dot{\mathcal{D}}$. Can you keep me informed of any change in your plans?
 - \mathbf{I} . Can you help me with the shopping?
- 6. Bruce: It was very nice meeting you, Scarlet.

Scarlet: Nice meeting you, too.

Bruce: If there's anything I can do for you, (|42|). This is my address.

- $\boldsymbol{\mathcal{P}}$. please feel free to e-mail me
- $\mathbf{1}$. please feel free to call me
- ウ. you must turn to him for help
- \mathbf{I} . you should go to his office for advice
- 7. Sylvia: I wish I were a good cook.
 - Kate: Me too!
 - Sylvia: $(\begin{vmatrix} 43 \end{vmatrix})$
 - Kate: No. I meant I also wish you were a good cook!
 - \mathcal{P} . You should make everything you eat yourself.
 - **イ**. You are a vegetarian, aren't you?
 - ウ. But you are on a diet.
 - \mathbf{I} . But you already can cook very well.



- 6 次の1~5の日本文とほぼ同じ意味の英文になるように,[]内の語(句)を 並べ替える場合,5番目に来るものはどれか答えなさい。ただし,文頭の語も 小文字で書かれています。また,語(句)はそれぞれ1回しか使えません。解答 番号は50~54
 - それは日本ばかりでなくアメリカにおいても大きな関心を呼んだ。 50
 It [ア. as イ. a good deal ウ. of interest エ. excited オ. the U.S. カ. well キ. in] as in Japan.
 - パソコンを選ぶとき何で決めるべきだと思いますか。処理スピードですか、それとも使いやすさですか。

 ア. think イ. do ウ. in エ. you オ. be the most important factor カ. should キ. which] choosing a computer, its processing speed or ease of use?
 - 勝利の栄冠を勝ち取るには決意と少しの幸運以外のどんな条件も必要ではない。
 52

 $[\mathcal{P}. \text{ no } \mathbf{1}. \text{ prerequisite } \mathbf{\dot{P}}. \text{ other than } \mathbf{I}. \text{ gaining } \mathbf{1}. \text{ of victory } \mathbf{b}. \text{ the crown } \mathbf{f}. \text{ requires}] \text{ determination and a bit of luck.}$

- 現代の科学技術のおかげで距離がかなり正確に測れるようになった。53
 ア. possible イ. modern technology ウ. with エ. to measure オ. it カ. distance キ. has made] considerable accuracy.
- 5. だれが当選しようと憲法改正が政府の最優先事項となりそうだ。 54 An amendment of the Constitution [ア. no イ. likely ウ. is エ. to be オ. matter カ. who キ. a top government priority] wins the election.

解答

1	2	3	4	5	6	7	8	9	10
Т	ウ	イ	ア	ウ	I	イ	Т	イ	ア
11	12	13	14	15	16	17	18	19	20
ウ	ア	Т	ウ	ウ	I	イ	ア	ウ	イ
21	22	23	24	25	26	27	28	29	30
ア	ウ	ウ	I	イ	ウ	ア	Т	イ	イ
31	32	33	34	35	36	37	38	39	40
ウ	Т	イ	ア	ア	ウ	ウ	Т	ア	ウ
41	42	43	44	45	46	47	48	49	50
イ	ア	Т	イ	T	T	ウ	ウ	イ	オ
51	52	53	54						
カ	۲	Т	ア						

- 50 It excited a good deal of interest in the U.S. as well as in Japan.
- 51 Which do you think should be the most important factor in choosing a computer, its processing speed of ease of use?
- 52 Gaining the crown of victory requires no prerequisite other than determination and a bit of luck.
- 53 Modern technology has made it possible to measure distance with considerable accuracy.
- 54 An amendment of the Constitution is likely to be a top government priority no matter who wins the election.

118 第1章 大学・短大

1.5 熊本学園大学

1.5.1 一般推薦試験 60分 全学科

【1】次の英文を読み、設問に答えなさい。

The Sahara, in northern Africa, is the world's largest desert. Temperatures can rise above 100°F during the day and $_{(A)}$ dip below freezing at night. Strong winds and sandstorms make it hard to see and breathe. Crossing the Sahara by any means is a challenge. But doing it all on foot, sometimes running 50 miles a day, seemed impossible — until now.

Three super-athletes ran more than 4,000 miles across the desert in 111 days. They completed their amazing race on February 20, becoming the first runners in modern times to cross the Sahara. Their route took them through six countries. "This has been a life-changing event," says the runner Charlie Engle, who is from Greensboro, North Carolina.

Engle ran with Ray Zahab, a Canadian, and Kevin Lin, who is from Taiwan. All are experienced athletes. A film crew $_{(B)}$ <u>trailed</u> the men in four-wheel-drive vehicles, documenting the journey.

The team had a second goal: To raise awareness about the need for clean, safe drinking water around the world. "We've seen *firsthand the need for clean water," says Zahab.

The team used *GPS tracking devices to stay on their route. They woke up at 4 a.m. daily and began running an hour later. They would $_{(C)}$ break around noon to eat lunch and take a short nap. At about 9:30 p.m., they would stop, set up camp, *devour dinner and fall $_{(D)}$ fast asleep. Even with injuries and sickness, they never missed a day. But it wasn't easy, according to Engle. "Now that I know how hard this is, I would never consider crossing the Sahara on foot again," he says.

Time for Kids. (2007). Vol. 12(20). 6.

(注) *firsthand じかに *GPS 全地球測位システム *devour むさぼり食う

設問1.本文に最も適切なタイトルを(ア)~(エ)から選び、記号で答えなさい。

- $(\mathbf{\mathcal{P}})$ A Hard Sahara Crossing
- $(\mathbf{1})$ 4,000 Miles across the Sahara
- (ウ) The Best Way for Athletes to Cross a Desert
- (\mathbf{I}) An Amazing Accomplishment: Crossing the Sahara on Foot
- 設問 2. 下線部 (A) ~ (D) に最も近い意味の単語を (ア) ~ (エ) から選び、記号で答え なさい。
 - (A) dip (\mathcal{P}) fall (\mathcal{I}) float (\mathcal{P}) slip (\mathfrak{I}) stay
 - (B) trailed (\mathcal{P}) crawled (\mathcal{I}) followed (\mathcal{D}) photographed (\mathfrak{I}) pursued (C) break (\mathcal{P}) hurt (\mathcal{I}) prepare (\mathcal{D}) sleep (\mathfrak{I}) stop
 - (D) fast (\mathcal{P}) deeply $(\mathbf{1})$ lightly $(\mathbf{\dot{P}})$ quickly (\mathbf{I}) shortly
- 設問 3. 次の A ~ D の日本文の内容と一致するように、()内に入れるのに最も 適切なものを (ア) ~ (エ)から選び、記号で答えなさい。

A. チームの第一の目的は、()。

- (ア) サハラ砂漠を迷わずに横断することだった。
- (イ) サハラ砂漠を横断して六カ国を旅することだった
- (ウ) 現代人として初めてサハラ砂漠を自分の足で横断することだった
- (エ)世界に自分たちが、ほぼ4千マイルを休まずに走れることを証明することだった
- B. チームの二番目の目的は、()のをみんなに知ってもらうことで あった。
 - (ア) きれいは水がサハラ砂漠に存在する
 - (イ) サハラ差額の水がきれいでなくなっている
 - (ウ) サハラ砂漠には人が思っている以上に水がある
 - (エ) きれいで安全な飲み水が世界中で必要とされている
- C. チャーリー・エングルは、()である。
- (ア)アメリカ人 (イ)カナダ人 (ウ)フランス人 (エ)台湾出身
 D. チャーリー・エングルは、()。
 - (ア)頼まれればまたサハラ砂漠を走って横断するだろう
 - (イ) またすぐにサハラ砂漠を走って横断するだろう
 - (ウ) もう一度歩いてサハラ砂漠を横断するかもしれない
 - (エ) もう二度と自分の足でサハラ砂漠を横断したいとは思っていない

【2】次の英文を読み、設問に答えなさい。

Then he sat up to get a better look at the great mountains. They piled up in rough *ridges, high into the western sky. Mysterious, secret mountains.

"What's on the other side of the mountains?" Jody asked his father once.

"More and more and more?" asked Jody.

"(1) Why?" his father asked.

"They come to an end. At last you come to the ocean," said his father.

"But what's *in* the mountains?" asked the boy. " $\begin{pmatrix} 2 \\ \end{pmatrix}$ Are there people lost in the mountains?"

"No, there's nothing. Just rocks and *brush. No trees, no water, no people. But it's dangerous up there.

I've read that there's more *unknown country in the mountains in this state than in any place in the United States." His father seemed proud of $_{(1)}$ this information. "And at the end is the ocean."

"But, before that?" the boy demanded. "Does anybody know about that part — in the middle of the mountains?"

"(3) But there's nothing there."

Billy agreed with Carl Tiflin. "There's nobody there. People can't eat rocks."

(2) There had to be something there. Something really wonderful because it wasn't known, something secret and mysterious. Jody felt (3) this in his heart. He said to his mother, "Do you know what's in the big mountains?"

She looked at him and then back at her big stove, and she said, "Only the bear, I guess."

"(4)" Jody asked.

"You know, the one from that old story. The bear that went over the mountain to see what he could see," explained Mrs. Tiflin.

 $_{(4)}$ That was all the information that Jody ever got about the mountains. (5) He thought often of the miles of ridge after ridge until at last there was the ocean. He watched them with the pink sun on them in the morning, when the mountains invited him among them. And he stood and looked at them again in the evening, in the dark purple light, and felt afraid of them. They were dangerous, but he wanted to walk into them and discover their secrets.

(6) they were happy mountains with hill ranches in their valleys, and with trees growing on their soft ridges. People lived there and wars had been fought in their hills. Jody looked back a the Great Mountains and was shocked at the difference.

Steinbeck, John. (2001). *The Red Pony.* Retold by Nancy Taylor. Penguin Readers. 24-25. (注)*ridge 尾根 *brush やぶ *unknown country 人跡未踏の地

- 設問1. 本文中の空欄(1)~(6)に入れるのに最も適切なものを、下の(ア)~(カ)から 選び、記号で答えなさい。
 - $(\boldsymbol{\mathcal{P}})$ What bear?
 - $(\mathbf{1})$ More mountains, I guess.
 - (ウ) Oh, a few people do, I guess.
 - (\mathbf{I}) Are there old cities up there?
 - (\mathbf{A}) It made them more exciting and terrible to him.
 - (\mathbf{D}) Now he turned his head toward the mountains of the east, the Gabilans.
- 設問2.本文中の下線部(1)this informationの内容を日本語で簡潔に述べなさい。
- 設問3.本文中の下線部(3)thisの内容を日本語で簡潔に述べなさい。

設問4. 本文中の下線部(2),(4)を和訳しなさい。

【3】次の各文の空所に入れるのに最も適切なものを(ア)~(エ)から選び、記号で答 えなさい。

1. I'm afraid there	isn't () in	the car for every	one.
$(\mathbf{\mathcal{P}})$ places	(1) power	(ウ) room	(\mathbf{I}) speed
2. Don't go yet, I'n	n going to () some coffee.	
(ア) boil	(1) cook	$(\mathbf{\dot{\mathbf{v}}})$ grow	(\mathbf{I}) make
3. Can I have (), please?		
$(\mathbf{\mathcal{P}})$ a bread (-	\mathbf{f}) a slice of bread	(ウ) a toast of b	read (\mathbf{I}) one bread
4. () me t	he salt, please.		
$(\mathbf{\mathcal{P}})$ Hold	(1) Pass	(ウ) Reach	(\mathbf{I}) Search
5. There is a park	at the () o	of my house.	
$(\mathbf{\mathcal{P}})$ back	(1) behind	(ウ) near	(\mathbf{I}) window
6. You must (piano well.) for at least t	wo hours a day if	you want to play the
(\mathcal{P}) lesson	(1) listen	(ウ) practice	(\mathbf{I}) work
7. Most banks () people mor	ney to buy a house	
(7) borrow	(1) give	$(\mathbf{\dot{\mathbf{v}}})$ lend	(\mathbf{I}) save

【4】次の各文の空所に入れるのに最も適切なものを(ア)~(エ)から選び、記号で答 えなさい。

1.	One of my hobbi	es () play	ing golf.	
	$(\mathbf{\mathcal{P}})$ are	(1) is	(ウ) were	(\mathbf{I}) weren't
2.	I got this book fr	com a friend ().	
	(\mathcal{P}) of me	(1) of mine	(ウ) to me	(\mathbf{I}) to mine
3.	My sister lives () New Yor	·k.	
	(\mathcal{P}) near	(1) near for	(ウ) nearly	(\mathbf{I}) near of
4.	We haven't hear	d from John () he got marri	ied.
	$(\mathbf{\mathcal{P}})$ since	(1) until	$(\mathbf{\dot{\mathbf{v}}})$ when	(\mathbf{I}) while
5.	The boy was real	lly trying to under	stand ()	his father had said.
	(\mathcal{P}) that	(1) what	$(\mathbf{\dot{\mathbf{v}}})$ where	(\mathbf{I}) who
6.	Many social event and schools.	ts are promoted by	organizations () clubs, churches
	(\mathcal{P}) and	(1) as well as	(ウ) or	(\mathbf{I}) such as
7.		American coin is n naller than a 5-cen		worth. (), a
	(\mathcal{P}) By the way	(1) For example	(ウ) In contrast	(\mathbf{I}) On the contrary
8.	A hot dog is mad	le from ()	beef or pork, or a	combination of both.
	$(\mathbf{\mathcal{P}})$ either	(1) neither	(ウ) of	(\mathbf{I}) out
5] 🗄	本語の意味になる	よう、[]内に当	うえられた語句を主	並べ替えて英文を作り、

- 【5】日本語の意味になるよう、[]内に与えられた語句を並べ替えて英文を作り、 完成した文の中で三番目と六番目に来る<u>単語</u>を書きなさい。ただし、文頭の 語も小文字で示してあります。
 - 1. もう一週間風邪を引いています。 [a week, for, had, have, I, this cold].
 - ナンシーは、勉強をアルバイトと両立させるでしょう。
 [balance, her, her studies with, job, Nancy, part-time, will].
 - 3. 夕食をご一緒しませんか。 [dinner, have, like, to, with us, would, you].
 - 4. 熊本は、名古屋ほど大きくありません。 [as, as big, is, Kumamoto, Nagoya, not].

解答例

- 【1】設問1. エ
 - 設問 2. (A) ア (B) イ (C) エ (D) ア
 - 設問 3. (A) ウ (B) エ (C) ア (D) エ
- 【2】設問1. (1) イ (2) エ (3) ウ (4) ア (5) オ (6) カ
 - 設問2. アメリカのどの場所よりもこの州の山には人跡未踏の地が多いという こと。
 - 設問3. 何かすばらしい,神秘的なものが必ずあるということ
 - 設問 4. (2) そこには何かがなければならなかった。

(4) それだけがジョディの得た山々についての情報であった。

【3】

1	2	3	4	5	6	7
ウ	Т	イ	イ	ア	ウ	ウ

[4]

1	2	3	4	5	6	7	8
イ	イ	ア	ア	イ	Т	イ	ア

【5】

1			2		3		4
3番目	6番目	3番目	6番目	3番目	6 番 目	3番目	6番目
had	a week	balance	part-time	like	dinner	not	Nagoya

- 1. I have had this cold for a week.
- 2. Nancy will balance her studies with her part-time job.
- 3. Would you like to have dinner with us?
- 4. Kumamoto is not as big as Nagoya.

1.5.2 A 日程1日目 70分 全学科

【1】次の英文 $(a) \sim (h)$ の空所に入れるのに適切なものを選び,番号で答えなさい。

(a)	It doesn't make a opinion.	much difference () or not his	mother will give her
	1. what	2. where	3. whether	4. whichever
(b)	We () what	t have experienced	l in this situation.	
	1. should conside	er	2. were considere	d
	3. willing to cons	sider	4. would be const	idered
(c)	If you had walked	l faster, you () the bus.	
	1. can catch 2 .	might catch 3. r	night have caught	4. will have caught
(d)	Even the men we	ere () to tea	rs when they saw	this movie.
	1. move	2. moved	3. moving	4. to move
(e)	The hotel manag morning.	er asked us if we	wanted our room	() late in the
	1. clean	2. cleaning	3. cleans	4. to be cleaned
(f)	Don't worry abou	ut the bill. It's () me.	
	1. at	2. by	3. on	4. with
(g)	Susan decided () an internat	ional lawyer.	
	1. for becoming	2. to become 3.	to be becoming	4. was becoming
(h)	The man whom y	you () Tana	ka was his brother	
	1. mistaken	2. mistook	3. took after	4. took for

【2】次の英文の空所に,日本語に合うように適切な動詞(1語)を書きなさい。

- (a) Hurry up, or you will () the train.
 急がないと電車に乗りそこなうよ。
- (b) I wanto to () up for my mistake.
 ぼくは失敗の埋め合わせをしたいのだ。
- (c) I wonder why she () down the job offer.
 彼女はどうして仕事の申し出を断ったのだろうか。
- (d) Ms. Nagasawa () nothing to do with the case.
 長沢さんはその事件とは無関係です。
- (e) I don't think I can do better, but I'll () it one more try.
 これ以上うまくやれそうもないけど,もう一度やってみるね。
- (f) Let's () together again in this room at 8:30 tomorrow morning.明朝 8 時半にまたこの部屋に集まることにしましょう。
- 【3】次の3つの英文を読んで,本文の内容を表しているものを,それぞれA)~D) から選び,記号で答えなさい。

No.1

Judo is a sport that has achieved great popularity in many parts of the world. It has originally developed in Japan in the late 19th century based on ancient methods of self-defense. There are two fighters. Although they use physical violence against each other, they are respectful to their opponent and bow to each other before and after each contest.

Judo is an inexpensive sport to take up because the only equipment you need is the special loose-fitting suit. It is very suitable for youngsters if they join a club where the instructors are properly qualified and pay enough attention to safety. Although judo is a physically demanding sport which requires a lot of strength, practice and skill, there are many people who find it enjoyable as a means of relaxation in their spare time.

(Cambridge First Certificate in English 3. Cambridge: Cambridge UP, 1997. 75.)

- A) Judo fighters often use physical violence, but they always respect each other.
- B) Judo is an inexpensive Japanese sport practiced by many people everywhere.
- C) Even very young people can practice judo if their instructors are well qualified.
- D) Judo fighters bow to each other because their sport requires a lot of strength, practice and skill.

No.2

Children around the world go to school, but what they learn and how they are taught are not the same in all countries. This is because people in different countries have different ideas about what is important in life and, especially, in their particular culture. They want their children to learn these culturally important things in school, and this explains why schools in France, for example, are quite different from schools in Japan or Saudi Arabia.

(Markstein, Linda and Louise Hirasawa.Developing Reading Skills: Intermediate 1.Second Edition. Boston: Heinle & Heinle, 1994. 85.)

A) What All Parents Want Their Children Should to Learn

B) The Cultural Differences All Children Should Know about

C) French Schools, Japanese Schools and Saudi Arabian Schools

D) What Makes School Education Different in Different Countries

No.3

We think of climate as the unchanging weather patterns of an area. Year after year, the climate stays more or less the same. For example, the climate of much of northern and central Africa is hot and dry. Much of Southeast Asia is hot and wet. We think of the climate of these regions as never changing. However, there is proof that the climate does change. Tree rings prove it.

Each year a tree grows at least a little bit. If there is a lot of rain and a long summer, the tree produces new wood that makes a wide, new light-colored band inside. In cold, dry years, the tree does not grow much. The ring of the new wood is a thin, dark line. A piece of a tree will tell the story of the climate while it was living.

> (Zukowski/Faust, Jean, et al. In Context: Developing Academic Reading Skills. Boston: Heinle & Heinle, 2002. 247.)

A) More Rain, Bigger Trees

B) Ring Size Changes in Trees

C) Tree Growth and Weather Patterns

D) The History of Climate in Tree Rings

【4】次の日本語を英語で表現しなさい。

- (A) 風呂に入っていたら,電話が数回鳴った。
- (B) 山下が何と言ったのか思い出せないのだ。

【5】次の英文を読んで,設問に答えなさい。

In the early twentieth century, the United States was becoming an _{a)}urban nation. Millions of new immigrants had dramatically increased the size of the United States' population. Almost of the newcomers had settled in New York and other large cities. By 1900, only 32 percent of Americans worked in agriculture. This was a huge drop from 1776, when 90 percent of Americans were farmers.

While the percentage of Americans working as farmers fell, the actual number of farmers in America increased. By 1916, there were 6.4 million farmers, which was a higher number than ever. These farms took up 879 million acres, twice as many acres as they did in 1860. With new machines, farmers were very productive. Corn, wheat, tobacco, cattle, and dairy products were the main crops. Each region had its *specialty. The need to feed large numbers of new immigrants and soldiers who would fight the Great War led to greater demand for farm products. The years 1900 to 1920 were to be _{b)}a golden age for American farmers.

Meanwhile, city factories, officers, mines, and shops offered jobs to other Americans. This changed where people lived. _{c)}By 1920, more people lived in areas of 2,500 or more inhabitants than in rural areas.

Most city dwellers lived in apartments. Poorer families lived in *tenements, large connected buildings. Well-to-do families might choose the apartment-hotel, which had telephones, bathrooms, and maid service. Middle-class families usually lived in three-to four-room apartments, with fewer conveniences. They chose large buildings near streetcar lines. Others lived in one-room apartments called *efficiencies and prepared their food in tiny kitchens called *kitchenettes. Many city dwellers lived as *boarders, or paid guests, or took them in. in 1910, one-third to one-half of all city residents were boarders.

Outside of cities, a new kind of neighborhood, called the suburb, became more common in the early 1900s. The suburb was separate from the city but near it, and it had more open space. In the late nineteenth century, only rich people could afford to live in the suburbs. Lack of public translation made traveling back and forth between city and suburb too expensive for most people. But in the twentieth century, cities developed streetcar lines and trains that rode to the suburbs, so working people began to them.

《注》specialty 特産品 tenement(s) 安アパート efficiencies 簡易アパート kichenette(s) 簡易台所 boarder(s) (賄いつき) 下宿人

> ("Life in a New Century." *Becoming a Modern Nation 1900-1920*. Westport: Greenwood, 2004, 10-12)

- 設問1 下線部 a)urban と反対の意味を表す語を本文の中から抜き出しなさい。
- 設問2 下線部 b) に記載されているように, American farmers にとってどのような状況が黄金期であったのか。A) ~ D) の中から適切なものを選び, 記号で答えなさい。
 - A) American farmers didn't depend on the weather for a living.
 - B) American farmers could easily find buyers for their products.
 - C) American farmers were able to import many kinds of seeds.
 - D) American farmers became more productive because there were fewer farms.
- 設問3 下線部 c) に記載されているように,多くのアメリカ人が町へ移り住むように なった要因は何であるか。A) ~ D) の中から適切なものを選び,記号で答えな さい。
 - A) The Great War
 - B) the growing number of farms
 - C) the growing number of immigrants
 - D) more job opportunities in cities and towns
- 設問4 中流階級はどのような条件を考慮して,アパートを探したのか。A)~D)の中 から適切なものを選び,記号で答えなさい。
 - A) apartments from which residents could easily walk to work
 - B) apartments near which residents could easily park their cars
 - C) apartments in areas where residents could easily get on a streetcar
 - D) apartments that had a bathroom, a dining room, a large kitchen, and a telepone
- 設問5 19世紀末,郊外に住みたいと思っていた人々にとって,何が必要だったと考 えられるか。本文の中から語句(2語)を抜き出しなさい。
- 設問6 タイトルとして適切なものを A) ~ D) の中から選び, 記号で答えなさい。
 - A) The Rise and Fall of Manufacturing in the U.S.
 - B) Suburban Lifestyles in Early Twentieth-Century America
 - C) How Urban Life Developed in Early Twentieth-Century America
 - D) The Conflict between European and Asian Immigrants in the U.S.

|設問7 本文の内容に一致するものをA)~H)の中から3つ選び,記号で答えなさい。

- A) In the early twentieth century, about two-thirds of the U.S. population had jobs not related to agriculture.
- B) In the early twentieth century, new immigrants preferred to work in agriculture.
- C) In the early twentieth century, new machines increased agricultural productivity.
- D) In the early twentieth century, new immigrants were responsible for the appearance of a wider variety of farm products.
- E) In the early 1900s, a lot of people started moving from the suburbs to the city.
- F) Around 1920, fewer than half of all Americans lived in towns with a population of 2,500 or more.
- G) By 1920, street car lines and trains made it possible for more people to work in the suburbs.
- H) By 1920, many urban dwellers were riding streetcars to go to work.

次の問題は「英米学科」の受験者のみ解答すること。

【6】次の英文は, 来日したばかりのアメリカ人 (James) と私 (Fun) が電車で隣り合わせた時のエピソードをもとにしている。これを読んで, 設問に答えなさい。

"Japanese men are not very polite," James said pinting to a women standing, carrying a baby on her back, along with a couple of shopping bags hanging from her hands. He was about to stand and give her seat, but I stopped him.

"Wait, that's her husband over there," I said pointing out the man sitting in front of her. The guy was sitting there with his legs spread out so wide that he was occupying enough sitting space for two people. "If you offer her your seat, she'll probably refuse. _{A)}She won't want to make her husband lose face."

"Huh? That man is just not a good husband. He should have given the seat to his wife." James said. "(a). Sometimes men here are too tired to give up their seats. They have to work long hours at their jobs." "(b)," James interrupted.

"Well, then let me tell you what happened to me one time when I gave up my seat. After playing tennis one day, I was so tired I could barely walk. Finding a seat on the train back home was like a gift from the gods. (B), at the next station a very old woman got on and stood in front of me. I tried to stand up, but my legs didn't obey me..."

"Don't tell me you didn't give her your seat," James interrupted again.

"Actually I waited a few seconds to see if someone else would offer her a seat, but everybody else was pretending to be asleep. I tried to do the same, but felt guilty. I felt as if all the people standing were looking at me. My face turned red. So, I moved my racket and made a little bit of space for the old woman. I offered the woman the space to sit down. She accepted my offer and sat down.

"(c)," James said.

"I guess, but it turned out to be a very (C) train ride. The next time I tried to use the racket, I discovered it was bent. The woman had sat on it!"

I couldn't finish my story. At that moment a woman with a three-or-four-year-old boy got on the train. James gave up his seat immediately. I pressed my body a little against the man sleeping on my right to make room for the woman and the child. She thanked James, sat down, and closed her eyes.

"($\,$ d $\,$)," James said standing in front of me. Before I could answer, the train started, and James was carried a few meters away by the crowd of people standing.

The little boy, after staring at me for a few seconds, stood on the seat and turned to look out of the window. Each time the train started or stopped the little would lose his balance and he would step on my clean pants. I tried not to think about it, but each time he kept stepping on them. The pants were no longer clean and I was getting annoyed.

I grabbed the little boy, took off his shoes, and just then his mother opened her eyes. "What are you doing with my son's shoes?" she should.

 $_{D)}$ <u>I was just trying to...</u> Before I could think of something to say, she grabbed the shoes from my hand and they both got off the train. She was shouting something about foreigners stealing children's shoes. _{E)}<u>I</u> didn't know where to hide. Some guy on the train said that someone should call the police.

All I could do was stare at my dirty trousers, and ask myself, "Why do these things always happen to me?" James just stood there laughing, saying, "Now you know why it's better to give up your seat, Fun."

(Volga, Fun. "Mind Your Manners." MINI WORLD. Jane-July 1999, No. 65, 26-27)

|設問1 空所(a)~(d)に入れるのに適切なものを選び,番号で答えなさい。

1. That was very kind of you. 2. That's not a good excuse.

3. Don't be so hard on the man. 4. That's the way a gentleman does it.

設問2 空所(B)と(C)に入れるのに適切なものを選び,番号で答えなさい。

- (B)1. Accordingly2. As expected3. Happily4. Unluckily(C)1. amazing2. expensive3. reasonable4. valuable
- 設問3 下線部 E)I didn't know where to hide. という気持ちを抱いた私 (Fun) の心理 状態として,適切なものを選び,番号で答えなさい。

1. depressed 2. embarrassed 3. frustrated 4. irritated

- 設問4 下線部 D)I was just trying to の後にどのような言葉を続けたらよいか。英語 で書きなさい。
- 設問5 下線部A)She won't want to make her lose face. を和訳しなさい。

解答例

【1】

a	b	c	d	e	f	g	h
3	1	3	2	4	3	2	4

[2]

a	b	с	d	е	f
miss	make	turned	has	give	get

[3]

1	2	3		
А	D	D		

- **(4)** (A) When I was taking a bath, the phone rang several times.
 - (B) I can't remember what Mr.Yamashita said.
- 【5】設問1. rural
 - **設問**2. B
 - 設問3.D
 - 設問4. C
 - 設問 5. public transportation
 - 設問 6. C
 - 設問7. C, D, H
- 【6】設問1. (a) 3 (b) 2 (c) 1 (d) 4
 - 設問 2. (B) 4 (C) 2
 - 設問3.2
 - 設問4. take off his shoes
 - 設問5.彼女は自分の夫に面目を失わせたくないでしょう。

1.5.3 A 日程2日目 70分 商学部第一部(商学科) 経済学部(国際 経済学科) 社会福祉学部第一部(子ども家庭福祉学科)

【1】次の英文を読み,設問に答えなさい。

While we have an image of Thomas Edison as an American inventor, working away in his laboratory, one of his greatest inventions has a special link to Japan.

Many inventors wanted to make a source of white light that would replace the gas flames that provided light in cities. One idea was that if an *electric current were passed through a wire in a vacuum, with no air, the wire would not burn but continue to give off light. Several inventors succeeded in making a light that lasted up to a few hours, but this was not long enough. Thomas Edison, who said "genius is 99% perspiration and 1% inspiration", approached the task in a way that underlines his saying. He first learned that material that was *carbonized would last longer and created the first light bulb in 1879 using a carbonized cotton thread or *filament that lasted about 40 hours. However, Edison thought that the light bulb needed to last more than 600 hours. So Edison carefully tested over 6,000 different materials to use in the light bulb.

Edison thought that bamboo might be the answer and some stories say that he was given an *uchiwa* or fan made of bamboo harvested in Yawata, near Kyoto and was impressed with how strong, yet flexible the bamboo was. He soon arranged to receive samples of Yawata bamboo and in testing them, found them to last longer than any other types of bamboo, about 2,500 hours! This was the last hurdle for the incandescent light bulb, and Thomas Edison's company began manufacturing light bulbs, using the Yawata bamboo for 10 years, until the bamboo was replaced with a *tungsten thread created by a new manufacturing process.

Now, at the shrine of Iwashimizu Hachimangu in Yawata, there is a memorial to Thomas Edison and the bamboo of Yawata, where we can see how small the world can really be.

KGU staff

(注) *electric current 電流 *carbonized 炭化した *filament フィラメント
 *incandescent 白熱光を発する *tungsten タングステン

134 第1章 大学・短大

1.	What is the best title for this essay	?
i	a. Edison's light bulb	b. Edison, light bulb and Japan
	c. Edison, man of genius	d. How to invent a ligh bulb
2.	Why did filaments not burn in a lig	ht bulb?
	a. because Edison was a genius	b. because there was no air
	c. because they were from Japan	d. because they were too hot
۰ ۱		
3.	How long did the bamboo filament	from Yawata last?
	How long did the bamboo filamenta. 40 hoursb. 600 hours	from Yawata last?c. 2,500 hoursd. 10 years
;	a. 40 hours b. 600 hours	
4.	a. 40 hours b. 600 hours	c. 2,500 hours d. 10 years

5. 下線部を日本語に訳しなさい。

【2】空所に入れるのに最も適切なものを a~d から選び,記号で答えなさい。

1.	Yufuin is a very f	amous hot spring	().	
	a. institution	b. port	c. resort	d. system
2.	Don't drive so fas	st. There's a speed	d () here,	you know!
	a. end	b. limit	c. light	d. max
3.	As their ship was	about to leave, th	ney went ().
	a. aboard	b. abroad	c. board	d. got on
4.	Every Sunday, th	e church bells () up at 7:00) in the morning.
	a. arise us	b. get us	c. ring us	d. rise us
5.	Alice speaks Eng many until she w		n (), bec	ause she lived in Ger-
	a. accent	b. conversation	c. language	d. speech
6.	I reserved a room	of the very popul	lar inn three mont	hs in $($ $).$
	a. advace	b. fact	c. short	d. time
7.	If you want to (it.) a picutre	for the album, ma	ake sure everyone is in
	a. develop	b. press	c. take	d. try
8.	Tom is funny boy	v and his stories al	ways () r	ne.
	a. amuse	b. bore	c. confuse	d. upset
9.	Unless you (much.) attention to	what your teacher	r says, you won't learn
	a. give	b. hold	c. pay	d. show
10.	The official head	of a city is the ().	
	a. chief	b. mayor	c. minister	d. president

【3】日本文の意味に合うように,空所に適切な関係詞を入れなさい。

- 彼女はスペインに行き,そこで一ヶ月過ごした。
 She went to Spain, () she stayed for a month.
- 彼は何も言わなかった。それが参加者をいっそう不快にした。
 He said nothing, () made the participants more uncomfortable.
- 3. 彼のお父さんと話したが,それまで会ったことはなかった。 I talked with his father, () I'd never met before.
- 4. 大切なことは正直であることです。
 () is important is to be honest.
- 5. **あの人が私たちが購入した土地の地主さんです。** That is the man () land we bought.
- 彼女が僕にしてほしいと望んでいることは何でもするつもりです。
 I'll do () she wants me to do.
- 7. 困ったときにはいつでも,連絡してきてください。
 Get in touch with me () you are in trouble.
- 8. なぜ昨日メールをくれなかったの。 Will you tell me () you didn't e-mail me yesterday?
- 9. どちらの道を行っても,目的地に着きますよ。
 () way you take, you'll get to the destination.
- 10. 公園で犬を散歩させていた女性が事故を目撃していた。

 The woman (
) was walking her dog in the park saw the accident.

【4】次の英文の空所(1)~(10)に入れるのに最も適切なものを下記の a~n の中から選び,記号で答えなさい。

White light from the sun really is a (1) of colors. When a beam of light goes into water or glass, it slows down. So, if a beam enters (2) an angle, the part of the beam that goes in first (3) down more than the rest. Scientists (4) this *refraction. But blue light slows down more than green, and green more than red, (5) white light is split up into all the colors.

When a beam of sunlight goes into a raindrop, it is split up. It is then (6) from the back of the drop and is still further split up (7) it comes out. Only one color from each raindrop (8) reach any particular person's eye, but because there are thousands of raindrops we can see the whole bow. Each person sees light from many (9) drops, *glinting different colors in the sunlight. A rainbow always seems to move away if you walk towards it, because the (10) come from a different set of drops.

Oxford Childrens' Encyclopedia

(注) *refraction 屈折 *glint 反射して光る

a.	as	b.	at	c.	call	d.	colors	e.	different
f.	heavy	g.	mixture	h.	reflected	i.	slows	j.	SO
k.	sounds	l.	tell	m.	turns	n.	will		

【5】空所に入れるのに最も適切なものを a~d から選び,記号で答えなさい。

1. They said the	y have () tie	ckets left.	
a. a few	b. a handful	c. a little	d. a small
2. Working two	part-time jobs () her very ti	red.
a. make	b. makes	c. making	d. to make
3. Could you () me what tin	ne the movie sta	rts?
a. say	b. speak	c. tell	d. to tell
4. I have made () of friends	here at universit	y.
a. a lot	b. much	c. so many	d. so much
5. I hope that the	ne prefecture will lead	d the fight () pollution.
a. against	b. at	c. for	d. with
6. When I () by the sign, I s	saw a crowd wat	ching the parade.
a. am passing	b. passed	c. past	d. was past
7. I () g	give him a call if it w	eren't so late.	
a. may	b. should	c. will	d. would
8. () th	e problems with the	schedule, the tes	st was postponed.
a. Because of	b. Even though	c. However	d. In spite of
9. There are ma	ny things involved () improv	ving your diet.
a. at	b. by	c. in	d. so
10. Here is () to my party.		
a. an introdu	ction b. an invitation	on c. an invasio	on d. to invite

【6】次の日本文を英語で表現しなさい。

- 1. 結果は今月末までにお知らせします。
- 2. 熊本でどこか行ってみたいところがあれば,遠慮なく言ってください。 どこでもお連れしますよ。

解答例

- (1) 1 2 3 4 b b c d
 - 5. トーマス・エジソンと八幡の竹の記念碑が存在し,ここにおいて,世界が実際いかに狭いかがわかるのである。

【2】

-	1	2	3	4	5	6	7	8	9	10
	с	b	a	b	a	a	a	a	с	b

【3】

1	2	3	4	5
where	which	whom	What	whose
6	7	8	9	10
whatever	whenever	why	Whichever	Who[that]

【4】

•	1	2	3	4	5	6	7	8	9	10
	g	b	i	с	j	h	a	n	е	d

[5]

1	2	3	4	5	6	7	8	9	10
a	b	с	a	a	b	d	a	с	b

[6] 1. I'll let you know the result by the end of this month.

2. If you have some place you'd like to visit in Kumamoto, don't hesitate to tell me. I'll take you wherever you want.

1.5.4 A日程3日目 70分 商学部第一部 (ホスピタリティ・マネジ メント学科) 経済学部 (経済学科) 社会福祉学部第一部 (環 境福祉学科)

【1】次の英文を読み,設問に答えなさい。

Did you know that the average person in Japan is responsible for about 400 kilograms of waste per year? This waste may be recycled and reused, but it is clear that recycling alone will not be enough. We need to reduce the amount of waste we create. Experts call this source reduction and they say that we will have to change our habits or we will be unable to deal with all the waste we create. If we don't, the social costs of getting rid of this waste will increase, and the communities that we live in will have to face difficult decisions in managing this waste.

The problem is often divided into two parts, the question of waste (a)generation and the question of waste *disposal. To rely only on ways to get rid of the waste, rather than reducing the amount of waste we generate, will only be half of the solution. Right now, the national government, in cooperation with local governments, is exploring ways of reducing waste, and there are a number of source reduction (b)measures being carried out. For example, requiring the use of garbage bags which are labeled allows local communities to 'tax' garbage, and encourages people to save money by producing less waste. Recent laws have declared a general principle of "extended producer responsibility".

The Japanese government has made efforts to pass laws that encourage the prevention of waste among large consumers. For example, companies that construct of take down buildings must file a plan in advance as to how they will sort and dispose of waste products. These companies then can urge the suppliers of building materials to make their products so that they use less packaging, are recyclable, and result in less waste when they are no longer useful.

How can we, as individuals, help? We have to think about what we do everyday and then think about how we can change those everyday activities to produce less waste. (C) Every one of our actions affects the environment in some ways. However, it is sometimes difficult to know if our actions will have a good or a bad effect. For example, if a reusable product needs to be washed, you may actually be using more water, creating more waste. Or purchasing large amounts because there is less packaging may create more waste if you are unable to use it all and have to throw it away. It is important to think about the big picture, because that is what the environment is all about.

(注) *disposal 処理

KGF staff

設問1. 本文の内容と一致しないものを1~8から3つ選び,番号で答えなさい。

- 1. We don't have to change our lifestyles to reduce waste.
- 2. We will have to make more difficult decisions, if we do nothing to reduce waste.
- 3. The two parts of the waste problems are generation and disposal.
- 4. Now the national government cannot cooperate with cities and towns to reduce waste.
- 5. Japanese companies that build or take down buildings have to file a plan before they finish their projects.
- 6. It is impossible for consumers, large or small, to reduce waste.
- 7. We have to think about how to produce less waste.
- 8. You should not forget that the environment will be influenced by your everyday activities.
- 設問2. 下線部 (a)generation の意味に最も近いものを A ~ D から選び, 記号で答えな さい。
 - A. 世代 B. 一般化 C. 発生 D. 同世代の人々
- 設問 3. 下線部 (b)measures の意味に最も近いものを A ~ D から選び, 記号で答えな さい。

A. 方法 B. 寸法 C. 程度 D. 基準

設問 4. 下線部 (C) を和訳しなさい。

【2】次の英文を読み,設問に答えなさい。

Even though they are a huge part of our life, it has been a little over 100 years since the first film was shown. While others may have invented similar machines, it was 2 brothers, Louis and Auguste Lumiere, who showed 10 short films in Paris in 1895. The film were 17 meters long and when moved through the projector by a hand *crank, all lasted less than 50 seconds. Yet people were amazed and astonished that they could view 'moving pictures', and soon, many others were interested, making films and creating improvements.

Initially, films had no sound, and a musician or a group of musicians were hired to play while the film was shown. This was initially to cover the noise of the projector, but soon, the music was used to emphasize and underline the feelings and emotions of what was on the screen.

In 1927, the first 'talkie', a movie where the sound matched the movements of the film (especially the movement of the lips of the actors and actresses) was shown and soon, the silent film disappeared.

More improvements followed, especially in America, where soon 95 % of all the world's films were being made. With the introduction of television, films lost popularity, but have come back and now, you can watch the same film you see in the theater in your own living room if you rent or by the DVD. Moving pictures have given us a shared vocabulary of moving images that form an essential part of our culture and lives.

(注) *crank 昔の映写機の手回し用取っ手

KGU staff

- 1. What is the best title for this essay?
 - a. Film, TV and DVD
 - b. Hollywood, city of dreams
 - c. The movemnet of film
 - d. The story of film
- 2. What did the Lumiere brothers do first?
 - a. made a public showing of films
 - b. invented film
 - c. made Paris the film capital of the world
 - d. made the longest film

- 3. What was NOT a person for adding music to early films?
 - a. because the projectors were noisy
 - b. because they had no sound
 - c. because they could match the emotions shown on the screen
 - d. because they were many musicians
- 4. What was the important point about 'talkies'?
 - a. they were cheaper to make
 - b. actors and actresses could move their lips
 - c. they didn't need musicians
 - d. the sound matched the movements

【3】次の1~10の英文の空所に入れるのに最も適当なものを選び,記号で答えな さい。

1.	He has three time	es the ()	of my CDs.	
	a. number	b. piece	c. size	d. volume
2.	I () an o	office with two oth	er people.	
	a. cut	b. half	c. separate	d. share
3.	Could you kindly	r () me to	Suizenji Park?	
	a. direct	b. show	c. teach	d. tell
4.	I never () to check my P	C for e-mail mess	age first thing in the
	morning.			
	a. begin	b. drop	c. fail	d. try
5.	As () as	I know, he is from	n Australia.	
	a. far	b. good	c. long	d. much
6.	I can't () the difference be	etween John and h	is brother, Mike.
	a. say	b. show	c. team	d. tell
7.	That is not () true of all f	oreigners.	
	a. necessities	b. necessary	c. necessarily	d. unnecessary
8.	When your sister	has a son, then h	e is your ().
	a. aunt	b. nephew	c. niece	d. uncle
9.	It is tough to () bad habit	s.	
	a. acquire	b. improve	c. recall	d. remove
10.	After a long drive	e, it was a relief to	o () home	
	a. arrive	b. travel	c. trip	d. visit

【4】次の1~10の英文の空所に入れるのに最も適当なものを選び,記号で答えな さい。

1.	Bill (to be out when I c	alled on him.	
	a. asked	b. believed	c. happened	d. returned
2.	They hope you	'll come back again	soon, and ().
	a. I do so	b. I too do	c. so do I	d. so I do
3.	I have just rece	eived a letter () in Italian.	
	a. having writt	en b. to write	c. written	d. wrote
4.	She made me (), though i	t was raining very	hard.
	a. go	b. gone	c. to	d. went
5.	Look at the to	wer over there which	n is now () built.
	a. be	b. been	c. being	d. was
6.	Since I worked	hard this time, I m	ade () mi	stake.
	a. fewer	b. less	c. little	d. much
7.	() wri	tes well.		
	a. My this pen	b. This my pen	c. This pen of me	e d. This pen of mine
8.	It is four years	() I met h	im last.	
	a. after	b. by	c. since	d. that
9.	() my	stay in Paris, I visi	ted my aunt.	
	a. During	b. For	c. On	d. While
10.	() my	sister nor I have ev	er been abroad.	
	a. Both	b. Either	c. Neither	d. Together

【5】次の英文の空所(1)~(10)に入れるのに最も適当なものを a~1から選び, 記号で答えなさい。

America has often been called a (1) of cars, so it should be no surprise that electric traffic (2) are an American invention. Two color traffic lights, green for go and red for (3), were first installed in Cleveland in 1914. The now common three color signals were first (4) in New York in 1918. The middle color is called (5) in the United States, but 'amber' in the United Kingdom and Canada. One interesting (6) is what to do for people who are color blind and cannot tell the (7) between red and green. For those who have only partial (8) blindness, the red light often has some orange while the green often has some blue. For those who are completely colorblind, there have been attempts to use different (9), a square for red, a diamond for yellow and a circle for green, but because the number of completely colorblind people is rather (10), this format has not been widely adopted.

a. blue	b. color	c. difference	d. go	e. lights
f. nation	g. problems	h. seen	i. shapes	j. small
k. stop	l. yellow			

【6】日本語の意味になるように単語を並べかえ,英文を完成させなさい。解答欄に はカッコ内の単語だけを記入しなさい。

- 1. 彼は妻の誕生日を忘れていた。そのことで彼女は怒っていた。 He forgot his wife's birthday, [and / angry / of / she / that / very / was].
- 2. 私のおばはまるでフランスに行ったことがあるかのように話した。 [aunt / as / been / France / had / my / she / talked / to].
- 祖父は天気の良い日は必ずカメラを持って散歩に出かけたものだ。
 When the weather was good, [a / always / camera / grandfather / his / my / take / walk / with / would].

解答例

- 【1】設問1.1,4,6
 - 設問2. C
 - 設問3.A

設問4.私たちの行動の1つ1つが何らかの形で環境に影響を与えている。

[2]		-		
	1	2	3	4
	d	a	d	d

【3】

	1	2	3	4	5	6	7	8	9	10
	a	d	a	c	a	d	c	b	d	a
【4】										
	1	2	3	4	5	6	7	8	9	10
	с	с	с	a	с	a	d	с	a	с
【5】										
	1	2	3	4	5	6	7	8	9	10
					1					

f e k h l g c b i j

[6] 1. and because of that she was very angy

2. My aunt talked as if she had been to France

3. my grandfather would always take a walk with his camera

1.5.5 A 日程 4 日目 70 分 経済学部 (リーガルエコノミクス学科) 外国語学部 (東アジア学科) 社会福祉学部第一部 (社会福祉 学科)

【1】次の英文を読んで,設問に答えなさい。

In April of 2007, the Pew Research Center for the People and the Press published the results of a study on how much Americans know about national and international affairs. The Pew Research Center asked Americans various questions about issues in the news to find out how much they knew. (a) The researchers asked about the war in Iraq, important politicians, the American economy, and other issues. (b) These results were compared to the results of a similar study that was done in 1989. One things that researchers at the Pew Research Center were trying to find out was whether or not the internet was making Americans today more knowledgeable about contemporary affairs than Ameriacans had been in 1989, before the internet.

The results of the study did not show that the internet had helped Americans improve their knowledge of current affairs. In fact, the percentage of people who could answer 80% or more of the questions correctly went down slightly from 51%in 1989 to 47% in 2007. Before they began their study, researchers thought that the internet might have made Americans more knowledgeable because the internet makes it easy and inexpensive to find information from many different sources and to look up information when one has trouble understanding news stories one hears or reads. It is also possible, however, that the internet caused scores to go down. Perhaps, for example, people who spend more time doing things on the internet do not spend as much time reading, watching or listening to reports about the main issues of the day. They may be spending their time chatting with friends, looking up information about their hobbies, or playing games instead. Or, it could be that the increase in the number of news sources and stories that one might pay attention to is distracting people from the more important news stories or making them feel so overwhelmed that they simply give up. More research will be needed to better understand why scores went down slightly between 1989 and 2007 and whether or not the decline has anything to do with the internet.

The 2007 study also asked people which news programs, magazines, or newspapers they preferred to watch or read. Then, the results were studied to see which news sources had more knowledgeable audiences. Many people were surprised to learn that a program called $_{(c)}$ "The Daily Show" had the highest "audience knowledge" score of all American television news shows. This was surprising because "The Daily Show" is a comedy show — not a traditional news show. Instead of just reporting news, "The Daily Show" often makes fun of politicians or other news programs.

If you watch "The Daily Show" and think about what kinds of people would enjoy it, $_{(d)}$ the results of the Pew study may begin to seem less surprising to you. Since the programs makes fun of politicians who are in the news, people who know more about the politicians and who are more interested in them are more likely to enjoy the jokes. So, instead of making people more knowledgeable about news, it may be that people who already know a lot about current events like to watch "The Daily Show" to enjoy the jokes. It may also be that "The Daily Show" makes people think about the news as they enjoy the comedy. Perhaps the other news programs don't make people think enough.

KGU staff (2007)

設問1. 本文は4つの段落から構成されている。それぞれの段落の内容を示すものを A~Dから選び,記号で答えなさい。

- A. the audience that knows the most
- B. the purpose of the study
- C. the relationship between comedy and knowledge of current events
- D. what was learned from the study regarding the internet

設問2. 下線部 (a) の<u>The researchers</u>は何をしたか。A ~ D から1つ選び,記号で答 えなさい。

- A. They asked people to express their opinions about current events.
- B. They gave people a test to find out how much they knew about current events.
- C. They studied news sources to see how accurate they were.
- D. They studied news sources to see what topics they covered.

設問3. 第2段階の内容と一致しないものをA~Dから1つ選び,記号で答えなさい。

- A. インターネットによるプラスの効果が認められなかった。
- B. インターネットの使い方によっては,時事問題のの知識のレベルが下が ることもある。
- C. 情報過多の時代についていけない人が多いのは明らかである。
- D. 調査結果の解釈についてはっきりしないところがあるので,更に研究が 必要である。

- 設問 4. 下線部 (c) は"The Daily Show" had the highest "audience knowledge" score of all American television news shows. と書かれているが,本文でその理由 として考えられているものを下の A~E から 2 つ選び,記号で答えなさい。
 - A. The information on the show is more accurate than the information on other shows.
 - B. The show makes viewers think more about the news.
 - C. The show presents more information than most news programs.
 - D. Viewers that already know a lot about the news tend to choose to watch the show.
 - E. People watch "The Daily Show" every day.

設問 5. 下線部 (b) と (d) を和訳しなさい。

【2】次の英文の空所(A)~(J)に入れるのに,最も適当な語を1~10から 選び,番号で答えなさい。ただし,同一語の使用は一回限りとします。

Summer camp is very popular in the United States. (A) are approximately 12,000 camps in the country and (B) 10 million children attend a camp each year. Since there (C) about 60 million children between the ages of five (D) 19 in the U.S., this means that about one (E) every six children goes to some kind of camp (F) year, usually during summer vacation.

There are many different (G) of camps. There are camps for children in youth (H) like the Boy Scouts, Girl Scouts or the (I). There are camps where children can practice sports, improve their (J) in music and art, or learn a language. At many camps, children just fun doing things and making friends.

KGU staff (2007)

1. about	2. and	3. are	4. each	5. groups
6. kinds	7. of	8. skils	9. There	10. YMCA

【3】英文の空所に入れるのに,最も適切なものを下のA~Dから1つ選び,記号で 答えなさい。

1.	Tom () a	big mistake last we	eek.	
	A. did	B. got	C. had	D. made
2.	I'll get in touch () you soon.		
	A. at	B. on	C. to	D. with
3.	Yoshio used to live	e in Osaka () he was young.	
	A. that	B. when	C. where	D. who
4.	The task was () me.		
	A. above	B. beyond	C. on	D. upon
5.	Mary had fall and	() her arm	1.	
	A. break	B. breaking	C. broke	D. broken
~		1.1		``
6.	The teacher explan	ned the meaning of	t the word () us.
6.	The teacher explan A. at	ned the meaning of B. by	t the word (C. to) us. D. toward
	A. at		C. to	/
	A. at There were a lot o	B. by f () fans ir	C. to	D. toward
7.	A. at There were a lot o A. excite	B. by f () fans ir	C. to the stadium. C. exciting	D. toward
7.	A. at There were a lot o A. excite Jane looks tired. S	B. by f () fans ir B. excited She () have	C. to the stadium. C. exciting	D. towardD. to excite
7. 8.	A. at There were a lot o A. excite Jane looks tired. S A. can	B. by f () fans ir B. excited She () have	C. to the stadium. C. exciting e worked all night. C. need	D. towardD. to excite
7. 8.	A. at There were a lot o A. excite Jane looks tired. S A. can	B. by f () fans in B. excited She () have B. must ated from college (C. to the stadium. C. exciting e worked all night. C. need) 1985.	D. towardD. to excite
7. 8. 9.	 A. at There were a lot o A. excite Jane looks tired. S A. can My brother gradua A. at 	B. by f () fans in B. excited She () have B. must ated from college (B. from	C. to the stadium. C. exciting e worked all night. C. need) 1985.	D. towardD. to exciteD. shouldD. on
7. 8. 9.	 A. at There were a lot o A. excite Jane looks tired. S A. can My brother gradua A. at 	 B. by f () fans in B. excited She () have B. must ated from college (B. from revented me (C. to the stadium. C. exciting e worked all night. C. need) 1985. C. in) going out last	D. towardD. to exciteD. shouldD. on

- 【4】日本文の意味を表すように,英文の空所に適切な1語を入れなさい。 1. マッチをつけてはいけない。部屋は危険なガスで一杯です。 You () not light a match; the room is full of dangerous gas. 2. 太郎は北海道へ行ったことがない。 Taro has never () to Hokkaido. 3.10分歩いたあと,私たちは公園に着いた。) walking for ten minutes, we got to the park. (4. 母はその計画に反対だった。 My mother was () the plan. 5.10マイルは私が歩くには遠すぎます。タクシーに乗ります。) far for me to walk. I'll take a taxi. Ten miles is (6. ジムは彼女に二度と会わない決意だった。) to meet her again. Jim was determined (7. 木の葉は秋に赤くなる。) red in fall. The leaves (8. テリーは日本についてよく知っているようだ。) to know a lot about Japan. Terry (9. 私は彼女の態度に驚いた。 I was surprised () her attitude. 10. トム,あなたが窓を開けっぱなしにしておいたのですか。 Tom, did you () the window open? 【5】日本語の意味になるように,「]内の語句を並べ替え,[]内で3番 目と6番目に来るものを記号で答えなさい。 1. 彼女は数多くの競技会に出場してきたが,まだ一度も1等賞を取ったことがない。 She has [A] but has B) in many competitions C) a first prize D) never E) part F) taken G) won]. 2. 世界の人口は 20 世紀の後半に倍増し, 21 世紀の始めには 60 億を突破した。 The world's population doubled [A) 6 billion B) at the start of C) in the second half of D) and passed E) the 21st century F) the 20th century].
 - 私たちはオーストラリアへの八ネムーン旅行からもどってきたばかりです。
 We [A) Australia B) from C) our honeymoon trip D) to E) have just F) returned].

解答例

【1】設問1

 段落 1	段落 2	段落 3	段落 4
В	D	C	А

- **設問**2. B
- 設問 3. C

設問4.B,D

設問 5. (b) これらの結果は 1989 年に行われた同様の研究の結果と比較された。
 (d) ピュー研究所による研究の結果がさほど驚くべきことではないように思え始めるだろう。

[2]

А	В	С	D	Е	F	G	Η	Ι	J
9	1	3	2	7	4	6	5	10	8

【3】

1	2	3	4	5	6	7	8	9	10
D	D	В	В	С	С	В	В	С	В

[4]

1	2 3 4		5	
must	been	After	against	too
6	7	8	9	10
not	turn	seems	at	leave

[5]

1		2 2	2	ę	3
3番目	6番目	3番目	6番目	3番目	6 番目
В	B G		Е	В	А

- 1. She has taken part in many competitions but has never won a first prize.
- 2. The world's population doubled in the second half of the 20th century and passed 6 billion at the start of the 21st century.
- 3. We have just rerurned from our honeymoon trip to Australia.

1.5.6 A 日程 5 日目 70 分 商学部第一部 (経営学科) 外国語学部 (英米学科)

【1】次の英文を読み,設問に答えなさい。

Every year, the best young English language spellers from around the world gather in Washington, D.C. for the *Scripps National Spelling Bee. They spell $_{(A)}$ complex words that most English speakers have never even heard of. Last week, more than two hundred eighty children gathered to complete in this event. It was the largest group of spellers in the eighty-year history of the bee.

The national spelling bee takes place over two intense days of competitions in a large hotel meeting room. The spellers sit together in front of several judges. Each speller start when it is his or her turn. When the judge calls out the word, $_{(B)}$ spellers can ask for help. They can ask for the definition of the word or for it to be used in a sentence. They can also ask which language the word came from. This can often help them decide how it is spelled. Students who spell the word correctly remain in the competition. But if the speller makes a mistake, a bell rings and the child must leave the group.

The spellers are very *supportive of one another. They show their happiness when a speller gets a word right. The Canadians especially added to the spirit of the event by waving flags and cheering even louder for all Canadian spellers.

Many people thought that Samir Patel would be the winner this year. This thirteen-year-old boy from Texas has competed in the spelling bee five times. This is the last year he can compete. But his spelling bee career ended with the word "clevis." Samir later said that he should have taken more time to think about the word but instead made a stupid mistake.

Two boys, an American and a Canadian, make it to the last part of the competition. Both Evan O'Dorney and Nate Gartke were able to spell difficult words like "videlicet" and "Zoilus." But Evan won the competition with the word "serrefine," a kind of tool used in medical operations.

After the event, the thirteen-year-old from California talked to reporters. He said he does not really like spelling. He likes math and music more. Spelling, Evan said, is just memorization. His advice to spellers is to study the dictionary. And, he said he always eats a tuna fish sandwich the night before competing.

http://www.voanews.com/specialenglish/2007-06-07-voal.cfm

(注) *Scripps National Spelling Bee スクリプス全国スペル大会
 (実際には国際的な大会になっている) *supportive 支援する

設問1.次の1~6から本文の内容と一致するものを二つ選び,番号で答えなさい。

1. スクリップス全国スペル大会は100年以上の歴史がある。

2. スペルを一度でも間違うと, 失格となり復活のチャンスはない。

3. カナダからの大会参加者は特に応援に熱心であった。

4. Samir Patel が今年度のスペル大会で優勝した。

5. Evan O'Dorney は単語のスペルを覚えるのがとても好きである。

6. Evan の練習方法は, 音楽を聴きながら, 辞書を勉強することである。

設問2. 下線部(A)の具体例を本文の中から英語で四つ挙げなさい。

設問3. 下線部(B)の具体例を本文の中から日本語で二つ挙げなさい。

【2】次の電話での対話を読み,設問に答えなさい。

Kazue: Hi, Michael? It's Kazue.

- Michael: Kazue, hi. How are you?
 - Kazue: Fine, fine. I'm just calling to say goodbye.
- Michael: Goodbye? Why? (A)
- Kazue: I have been accepted on an international volunteer program. At the start of next month I'll be going to Peru for a year as a volunteer.
- Michael: (B)
- Kazue: A friend of mine told me about this program. _(A)She spent a year teaching English in China and had a really valuable experience. So I decided I wanted to try and achieve something through my own efforts.
- Michael: (C)
- Kazue: Well, there is a group of six volunteers traveling to Peru from Japan, but when we arrive we'll all be sent to different villages. So, yes, I will on my own.
- Michael: (B) That's very brave of you. (D)
- Kazue: I'm going to help them in improving their water supply so that they can have safe water to drink. (E)
- Michael: Well, I really admire you. I hope it all goes well. Good luck and have a safe trip.
 - Kazue: Thtanks. (F) Bye.
- Michael: Bye and good luck.

Fujiura, F., & Howorth, N. (2002). Dialogue English Grammar, Obunsha.

設問1.対話中の空所(A)~(F)に入れるのに最も適切な文を,下の1 ~6から選び,番号で答えなさい。

- 1. I'll keep in touch.
- 2. Where are you going?
- 3. Are you going on your own?
- 4. What are you going to do there?
- 5. Wow, that sounds like an adventure.
- 6. As you know, I've studied that kind of things in college.

設問2.対話中の下線部(A),(B)を和訳しなさい。

【3】次の空所(A)~(J)に入れるのに最も適切な語を,1~10の中から選び,番号で答えなさい。ただし,同一語の使用は1回限りとする。

The wind comes strongly up the valley to the top of the cliff. There Fletcher Eagleton waits for just the right moment to run toward the edge and jump. No, he isn't crazy. He's enjoying his hobby — hang gliding, a sport where a person holds onto a large kite and guides it down to the ground. To hang glide, you need a lot of (A) and a high place to jump from.

When people think of hang gliding, they often picture a young man in the best of (B). Fletcher Eagleton doesn't fit that (C). He's 75 years old, but he's in good health. His slim (D) is *strapped securely to the glider, his head is covered with a (E) helmet, and he wears running shoes. That's so he can run easily when he and his glider come down to the (F) minutes later on the flat land below.

Fletcher has tried other hobbies (G) as motorcycle racing, for example, but hang gliding is (H) he likes best now. He says he likes it because he feels completely free up in the (I). "Just like a bird," he says with a smile. "For a man my age, there aren't many (J) left, but I think I've found one. Hang gliding keeps me active. Now, stand back you young ones, and let Fletch stretch...his wings."

Byrd. D. R. H., & Klosek, J. (1991). *Can we talk?*, Prentice Hall Regents. (注) *strap(ped) 革ひもで結びつける

1. body	2. ground	3. health	4. picture	5. safety
6. sky	7. such	8. thrills	9. what	10 wind

【4】次の英文 (A) ~ (G)	の空所に入れるのに最も適切なものを選び、	, 番号で答えな
さい。		

(A) We'd better () it; we're la	te.	
1. move	2. moved	3. moving	4. to move
(B) I've been waiting	g for a taxi () an hour.	
1. after	2. for	3. over	4. since
(C) This box is () times as he	avy as that one.	
1. a hour	2. four	3. fourth	4. the fourth
(D) He () to	o see a doctor befo	re his eyes got so	bad.
1. must go 2	2. shall have gone	3. should go	4. should have gone
(E) I got a telephone	e call () the call (hat my father was	s hit by a car.
1. said	2. say	3. saying	4. to say
(F) He is a very path	ient person. He is :	never ()	to finish something.
1. in a hurrry	2. in hurry	3. on hurry	4. on a hurry
(G) There was no ag was 89 years old	-	arathon. (), the oldest runner
1. Even	2. In fact	3. In general	4. Otherwise

【5】次の英文 (A) ~ (H) の空所に入れるのに最も適切なものを選び, 番号で答えな さい。

(A)	It's no use crying	g over () r	nilk.	
	1. drunken	2. recycled	3. smelled	4. spilt
(B)	Oranges are a go	od () of v	vitamin C.	
	1. basis	2. material	3. origin	4. source
(C)	The country is () of four n	nain islands.	
	1. comprised	2. consisted	3. produced	4. shaped
(D)	Lisa listened to t	he lecture with he	r () in he	r hand.
	1. chain	2. palm	3. shoulder	4. toe
(E)	Mrs.Smith has m	any () of	flowers growing in	n her garden.
	1. kinds	2. sets	3. skills	4. variety
(F)	We have to write	a () repo	ort on the movie—	only one page.
	1. brief	2. loose	3. thin	4. tight
(G)	A scientist discov	vered that most sh	arks never get can	cer.
	It is very () in them.		
	1. novel	2. rare	3. seldom	4. single
(H)	The children can about fifty of the		the building. Th	ere must have been
	1. all	2. altogether	3. entirely	4. totally

- 【6】次の日本語のA~Dに合うように,()内の英語を正しく並べ替え,() 内で三番目と六番目に来るものを番号で答えなさい。
 - A. 秋には通りに落ち葉を見ることができる。
 In autumn, (1. can 2. fallen 3. leaves 4. on 5. see 6. streets 7. the 8. we).
 - B. 困ったことに,一度も彼は手紙をよこさない。 The (1. he 2. is 3. never 4. that 5. to 6. trouble 7. us 8. writes).
 - C. 君はまるで 10 歳の少女みたいにふるまっている。
 You are acting (1. a 2. as 3. girl 4. if 5. of 6. ten 7. were 8. you).
 - D. ピーター,私のペンを使いたかったら使ってもいいよ。
 Peter, you (1. can 2. if 3. my 4. pen 5. to 6. use 7. want 8. you).

次の問題は「英米学科」の受験者のみ解答すること。

【7】次の英文を読み,設問に答えなさい。

How many continents are there in the world? This is an interesting question, because most North Americans would answer seven, while most Japanese would answer six. How can there be two different answers to a question about the same world that we all live in? That is because the term "continent" may have different interpretations.

The continents that are common to both interpretations are: North America, South America, Australia or Oceania, Africa, and *Antarctica. The disagreement is a result of whether to count the remaining part of the world as one continent (Eurasia), as is done in Japan, or as two (European and Asia), as most Americans believe. In other parts of the world, the continents are divided even more differently — in Latin America, for example, Eurasia is counted as two continents, but North and South America are counted as one!

In geographical terms, the land that includes Europe and Asia is a single mass, although it is separated by the Ural Mountains. In cultural terms, however, the differences between the two halves of this land mass are great — both have a deep, rich history and well-established religions and social structures. The same is true of the Americans as well.

There are other parts of the world besides Europe and Asia that share similar cultural backgrounds and histories. These areas are often referred to as subcontinents or regions. Regions are grouped naturally by various cultural similarities, including language, food, history, geography, religion, and economy. Culturally similar regions in the world include the Indian subcontinent, Latin America, the Middle East, and Scandinavia (Northern Europe), to name a few. Indeed, in Europe, we can identify several subcontinents in addition to Scandinavia: the Baltic States, the Mediterranean countries, the former Soviet Union countries, etc. The same is true of Asia: Southeast Asia, South Asia, West Asia, Central Asia and East Asia are all different regions within Asia. Perhaps it is for this reason that most people in native English speaking countries give both Asia and Europe their own separate status as individual continents.

KGU staff (2007)

(注) *Antarctica 南極大陸

設問 1. Choose the best word to fit each blank in this summary from among the words below, and answer using the number.

Children in Japan learn that there are (A) continents, but children in America learn that there are (B) continents, because they learn that (C) and (D) are different. Children in Latin America study six continents: Australia, Antarctica, Africa, Europe, Asia and (E). Europe and Asia are separated by (F), but also by (G) and (H).

The meaning of the terms (I) and regions are often unclear, but they are grouped by similarities such as language and food. Some people consider Asia and Europe to be separate continents, perhaps because within both there are (J) regions or subcontinents.

1.	America	2.	Asia	3.	countries	4.	Europe
5.	five	6.	history	7.	mountains	8.	religion
9.	seven	10.	several	11.	six	12.	subcontinents

設問 2. After reading this article, how many continents do you think there are in the world, and why? Start with the following expression.

I think there are _____ continents because...

162 第1章 大学・短大

【1】設問1.2,3

設問 2. clevis, videlicet, Zoilus, serrfine

- 設問3. 単語の定義をきくことができる
 - 単語の起源をきくことができる

【2】 設問 1. (A) 2 (B) 5 (C) 3 (D) 4 (E) 6 (F) 1

設問2.(A)彼女は中国で英語を教えながら一年間過ごしたのよ。

(B) 君は本当に勇気があるね。

【3】

.01	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
	10	3	4	1	5	2	7	9	6	8

[4]

(A)	(B)	(C)	(D)	(E)	(F)	(G)
1	2	2	4	3	1	2

[5]

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
4	4	1	1	1	1	2	2

[6]

A	ł	I	3	(C	D		
3番目	6番目	3番目	6 番 目	3番目	6番目	3番目	6 番目	
5	4	4	8	8	3	3	8	

1. We can see fallen leaves on the street.

2. The trouble is that he never writes to us.

3. You are acting as if you were a girl of ten.

4. Peter, you can use my pen if you want to.

[7] 1.

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
11	9	4	2	1	7	6	8	12	10

2. I think there are seven continents because I believe it is more reasonable to count Eurasia as two different continents: Europe and Asia. As is shown in the passage, in cultural terms, these two are completely different from each other in many respects. Therefore, we should count Eurasia as one.

1.5.7 B日程 70分 全学科

【1】次の英文を読んで,設問に答えなさい。

Ancient Egyptians may have been the first civilization keep cats — they were cat-crazy! Egyptians treated cats like important people. Their cat goddess, Bast, looks like a woman with a cat's head. She represents love, dancing, and *fertility. (A) Egyptians lost a war to Persia because the Persians released live cats on the battlefield. Rather than harm the cats, the Egyptians surrendered the city. Woman from Egypt used heavy eyeliner to make their eyes look catlike — maybe they wanted to see like a cat sees, since Egyptians believed cats saw things form a wiser perspective. In fact, the Ancient Egyptian word for "cat" was "Mau," which means "to see." If a cat died, families would shave their eyebrows to show their sadness, and often they would even *mummify their cats. The Egyptians took cat worship to an extreme level, but other cultures have also honored cats.

In Asia, people kept cats in temples to protect *prayer scrolls from mice. In Japan, one of the most famous good luck symbols is Maneki Neko. Maneki statues decorate the doorway of most Japanese homes and stores. In China, people believe older and uglier cats bring more luck. Some Buddhists believe that dark-colored cats bring gold to a house, while light-colored cats bring silver. They also believed the cat's body was the temporary resting place of very spiritual people. One Chinese legend even says cats once ruled the world!

Today, $_{(B)}$ <u>cat myths still leave a mark on our lives</u>. Often you'll hear, "Never let a black cat cross your path!" That's just one of several modern *superstitions about cats. Cat myths in America began in the 17th century during the *Salem Witch Trials. People believed women accused of being witches transformed into black cats and then attacked people.

The cat's mysterious personality makes it a major part of myth and religion in many cultures. In ancient times, people believed cats held strange powers. In modern times, some of those beliefs remain strong. I believe cats have magic — not the bad luck or dangerous kind.

> (Long, Annie. "Magic, Myths, & Meow" New Moon. September/October 2005, Vol. 13, 30-31.)

(注) *fertility 多産 *mummify ミイラにする
 *prayer scroll 祈とう文が書かれた巻物
 *superstition(s) 迷信 *Salem Witch Trials セイラムの魔女裁判

- 設問1. 下線部(A)で、ペルシャ人が戦場で生きた猫を放したことによって、なぜエジプト人が敗北することになったのか。その理由を日本語で簡潔に述べなさい。
- 設問 2. アジアにおける猫について、空所(a)~(d)に本文の内容に合うよう に、適切な日本語を入れなさい。

寺院などでは(a)から祈とうの巻物を守るために,猫が飼われていた。 日本では(b)を象徴するため,まねき猫が家や店の玄関先に置かれてい る。また,仏教徒の中には,猫に関して信じられていることがいくつかある。 たとえば,(c)は家に金をもたらすとか,(d)は信仰深い人々にとっ ての一時的な休息の場所である,などである。

- 設問3. 下線部(B)の意味に最も近いものはどれか。記号で答えなさい。
 - a. 猫に関する神話は,いまだに私たちの生活に影響を与えている。
 - b. 猫に関する神話は, 今でも私たちの生活の中の目印として存在する。
 - c. 猫に関する神話は,ずっと私たちの生活において一つの指針となっている。
 - d. 猫に関する神話は,昔からずっと私たちの心の中にはっきりと記憶として 残っている。
- 設問 4. 次の英文 A~H から本文の内容と一致するものを二つ選び,記号で答えな さい。
 - A. In ancient Egypt, people had little respect for cats.
 - B. The ancient Egyptians' cat goddess was a symbol for love, fertility, and dance.
 - C. Ancient Egyptian women painted their eyes to make themselves look like goddesses.
 - D. In ancient Egypt, the word for "cat" also meant "to see."
 - E. Ancient Egyptians often mummified cats to keep them at home after they had died.
 - F. Chinese people thought that, the younger a cat was, the more good luck would come from it.
 - G. There has been no cat superstition since the eighteenth century.
 - H. Today nobody thinks cats have unusual powers.

【2】次の英文は,ある父親が入院している娘(Judy)の病状について記した日誌の 一部です。空所(A)~(J)に入れるのに最も適切な語をそれぞれ1~10 から選び,番号で答えなさい。ただし,同一語の使用は一回限りとします。

March 8-10, 1999

For the first time during this *ordeal I had to leave Judy for a couple of days. I went on a business trip.

The two days I was gone were a time (A) subtle growth for my girl. She is walking more now, but is also being very stubborn. She continues to repeat words and sentences, but they make more (B).

She's not eating well, though. When people (C) her to eat or even try to spoon feed her, she refuses and tells people that the food is for them. My (D) has always been generous.

There was a meeting with the two families to discuss the next step in her (E). I had just flown in from my trip and missed the discussion.

It has been decided that Judy will be leaving this hospital and moving (F) another to continue her rehabilitation. The (G) hospital is where she had the *biopsy, and is located about a dozen miles from this one. The justification for the transfer is that the new hospital is a major (H) for rehabilitation in brain injury cases.

We keep hoping that Judy will wake (I) and realize she's no longer in *Oz, but this may or may not happen. In the (J) we're hoping this will be a major step in her recovery.

(Peebles, Hugh. The Hospital Journal. 2006, 35)

(注) *ordeal 試練 *biopsy 生体組織検査*Oz 夢をかなえてくれるという魔法の国

1.	center	2.	daughter	3.	encourage	4.	meantime	5.	new
6.	of	7.	recovery	8.	sense	9.	to	10.	up

【3】次の空所(1)~(5)に入れるのに最も適切なものをそれぞれ A~Dから 選び,記号で答えなさい。

In western countries, most people like to be called by their first names when they meet a person for the first time; for example, "Hi, John!" On the contrary, in Japan, people do not like to be called by their names soon after they meet someone, as they think it sounds too friendly and makes them feel (1). It is common for people to refer to other people by their family name; for example, "Mr. Smith" This is just one example of the (2) ways of thinking that are shown in the Japanese and English languages.

When we translate the sentence "Watashi wa anata ni ai ni iki-masu" into English, it becomes "I will come to see you." However, upon hearing these words, Japanese people will probably have a feeling that something is wrong. Japanese people think it is more natural to use the word "go" (3) "come" and will create a sentence like "I will go to see you," because it is I, myself who will go to see you. So it is difficult for Japanese to understand why the word "come" is used in English. Why does this happen? In the Japanese language, thins are expressed from the speaker's viewpoint, therefore it is (4) to say "I will go to see you." On the contrary, in English, things are expressed from the other person's viewpoint, so the (5) will become "I will *come* to see you." Since Japanese speakers never say "Watashi wa anata ni ai ni iki-masu (I will come to see you)," it will be translated as "Watashi wa anata ni ai ni iki-masu (I will go to see you)."

("Insight into Japan," *Hir@gana Times.* May 2005, No. 247, 24)

(1)	A. sad	B. sick	C. tired	D. uncomfortable
(2)	A. correct	B. dangerous	C. different	D. strange
(3)	A. as well as	B. beside	C. instead of	D. rather
(4)	A. difficult	B. impossible	C. natural	D. problem
(5)	A. expression	B. introduction	C. question	D. story

【4】次の英文	$(a) \sim (j)$ の空所に入れるのに最も適切なものを選び,	番号で答えな
さい。		

(a)	I'll be back () an hour.		
	1. by	2. during	3. in	4. over
(b)	() ready	for school? It's al	ready 7:30.	
	1. Are you gettin	g	2. Do you get	
	3. You should get	t	4. You would get	
(c)	Can you look () the childr	en tonight? I have	e to go to a meeting.
	1. after	2. at	3. for	4. out
(d)	Sarah didn't () in Canada		
	1. use to life	2. use to live	3. used to life	4. used to live
(e)	I asked him (), but he wen	nt away.	
	1. not going	2. not to go 3 .	. should not go	4. to not going
(f)	I saw a woman () by a tree	e.	
	1. standing	2. stood	3. to stand	4. which stands
(g)	The story () by many peop	ple.	
	1. can tell	2. has been told	3. is to tell	4. were told
(h)	It's getting could	y, so maybe it () tomorrow.	
	1. have to rain	2. is for rain	3. should rain	4. will rain
(i)	They have two da	aughters () are married.	
	1. and	2. both	3. they	4. who
(j)	() from t	the top of the hill,	the village looks	beautiful.
	1. Have seen	2. They see	3. To see	4. When seen

- 【5】次の (1) ~ (6) の下線部の語の説明として最も適切なものをそれぞれ A ~ F から 選び,記号で答えなさい。
 - (1) The message was written in \underline{code} .
 - (2) Your ideas are fascinating to me.
 - (3) Opinions are divided on this \underline{issue} .
 - (4) You should take some light exercise before sleeping.
 - (5) The thief pleaded poverty.
 - (6) I saw a troop of ants crawling up the tree.
 - A. a large group
 - B. easy to do, not tiring
 - C. very interesting, attractive, or entertaining
 - D. an important topic or problem for debate or discussion
 - E. to use something as an explanation or an excuse for something else
 - F. a system of words, letters or numbers used instead of ordinary writing to keep messages short or secret
- 【6】次の日本文A~Cに合うように,()内の英語を正しく並べかえ,三番目 と五番目にくるものを番号で答えなさい。ただし,文頭にくる語も小文字で示 しています。
 - A. その悲惨な戦争がいつまで続くのか誰にもわからなかった。
 (1. how long 2. knew 3. last 4. none of 5. the miserable war 6. us 7. would).
 - B. 関西国際空港でスミス氏との会合を手配致します。
 - (1. arrange for 2. at Kansai International Airport 3. meet 4. Mr.Smith5. we will 6. you to).
 - C. プロジェクトの成功は,何世紀にもわたって会得した知識の集積によるものです。
 (1. due to 2. is 3. knowledge 4. of aquired 5. of the project 6. the accumulation of centuries 7. the success).

*次の問題は英米学科の受験者のみ解答すること。

【7】次の英文を読み,設問に答えなさい。

All languages change all the time. It is not very well understood why this is the case, but it is universal characteristic of human languages. The only languages which do not change are those, like Latin nobody speaks. Languages change their pronunciations through time. Five hundred years ago, all English speakers used to pronounce the k in knee — now nobody does. Grammatical structures also change. English speakers used to say Saw you my son? Now everybody says Did you see my son? But perhaps the most obvious way in which languages change is in the usage and meaning of words.

A number of people seem to think that the fact that languages change the meanings of their words in this way is unfortunate. They believe that change in language is *inherently undesirable and that we should do everything we can to stop it because change can be dangerous and confusing. In particular, any tendency for words to start to mean something which they have not always meant should be resisted.

This leads such people to argue that it makes sense to determine what a word means by looking at its origins — the *real* meaning of a word. So, for example, they would claim that it is wrong to use *aggravate* to mean *'irritate,' even though this is its most common use in English, because it comes originally from Latin *aggravare*, which meant 'to make heavier' and was originally borrowed into English with meaning 'to make more serious.' They also would maintain that it is wrong to talk about having *three alternatives*, because *alternative* comes from the Latin word *alter*, which meant 'second,' and that *nice* really means 'precise' — and so on.

Actually, the history of the word *nice* provides a very good illustration of the *untenable nature of this way of thinking. *Nice* comes originally from two ancient Indo-European roots, *skei* meaning 'cut,' which came down into Latin as the verb *scire* 'to know,' probably via a meaning such as 'to be able to distinguish one thing from another,' and *ne* meaning 'not.' The combination of the two forms gave the Latin verb *nescire* which meant 'to be ignorant of.' This led to the development of the adjective *nescius* 'ignorant,' which came down into Old French as *nice* meaning 'silly.' It was then borrowed from French into medieval English with the meaning 'foolish, shy' and, over the centuries, has gradually changed its meaning to 'modest,' then 'delicate,' 'considerate,' 'pleasant' and finally 'agreeable' — a very long way in 6,000 years from its original meaning. No one in their right mind, though, would argue that the 'real' meaning of *nice* is, or ought to be, '().'

(Bauer, Laurie and Peter Trudgill, eds, *Language Myths*. London: Penguin Books, 1998. 1-2.)

170 第1章 大学・短大

(注) *inherently 本来は *irritate いらいらさせる *untenable 弁明できない

設問1.本文の内容と一致するものをA~Fから二つ選び,記号で答えなさい。

- A. すべての言語は変化するが,なぜ変化するかはよく分かっていない。
- B. 筆者は,ことばの変化をできる限り食い止めるべきだと主張している。
- C. 単語の意味は, 発音を考慮して決めるのが良いと考える人々がいる。
- D. niceの語源をさかのぼると,2語からできている。
- E. nice が現代の意味に変化する過程には「知っている」の意味がある。
- F. 今は発音されていないが, 6,000年前に発音されていた綴り字がある。
- 設問2. 本文の内容に従うと「昨日彼はここに来ましたか?」は,昔はどのように表現されていたと考えられるか。A~Dの中から一つ選び,記号で答えなさい。
 - A. Came here yesterday? B. Came here yesterday?
 - C. Come he here yesterday? D. Did he come here yesterday?
- 設問3. 筆者は,言語の変化が最もはっきりと観察できるのは何であるといっている か。本文中から8語以内の英語を抜き出しなさい。
- 設問4. 下線部で "wrong" と述べている理由を,日本語で簡潔に説明しなさい。
- 設問 5. 本文中の空所 ()に入る最も適切なものを A ~ D の中から選び,記号で 答えなさい。

A. agreeable B. not cutting C. not ignorant D. precise

解答例

【1】設問1. エジプト人は猫を傷つけるのを避けて都市を明け渡したから。
 設問2. (a) ネズミ (b) 幸運 (c) 暗い色の猫 (d) 猫の体
 設問3. a
 設問4. B, D

[2]

(A)	(B)	(C)	(D)	(E)	(\mathbf{F})	(G)	(H)	(I)	(J)
6	8	3	2	7	9	5	1	10	4

$\begin{bmatrix} 3 \end{bmatrix}$

•	(1)	(2)	(3)	(4)	(5)
	D	С	С	С	А

【4】

(A)	(B)	(C)	(D)	(E)	(\mathbf{F})	(G)	(H)	(I)	(J)
3	1	1	2	2	1	2	4	4	4

【5】

(1)	(2)	(3)	(4)	(5)	(6)
F	С	D	В	Е	А

[6]

А		I	3	С		
3 番目	5 番目	3番目	5 番目	3 番目	5番目	
2	5	6	4	2	6	

- A. None of us knew how long the miserable war would last.
- B. We will arrange for you to meet Mr. Smith at kansai International Airport.
- C. The success of the project is due to the accumulation of centuries of acquired knowledge.
- 【7】設問1. A, D
 - 設問2.A
 - 設問 3. the usage and meaning of words
 - 設問 4. 語源的に「2 番目」を意味する alteranative が 3 つあるのは不合理だ から。
 - **設問**5.B

1.6 熊本保健科学大学

1.6.1 一般推薦試験

5 次の英文の空欄に入れるのに最も適切な語(句)を,一つ選び記号で答えなさい。解答番号は 1 ~ 5 。

問1 The lake 1 five kilometers north of my hometown.

ア	lied	イ	lies
ウ	laid	Т	lay

問 2 It is very kind 2 you to come.

ア	for	イ	to
ウ	by	Т	of

問3	It is	more	than	ten	years	3	we	last	$\mathrm{met}.$

ア	since	イ	until
ウ	before	Т	because

問 4 This machine will 4 us a lot of time and labor.

ア	get	イ	teach
ウ	save	Т	make

問 5 5 to e-mail, we can communicate with people all over the world.

- $\mathbf{\mathcal{P}}$ Because $\mathbf{1}$ Thanks
- ウ On account エ Owe

6	次の英文の空欄に入れるのに最も適切な語 (句) を , 一つ選び記号で答えなさ い。解答番号は 6 ~ 10 。						
	問1	1 She 6 this work before you leave.					
		アウ	finished will have finished	イエ	was finishing had finished		
	問2	Jan ア ウ	e 7 anything yesterd has not eaten does not eat	ay bo イ エ	ecause she felt sick. is not eating did not eat		
	問3	The ア ウ	e boy 8 when he felt hurting hurts	off h イ エ	is bicycle. hurt got hurt		
	問 4	He] ア ウ	has decided 9 in Haw living having lived	vaii a イ エ	after he retires from work. to live to have lived		
	問5	ו'וו ז ד	move to an apartment	10 1	is near the university. who		

ウ which エ of which

$|m{7}|$ 次の英文を読み,あとの問いに記号で答えなさい。解答番号は|11|~|15|。

Because Switzerland is so small, you might think that there is only one national language. (1), you would be incorrect because there are three official languages. They are German, French, and Italian. (2), Switzerland has three official names: Schweiz (in German), Suisse (in French), and Svizzera (in Italian). All national laws are published in these languages.

The three official languages plus Romansch are the four national languages spoken in Switzerland. If you look on Swiss coins or postage stamps, you will not find the name for this country in $_{(3)}$ any of the national languages. Instead, you will find the word *Helvetia*, the Latin name for this courtry

問1 空欄 (1) に入る最も適当な語を,下のア~エの中から一つ選びなさい。 解答番号は 11 。

ア First イ Therefore ウ Anywhere エ However 問2 空欄 (2) に入る最も適切なものを,下のア~エの中から一つ選びなさい。

解答番号は 12。

 \mathcal{P} What is more $\mathbf{1}$ As a result $\mathbf{1}$ For example $\mathbf{1}$ In short

問3 下線部(3)が指す内容に含まれないものを,下のア~エの中から1つ選び なさい。解答番号は 13 。

 \mathcal{P} French \mathcal{I} Italian \mathcal{P} Romansch \mathcal{I} Latin

- 問4 本文の内容に一致するものを,下のア~オの中から2つ選びなさい。 ただし,解答の順序は問わない。解答番号は 14 15 。
 - ア スイスには決まった公用語はない。
 - イ スイスでは法律は3か国語で発布される。
 - ウ スイスには国語は4つある。
 - エ Romansch は4つの言葉からできている言語である。
 - オ スイスのコインや切手には国名が書かれていない。

8 次の日本文の意味を表すように、それぞれ下のア~オの語(句)を並べかえて空欄や下線部を補い、英文を完成しなさい。ただし、解答は16~21に入るものの記号のみを答えなさい。

問 1 成功するかどうかは君の努力次第だ。 It depends on your effort 16 17 not.						
\mathcal{P} whether \mathfrak{I} you	イ or ウ オ succeed	will				
問2 彼は始発電車に間に合うように早く起きた。 He got 18 19 the first train.						
ア to エ up	イ catch ウ オ enough	early				
問3 この花は英語で何と言いますか。 What 20 21 English?						
ア in エ call	イ you ウ オ do	this flower				

5					
	問1	問2	問3	問4	問5
	1	2	3	4	5
	イ	I	ア	ウ	イ
	L	1			

6

問1	問2	問3	問4	問5
6	7	8	9	10
ウ	I	Н	イ	ウ

7

問1	問2	問3	問	4
11	12	13	14	15
I	イ	I	1	・ウ

8

問	問1 問2 問3				
16	17	18	19	20	21
I	オ	ウ	ア	イ	ウ

問1 It depends on your effort whether you will succeed or not.

問2 He got up early enough to catch the first train.

問 3 What do you call this flower in English?

1.6.2 一般前期

1 次の問1~問10の各英文の空所に入れるのに最も適当なものを,それぞれ下のア~エのうちから1つずつ選び,記号で答えなさい。

問1	The number of fo	reign students her	e () to in	crease next year.
	$\boldsymbol{\mathcal{P}}$ is expected	1 are expected	ウ are expecting	\mathbf{I} is expecting
問2	He doesn't ask fo	r help ()	he needs it.	
	$\boldsymbol{\mathcal{P}}$ and	1 so	ウ though	\mathbf{I} because
問3	He () his	s back in a skiing a	accident last week	
	₽ hurt	1 was hurt	ウ hurt himself	\mathbf{I} has hurt
問4	Can you tell me () the stor	re will be open to	morrow?
	ア if	1 that	ウ what	I which
問5	I know the studen	nt () nativ	ve language is Por	tuguese.
	₹ who	1 which	ウ whose	I what
問6	We can () call or email you	ı concerning the r	new project.
	$\boldsymbol{\mathcal{P}}$ either	1 neither	ウ whether	\mathbf{I} both
問7	The police are () the accid	ent on his danger	ous driving.
	$\boldsymbol{\mathcal{P}}$ accusing	イ blaming	ウ responding	\mathbf{I} considering
問8	The meeting with today.	the mayor will be p	postponed because	e he is not ()
	$\boldsymbol{\mathcal{P}}$ actual	1 adjustable	ウ attendant	\mathbf{I} available
問9	() her he	elp, he was able to	finish the work in	two weeks.
	7 Because	1 Despite	ウ In favor of	\mathbf{I} Thanks to
問10	The new job () to be much	n harder than we t	thought.
	$\boldsymbol{\mathcal{P}}$ made it	1 turned out	ウ took over	${\bf I}$ handed in

2 次の英文を読み,各問い(問1~6)に答えなさい。

Have you ever wondered where the chocolate in your favor candy bar comes from? Chocolate comes from the cacao tree, which grows in warm, tropical areas of West Africa, Indonesia, Malaysia, Mexico, and South America. And who eats the delicious chocolate made from the cacao grown in these places? The majority of chocolate is consumed in Europe and North America. This probably sounds like a familiar story, with developing countries producing inexpensive raw materials that are manufactured and sold as finished goods in developed countries, and generally, that's what happens with chocolate. Large chocolate companies buy cacao beans at a (A) prices and produce cocoa and chocolate products to sell at a relatively (B) price.

But the familiar story has a new chapter. Beginning in 1980s, some consumers learned that cocoa farmers were living difficult and uncertain lives. The farmers received money for their crops based on world markets, and $_{(1)}$ the market price for cacao was sometimes so low that farmers received less for their crops than the crops had cost to produce. In response, groups of consumers in Europe and the United States developed "fair trade" organizations to guarantee that farmers of cacao, as well as coffee and tea, would receive (C) and consistent prices for their crops.

Fair trade organizations benefit farmers by buying cacao beans or other products from them directly at higher-than-market prices and eliminating "₍₂₎<u>middle men</u>" such as exporters. (3), fair trade organizations encourage farming techniques that are not harmful to the environment or to farm workers, for example, growing cacao without chemical pesticides or fertilizers in the shade of rain forest trees. One organization, Equal Exchange, helps farmers set up farming cooperatives in which they can share resources and work on projects such as community schools. (4)Another, Fairtrade Labelling Organizations International (FLO), guarantees that products bearing its label meet standards that improve the lives of growers and producers.

The result of fair trade are a better standard of living for some farmers and gournet chocolate bars made with organically produced cocoa that consumers don't feel guilty about buying. And although fair trade chocolate is somewhat more expensive than other chocolate and now makes up only 1 percent of chocolate sold, the trade idea is spreading quickly. You may soon see fair trade chocolate right next to the more famous bars in your favorite store.

Adapted from Neil J. Anderson, Active Skills for Reading

- 問1 下線部(1)の和訳として最も適当なものを,ア~エの中から1つ選びなさい。
 - ア 農場経営者が原価を下回る価格で作物を売ったため,カカオの市場価格が ときどき非常に低くなることがあった.
 - イ カカオの市場価格がときどき非常に低くなったため,農場経営者は,当初 の生産予定よりも少ない収穫量しかえられなかった。
 - ウ カカオの市場価格がときどき非常に低くなったため,農場経営者はその作物の生産に見合うだけの収入がえられなかった。
 - エ カカオの市場価格がときどき非常に低くなったため, 農場経営者はその作物の生産に以前ほど費用をかけなくなった。
- 問2 空所(A),(B),(C)に入る語の組み合わせとして最も適当なものを1つ選びなさい。

	(A)	(B)	(C)
ア	high	low	just
イ	low	high	unjust
ウ	high	low	unjust
т	low	high	just

- 問3 下線部(2)を説明するものとして,最も適当なものをア~エの中から1つ選び なさい。
 - \mathcal{P} companies that buy goods from producers and sell them to somebody else
 - \checkmark middle-aged persons who deal in a variety of goods
 - $\dot{\mathbf{D}}$ companies that grow or make food, goods or materials
 - I middle-sized persons who make money by producing goods or services
- 問4 空所(3)に入る最も適当な句をア~エの中から1つ選びなさい。
 - $\boldsymbol{\mathcal{P}}$ For example
 - **1** In addition
 - ウ By contrast
 - ${\tt I}$ As a result

- 問5 下線部(4)の和訳として最も適当なものを,ア~エの中から1つ選びなさい。
 - ア 国際フェア・トレード認証団体 (FLO) という別の団体は,製品が,農場主 と生産者が合意した一定の品質水準に達していることを保証している。
 - イ 国際フェア・トレード認証団体 (FLO) という別の団体が生産している製品 にはラベルが貼られ,農場主と生産者の生活水準の向上に役立つものであ ることが明示されている。
 - ウ 国際フェア・トレード認証団体 (FLO) という別の団体は, 製品が, 農場主 と生産者が合意した一定の品質水準に達するように指導している。
 - エ 国際フェア・トレード認証団体 (FLO) という別の団体は,その団体のラベ ルが貼ってある製品が,農場主と生産者の生活水準の向上に役立つもので あることを保証している。
- 問6 次のア~カの中から,本文の内容に一致するものを2つ選びなさい。ただし,解 答の順序は問わない。
 - ア 先進国は発展途上国から,他の原料と異なり,カカオは高値で買い取って きた。
 - イ 1980年代,カカオの生産者が自分たちの生活水準が低いことを最初に知った。
 - ウ 消費者グループは,原料の価格を下げる目的でフェア・トレードの団体を 創設した。
 - エ フェア・トレードの団体は,環境や農業労働者にとって害のない農業技術 を奨励している。
 - オ フェア・トレードの結果,一部の農民と美食家の生活水準が改善されている。
 - カ フェア・トレードのチョコレートの販売量は,市場の1%を占めているに すぎない。

3 次の対話文を読み,各問い(問1~5)に答えなさい。

Mr.Anderson:	Good afternoon. My secretary reserved a room for me yesterday.
Receptionist:	Yes, sir. What name was it?
Mr.Anderson:	Carl Anderson.
Receptionist:	A I'm very sorry, but there's no reservation under (1).
Mr.Anderson:	Oh, that's most annoying.
Receptionist:	B We aren't fully booked. (2)
Mr.Anderson:	A single room for three nights.
Receptionist:	Would you like a bath or a shower?
Mr.Anderson:	C I'd like a bath, please. I expect the room has Internet
	access. I specifically asked for all amenities.
Receptionist:	Certainly. Every room on the 12th floor has Internet access. And
	all our rooms have direct dial telephone, TV, hari dryer
Mr.Anderson:	Fine. Do you have a fax machine?
Receptionist:	Yes, there's one on the ground floor, next to the coffee shop. You
	can also use a computer there.
Mr.Anderson:	Thank you.
Receptionist:	$\begin{pmatrix} 3 \end{pmatrix}$ would you like to pay?
Mr.Anderson:	Which credit cards do you accept?
Receptionist:	All the major ones.
Mr.Anderson:	D Here's my ABC card.
Receptionist:	Thank you. Here's your card back and your key. Room 1210 on
	the 12th floor. $_{(4)}$ I'll () your bags () up rights away.
Mr.Anderson:	Thank you.
問1 空所 (1	1) に入る表現として最も適当なものをア~エの中から1つ選びな
さい。	
ア yo	the time being
ウ yo	pur secretary \mathbf{I} that name
	(2)に入る表現として最も適当なものをア~エの中から1つ選びな
さい。	
ア Di	d you reserve a hotel room?
1 Ar	re you sure that you reserved a hotel room?
ウ W	hat was your reservation for?
	·

- \blacksquare How come you reserved our hotel?
- 問3 空所(3)に会話の内容から考えて最も適当な語を1語記入しなさい。

- 問4 下線部(4)の空所に入る語句の組合せとして最も適当なものをア~エの中 から1つ選びなさい。
 - $\mathbf{\mathcal{P}}$ ask to send
 - 1 have sending
 - ゥ ask send
 - I have sent
- 問 5 次の表現を会話中の A ~ D の最も適当な箇所に入れなさい。 解答は記号で答えなさい。

No problem

 ▲ 次の問1~問5の各日本文に合うように,それぞれ下のア~オの語(句)を並べ かえて空所を補い,文を完成させなさい。ただし,文頭に来るべきものも小文 字で示してある。解答は空所 a ・ b に入るものの記号のみを答えな さい。

問1 こ	の件は秘密にしてお	かない	いほうがいい。	
W	e had	a	b	¯]
ア	better	イ	this matter	」 ウ not
Т	secret	オ	keep	
問2私	は彼女に本当のこと	を言っ	ってもらいたいだけ	た。
	a		_ b	is tell the truth.
ア	to do	イ	I	ウ all
Т	want	オ	her	
問3彼	女は賢いのでそんな	ばかけ	げたことは言わない	۱ _°
\mathbf{Sh}	e is a		b	such a foolish thing.
ア	not	イ	wise	ウ to
Т	enough	オ	say	
問4 こ	の写真を見ると , 休	暇中に	こみんなでやったこ	とを思い出す。
	a		_ b	we did together during the
	cation.	,		± .,
ア		-	of	ウ reminds
	this picture	オ	what	
		は,こ		のに何年もかかるだろう。
	a		b	, this work would take years
	complete.	1	computing	the most
アエ	101	イオ	$\operatorname{computers}$ it	ワ not
	WUU	~1	10	

1	問1	問2	問3	問4	問5	問6	問7	問8	問9	問10
	ア	ウ	ア	ア	ウ	ア	イ	I	I	イ

2							
	問1	問2	問3	問4	問5	問	6
	ウ	I	ア	イ	I	Н	カ

3 問1 問2 問3 問4 問5 エウ How エ B

4

問	1	問	2	2 問3		問3 問4		問5	
a	b	a	b	a	b	a	b	a	b
ウ	イ	イ	オ	I	ウ	ウ	イ	I	ア

問1 We had better not keep this matter secret.

問 2 All I want her to do is tell the truth.

問 3 She is wise enough not to say such a thing.

問 4 This picture remind me of what we did together during the vacation.

問 5 If it were not for computers, this work would take years to complete.

184 第1章 大学・短大

1.7 九州看護福祉大学

1.7.1 一般試験 (地方会場 A 日程)

入学試験問題

英 語 I・II

(地方試験)

福岡・長崎・宮崎・那覇

看護学科・リハビリテーション学科・社会福祉学科

平成20年2月1日実施

注意事項

- 1. 「始め」の合図があるまで問題用紙を開かないこと。
- 2. 受験票、筆記用具 (鉛筆・消しゴム)、時計 (時間表示機能のみ) 以外の物は机の下 に置くこと。
- 3. 問題用紙は、表紙をふくめて5ページあり、これとは別に解答用紙が、1枚ある。
- 4. 受験番号と氏名は、監督者の指示に従って記入すること。 (解答用紙の受験番号と氏名欄はすべて記入すること。)
- 5. 質問事項等がある場合や特別な事情(病気・トイレ等)のある場合には、その場で 手を挙げて待機し、監督者の指示に従うこと。
- 6. 原則として、試験終了まで退出できない。
- 7. 試験終了後は、監督者の指示があるまで、各自の席で待機すること。
- 8. 解答用紙を回収した後、問題用紙は持ち帰ること。
- 9. 試験会場では、携帯電話・PHS・ポケベル・時計のアラーム等の電源を切っておくこと。

1 次の英文を読み、設問に答えなさい。

Even if you have not seen (1), you have at least heard of the beauty of a coral reef. Some people say it is an underwater garden. You can find the largest coral reef in the world, the Great Barrier Reef, off the coast of Queensland, Australia. The Great Barrier Reef is as long as 2,000 Km and consists (2) almost 3,000 reefs and islands.

Unfortunately, many people don't know that the corals that form the reef are animals. Actually, the reefs are made of thousands of tiny living animals that are joined together. Those tiny living animals are very colorful and some of them look like plants. Corals can only live in warm, clean seawater with plenty of sunlight. They take food from the water only (3) night.

When you visit, you can find colorful fish in the reef. These fish have bright colors such (4) blue, red, yellow, or green. Some fish have one or two colors, and others have three or even more colors. Some have stripes and some have sports. Surprisingly some fish change their colors and patterns as they grow. It is, of course, not allowed to fish in many places in the Great Barrier Reef. The people and the government of Australia want to protect the fish and other creatures on the reef.

The Great Barrier Reef is one of Australia's most popular resort spots. More than 2 million people visit the place each year from Australia and also from all over the world. It is important, therefore, for people to look (5) the place each day and protect it from damage.

coral reef: サンゴ礁

問1 本文中の(1)~(5)の空欄に入れるのに最も適当な語を下記の語群 a~ d から選んで解答欄に a~d で答えなさい。

1.	a.	it	b.	one	c.	that	d.	this
2.	a.	in	b.	on	с.	of	d.	out
3.	a.	at	b.	in	c.	on	d.	of
4.	a.	at	b.	of	с.	and	d.	as
5.	a.	at	b.	of	c.	for	d.	after

問2 下線部を日本語にして解答欄に記入しなさい。

問3次の1~10の英文の中で、本文の内容を正しく言い表しているものには を、 そうでないものには×を解答欄に記入しなさい。

- 1. Some people say that a coral reef is like an underwater garden.
- 2. The Great Barrier Reef is about 2,000 Km from Australia.
- 3. Corals are made of animals.
- 4. Corals live only at night.
- 5. Australia wants visitors to enjoy fishing in all parts of the Great Barrier Reef.
- 6. The fish in the Great Barrier Reef are all blue, red, yellow, and green.
- 7. Two million Australians visit the Great Barrier Reef each year.
- 8. Some fish in the Great Barrier Reef change their colors as they get older.
- 9. Some fish have stripes or spots.
- 10. The Great Barrier Reef must be protected from damage.

		2欄に入れるのに を解答欄に記入し		語を下の a~d から選ん
1.	There are some fans, and three a		es in the group.) are Japane	Four of them are Kore- ese.
	a. Another	b. Other	c. The other	d. The others
2.		hours to fly from a and Narita is al		· · · · · · · · · · · · · · · · · · ·
	a. length	b. direction	c. distance	d. depth
3.	I didn't believe () he said	d in the speech.	
	a. what	b. that	c. when	d. who
4.	What's the (), Nancy? Y	You look pale.	
	a. how	b. on	c. wrong	d. matter
5.	He had to have l	his TV set () last week.	
	a. repair	b. repaired	c. to repair	d. repairing
6.	When you go ba English from tim	, , , , , , , , , , , , , , , , , , ,	country, don't f	orget to write to me in
	a. often	b. sometimes	c. time	d. when
7.	Sorry this elevat	or is () o	of order. Please	use another one.
	a. out	b. none	c. all	d. not
8.	After all her fan herself.	mily members ha	d left, she staye	ed at home ()
	a. of	b. one	c. for	d. by
9.	Please clean () your room	n before you go	out.
	a. up	b. on	c. in	d. be
10.	We are not sure weather.	if we can go to	the beach. It d	lepends () the
	a. in	b. on	c. up	d. with

3 次の英文の下線部 a ~ d の中には誤りが 1 個あります。その記号 (a ~ d) を解答 欄に記入しなさい。
1. Have you ever heard where she lived in when she was young? a $\frac{b}{b}$ b $\frac{b}{c}$ d $\frac{b}{d}$
2. I have never finished my homework yet. a $\frac{b}{d}$
3. It was $\frac{\text{him}}{a} \frac{\text{who}}{b} \frac{\text{came running}}{c} \frac{\text{into the office}}{d}$ with the news.
4. I have finished my English homework just now. I feel I am tired. a b c d
5. He went <u>back to home</u> after finishing all his work on time.
a b c d
4 次の日本文の意味になるように下の英語の単語を並べ替え、4番目と6番目に 来る語を記号で解答欄に記入しなさい。ピリオドやカンマ,疑問符は省略。た だし、単語には不要な一語が含まれている。
1. あなたが私にしてくれたことは決して忘れません。
a. me b. you c. done d. never e. remember
f. will g. have h. what i. forget j. for k. I
2. あなたがどのくらいの期間英語を勉強しているのか教えてください。
a. years b. English c. long d. have e. how f. tell
g. could h. me i. studied j. you k. you
3. あなたはすぐに医者に行った方がいいですよ。
a. had b. you c. to d. doctor e. go
f. see g. the h. better i. would
4. 一緒に映画を見に行きませんか。
a. in b. see c. to d. why e. movie
f. we g. go h. don't i. a
5. あなたはこの写真を撮った日本の写真家を知っていますか。
a. took b. the c. Japanese d. you
e. who f. photographer g. know h. do
i. this j. photo k. he

1	問 1	1	2 \exists	3 4	5	ן						
		b	<u>с</u> а									
	問 2	2 オー	スト	ラリ	アの	人々	も政	府も	グレ-	- - -	バリ	アリーフの魚や他の生物を
		保護	した	いと	:思っ	てい	ます	0				
	問3			-	<u> </u>		-			-		
		1	2	3	4	5	6	7	8	9	10	
			×		×	×	×	×				
2	·											
	1	2 3	_	5		7 8	9	10				
	d	c a	d	b	с	a d	a	b				
3	1 c	2 3 b a		5 a								
4												
		4番目	a 6	番	3							
	1	i		b								
	2	h		c								
	3	e		f b								
	45	g b		f b								
	0	U		1								
	1	. I wil	l nev	ver f	orget	wha	t you	ı hav	ve do	ne fo	r me	

2. Could you tell me how long you have studied English?

- 3. You had better go to see the doctor.
- 4. Why don't we go to see a movie.
- 5. Do you know the Japanese photographer who took this photo?

1.7.2 一般試験 (地方会場 B 日程)

入学試験問題

英 語 I・II

(地方試験)

広島・佐賀・熊本・大分・鹿児島 看護学科・リハビリテーション学科・社会福祉学科 平成 20 年 2 月 2 日実施

注意事項

- 1. 「始め」の合図があるまで問題用紙を開かないこと。
- 2. 受験票、筆記用具 (鉛筆・消しゴム)、時計 (時間表示機能のみ) 以外の物は机の下 に置くこと。
- 3. 問題用紙は、表紙をふくめて5ページあり、これとは別に解答用紙が、1枚ある。
- 4. 受験番号と氏名は、監督者の指示に従って記入すること。
 (解答用紙の受験番号と氏名欄はすべて記入すること。)
- 5. 質問事項等がある場合や特別な事情(病気・トイレ等)のある場合には、その場で 手を挙げて待機し、監督者の指示に従うこと。
- 6. 原則として、試験終了まで退出できない。
- 7. 試験終了後は、監督者の指示があるまで、各自の席で待機すること。
- 8. 解答用紙を回収した後、問題用紙は持ち帰ること。
- 9. 試験会場では、携帯電話・PHS・ポケベル・時計のアラーム等の電源を切っておくこと。

|1|次の英文を読み、設問に答えなさい。

You probably have heard (1) Angkor Wat in Cambodia. It is one of the Angkor complex which was built as a capital city of the Angkor Kingdom almost eight hundred years ago. Angkor Thom is one of the greatest sites in the Angkor complex. Angkor Thom has five 20 meter tall monumental gates. There is one gate (2) each wall of the south, north, and west sides, while only the East Wall has two gates. These are the "Victory Gate" and the "Gate of the Dead." The "Gate of the Dead" was used only when soldiers came back defeated from a battle.

Visitors can imagine the power of Jayavarman VII, one of Angkor's greatest kings and one of the builders of Angkor Thom, when they go through the South Gate and step (3) Angkor Thom. There is a huge stone building called Bayon in the middle of Angkor Thom. Bayon was a temple and acted as a center of the Angkor Kingdom.

Angkor Kingdom had absolute power (4) ruling its territory, however, the kingdom was later conquered by neighboring Thai, and following this, the capital was moved to Phnom Penh.

Have you heard of Taizo Ichinose, a Japanese photojournalist? He went into Cambodia while the country was (5) the administration of the Khmer Rouge. You probably heard of the name Pol Pot, the political leader of the Khmer Rouge. During just four years of his rule, it said that 1.5 million to 2 million people were killed. Taizo Ichinose wanted to take photos of Angkor Wat when nobody could visit it as the Khmer Rouge army had entrenched themselves and placed many of landmines in the area. Ichinose's body was identified by his parents several years later. Nobody knows whether he was able to take photos of Angkor Wat or not. Some of his ashes are buried under a tree on a hill from which Angkor Wat can clearly be seen.

entrench: 立てこもる landmine: 地雷

問1 本文中の(1)~(5)の空欄に入れるのに最も適当な語を下記の語群 a~ d から選んで解答欄に a~d で答えなさい。

1.	a.	at	b.	from	c.	of	d.	in
2.	a.	at	b.	on	c.	from	d.	after
3.	a.	on	b.	for	c.	into	d.	back
4.	a.	on	b.	with	c.	for	d.	in
5.	a.	with	b.	in	c.	on	d.	under

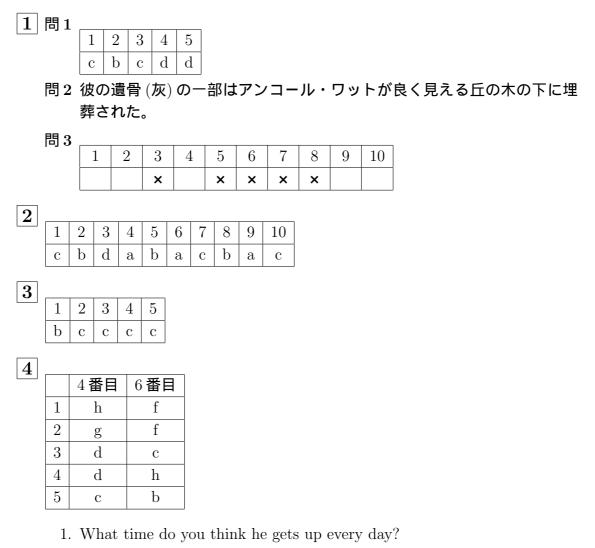
問2 下線部を日本語にして解答欄に記入しなさい。

問3次の1~10の英文の中で、本文の内容を正しく言い表しているものには を、 そうでないものには×を解答欄に記入しなさい。

- 1. Angkor Thom is part of the Angkor Complex in Cambodia.
- 2. Angkor Wat is about 700 years old.
- 3. There are only two gates on the walls of Angkor Thom.
- 4. The Gate of the Dead at Angkor Thom was used by defeated soldiers.
- 5. Jayabarman VII is a great temple at Angkor Thom.
- 6. The Angkor Kingdom conquered the neighboring Thai.
- 7. The Angkor Kingdom established its capital at Phnom Penh.
- 8. Taizo Ichinose was a leader of the Angkor Kingdom.
- 9. Pol Pot was leader when many people were killed in Cambodia.
- 10. Pol Pot led the Khmer Rouge.

)1~10 の英文の その記号 (a~d)			:語を ⁻	下の a ~ d から選ん
1.	Many people go	up to the hill to	get the best () of Angkor Wat.
	a. see	b. point	c. view	d.	top
2.	Each country ha	as its own () of celebrati	ng the	e new year.
	a. election	b. tradition	c. correction	d.	introduction
3.	Actually it was I with it.	Ken who broke th	e window. Tom ł	nad no	thing to ()
	a. be	b. wrong	c. bad	d.	do
4.	I () by	my grandfather'	s house every da	y on r	ny way to school.
	a. pass	b. keep	c. see	d.	watch
5.	My sister broug went to study E		venir from New	Zeala	nd, () she
	a. that	b. where	c. which	d.	while
6.	The population	of that country	will be doubled () long.
	a. before	b. not	c. never	d.	after
7.	I am running () of cash	. I spent too mu	ch mo	oney this morning.
	a. little	b. small	c. short	d.	none
8.	From the () of the sky,	it will not rain t	omorr	OW.
	a. view	b. look	c. seen	d.	distance
9.	He wants to have	ve his own apartr	ment and live () his own.
	a. on	b. in	c. at	d.	with
10.	As he was such good job easily.	a good student,	he succeeded () finding a very
	a. at	b. on	c. in	d.	of

3 次の英文の下線部 a ~ d の中には誤りが 1 個あります。その記号 (a ~ d) を解答 欄に記入しなさい。
1. Do you know <u>how long</u> <u>did she stay</u> in New York <u>in December</u> <u>last year</u> ? a b c <u>d</u>
2. I don't know if she has ever gone does not be done to be a sever does not be does not
3. "Would you $\underline{\text{mind}}_{a}$ if I take this seat?" "No. I have taken this for my wife."
4. She usually gets to school at eight o'clock, but because the storm, she was $\frac{1}{a}$ $\frac{b}{b}$ $\frac{b}{c}$ $\frac{c}{c}$
5. They are not able to enjoy to swim in the lake in December and January. a b c d
④ 次の日本文の意味になるように下の英語の単語を並べ替え、4番目と6番目に 来る語を記号で解答欄に記入しなさい。ピリオドやカンマ,疑問符は省略。た だし、単語には不要な一語が含まれている。
1. あなたは彼が毎日何時に起きると思いますか。 a. time b. do c. think d. gets e. what f. he g. up h. you i. every day j. bed
 この薬を飲めば少し楽になりますよ。 a. better b. good c. you d. this e. will f. feel g. make h. medicine
 初暖かい飲み物はいかかがですか。 a. drink b. please c. to d. something e. like f. hot g. would h. you 4. 一昨日からずっと雨が降り続いているです。
4. 一時日からりうと脳が降り続けてけるとり。 a. still b. it c. been d. raining e. before f. since g. day h. the i. yesterday j. has
5. 私たちはいつ彼女がそんなかわいい人形を作ったのかわかりません。 a. pretty b. made c. when d. doll e. she f. don't g. we h. so i. such j. know k. a



2. This medicine will make you feel better.

- 3. Would you like something hot to drink?
- 4. It has been raining since the day before yesterday.
- 5. We don't know when she made such a pretty doll.

1.7.3 一般試験(看護学科)

入学試験問題

英 語 I・II

(看護学科)

本学会場

平成 20 年 2 月 3 日実施

注意事項

- 1. 「始め」の合図があるまで問題用紙を開かないこと。
- 2. 受験票、筆記用具 (鉛筆・消しゴム)、時計 (時間表示機能のみ) 以外の物は机の下 に置くこと。
- 3. 問題用紙は、表紙をふくめて5ページあり、これとは別に解答用紙が、1枚ある。
- 4. 受験番号と氏名は、監督者の指示に従って記入すること。
 (解答用紙の受験番号と氏名欄はすべて記入すること。)
- 5. 質問事項等がある場合や特別な事情(病気・トイレ等)のある場合には、その場で 手を挙げて待機し、監督者の指示に従うこと。
- 6. 原則として、試験終了まで退出できない。
- 7. 試験終了後は、監督者の指示があるまで、各自の席で待機すること。
- 8. 解答用紙を回収した後、問題用紙は持ち帰ること。
- 9. 試験会場では、携帯電話・PHS・ポケベル・時計のアラーム等の電源を切っておくこと。

1 次の英文を読み、設問に答えなさい。

The most monumental of Myanmar's Buddhist temple sites lies at the heart of the country's former capital city, Yangon. When you fly (1) the city (2) a clear day, from an altitude of 30,000 feet you can clearly see the central golden *stupa* reflecting sunlight. As you approach from the ground, you can see a complex of temples, some *stupas*, and sculpted images. The main *stupa* is surrounded by more than 100 sacred structures.

The temple is called the Schwedagon temple. It is very much a living spiritual center. You will see local people come to worship, and you will also see monks from around the country pay their respects as pilgrims. These people of Myanmar are called the Mon.

The Mon people, originating (3) Central Asia, first established Buddhism in Myanmar (4) the third century BC, and may well have laid the foundation stone of the Schwedagon some 2,500 years ago. It's impossible to say what the temple looked like when it was first built. Some transformations, probably some due (5) earthquakes, have occurred in the many centuries since those earliest years.

According to Mon legend, the Schwedagon's central *stupa* was built to keep 11 hairs of a Buddha, and in addition, it was to keep relics of previous Buddhas. It is said Buddha appeared at historical intervals of several thousand years. The big bell-shaped structure of Schwedagon is as high as 100 meters. The outside of the *stupa* is covered with 8500 gold plates and decorated with an even greater number of precious gems and more than 1,000 gold and silver bells.

stupa: 仏塔 relics: 遺骨

問1 本文中の(1)~(5)の空欄に入れるのに最も適当な語を下記の語群 a~ dから選んで解答欄に a~d で答えなさい。

1.	a.	up	b.	over	c.	on	d.	beyond
2.	a.	at	b.	for	c.	in	d.	on
3.	a.	at	b.	in	c.	for	d.	from
4.	a.	in	b.	for	c.	on	d.	after
5.	a.	in	b.	of	c.	from	d.	to

問2 下線部を日本語にして解答欄に記入しなさい。

問3次の1~10の英文の中で、本文の内容を正しく言い表しているものには を、 そうでないものには×を解答欄に記入しなさい。

- 1. Buddhist temples are found in Myanmar.
- 2. Today, the capital of Myanmar is Yangon.
- 3. The largest temple in Yangon is called Schwedagon.
- 4. People no longer visit Schwedagon.
- 5. The people living in the area of Schwedagon are called Mon.
- 6. Schwedagon is a very new temple.
- 7. Earthquakes have had no effect on Schwedagon.
- 8. We clearly know what the great temple looked like when it was first built.
- 9. According to legend, Buddha sometimes appeared at Schwedagon.
- 10. The great temple is covered with rich decorations.

		2欄に入れるのに を解答欄に記入し		吾を下の a ~ d から選ん
1.	This story was (nalist last year.) from E	English into Japa	nese by a famous jour-
	a. translated	b. changed	c. written	d. spoken
2.	I looked for my school bag.	wallet all () the night and	l finally found it in my
	a. in	b. over	c. after	d. through
3.	He likes old cars year old car!	very much. He p	paid as () as \$5,000 for that 30
	a. much	b. good	c. more	d. lot
4.	Her wedding wil	l take ()	at her college ch	apel next month.
	a. after	b. effect	c. care	d. place
5.	He had a very b asleep in the cla	ousy days last we ss.	ek, he was so tin	red that he ()
	a. fell	b. felt	c. keep	d. always
6.	He wanted to ca	rry out the plan I	by all ()	
	a. hands	b. means	c. things	d. times
7.	They will soon r	nake peace with e	each other, after	().
	a. all	b. another	c. while	d. time
8.	I could not belie her age.	ve she was sixty :	years old. She lo	oked young ()
	a. at	b. for	c. on	d. of
9.	In many of the b	big cities, crime is	certainly () the increase.
	a. to	b. in	c. for	d. on
10.	She expected his	s call () a	any moment.	
	a. at	b. in	c. on	d. for

3 次の英文の下線部 a ~ d の中には誤りが 1 個あります。その記号 (a ~ d) を解答 欄に記入しなさい。
1. I didn't know why did she study Chinese language so hard when young.
a b c d
2. If I am a bird I would fly to you immediately. a $\frac{1}{a}$ $\frac{1}{b}$ $\frac{1}{c}$ $\frac{1}{c}$ $\frac{1}{c}$ $\frac{1}{c}$ $\frac{1}{c}$ $\frac{1}{c}$ $\frac{1}{c}$
3. "Must I do the job now?" "No, you must not. You can do the job later." $\frac{1}{a}$
4. It is clear that a whale is not a fish any more than a dolphin is. a b c d d
5. He wanted to stop to smoke as he was afraid of having a lung cancer. a b c d
④ 次の日本文の意味になるように下の英語の単語を並べ替え、4番目と6番目に 来る語を記号で解答欄に記入しなさい。ピリオドやカンマ,疑問符は省略。た だし、単語には不要な一語が含まれている。
1. あなたがすべきことは勉強です。 a. to b. to c. study d. what e. should f. you g. do h. have i. is
2. 私は本を読みながら眠ってしまった。
a. asleep b. reading c. I d. I e. in
f. was g. book h. a i. fell j. while
f. was g. book h. a i. fell j. while 3. (あなたのお誕生日には、) 一年間何をしたか考えるといいかもしれませんね。
f. was g. book h. a i. fell j. while 3. (あなたのお誕生日には、) 一年間何をしたか考えるといいかもしれませんね。 a. good b. year c. over d. it e. to
f. was g. book h. a i. fell j. while 3. (あなたのお誕生日には、) 一年間何をしたか考えるといいかもしれませんね。 a. good b. year c. over d. it e. to f. you g. what h. think i. have j. be
f. was g. book h. a i. fell j. while 3. (あなたのお誕生日には、) 一年間何をしたか考えるといいかもしれませんね。 a. good b. year c. over d. it e. to f. you g. what h. think i. have j. be k. done l. the m. might n. before
f. was g. book h. a i. fell j. while 3. (あなたのお誕生日には、) 一年間何をしたか考えるといいかもしれませんね。 a. good b. year c. over d. it e. to f. you g. what h. think i. have j. be
f. wasg. bookh. ai. fellj. while3. (あなたのお誕生日には、) 一年間何をしたか考えるといいかもしれませんね。 a. goodb. yearc. overd. ite. tof. youg. whath. thinki. havej. bek. donel. them. mightn. before4. 私たちは期待した3倍もの募金を集めることができた。
f. wasg. bookh. ai. fellj. while3. (あなたのお誕生日には、) 一年間何をしたか考えるといいかもしれませんね。 a. goodb. yearc. overd. ite. tof. youg. whath. thinki. havej. bek. donel. them. mightn. before4. 私たちは期待した3倍もの募金を集めることができた。 a. expectedb. triplec. thed. ase. as
f. wasg. bookh. ai. fellj. while3. (あなたのお誕生日には、) 一年間何をしたか考えるといいかもしれませんね。a. goodb. yearc. overd. ite. tof. youg. whath. thinki. havej. bek. donel. them. mightn. before4. 私たちは期待した3倍もの募金を集めることができた。a. expectedb. triplec. thed. ase. asf. timesg. fundh. muchi. raisej. we
f. wasg. bookh. ai. fellj. while3. (あなたのお誕生日には、) 一年間何をしたか考えるといいかもしれませんね。a. goodb. yearc. overd. ite. tof. youg. whath. thinki. havej. bek. donel. them. mightn. before4. 私たちは期待した3倍もの募金を集めることができた。a. expectedb. triplec. thed. ase. asf. timesg. fundh. muchi. raisej. wek. wel. couldm. three

1 問1						
	1	2	3	4	5	
	b	d	b	a	d	

問2 モン族の伝説によれば、シュワダゴンの中央の仏塔は仏陀の11本の髪を 保管するために、また、以前に出現した仏陀の遺骨を安置(保管)するた めに建てられたのであった。

問3

1	2	3	4	5	6	7	8	9	10
	×		×		×	×	×		

10 a

2										
	1	2	3	4	5	6	7	8	9	
	a	d	a	d	a	b	a	b	d	

1	2	3	4	5
a	a	d	b	b

4

3

	4 番目	6 番目
1	a/b	i
2	j	f
3	a	h
4	с	m
5	k	f

- 1. What you have to do is to study.
- 2. I fell asleep while I was reading a book.
- 3. It might be good to think what you have done over the year.
- 4. We could raise the three times funds as much as we expected.
- 5. Do you know if he can drive such a big truck?

1.7.4 一般試験(社会福祉学科・リハビリテーション学科)

入学試験問題

英語 I・II

(社会福祉学科・リハビリテーション学科)

本学会場

平成20年2月3日実施

注意事項

- 1. 「始め」の合図があるまで問題用紙を開かないこと。
- 2. 受験票、筆記用具 (鉛筆・消しゴム)、時計 (時間表示機能のみ) 以外の物は机の下 に置くこと。
- 3. 問題用紙は、表紙をふくめて5ページあり、これとは別に解答用紙が、1枚ある。
- 4. 受験番号と氏名は、監督者の指示に従って記入すること。
 (解答用紙の受験番号と氏名欄はすべて記入すること。)
- 5. 質問事項等がある場合や特別な事情(病気・トイレ等)のある場合には、その場で 手を挙げて待機し、監督者の指示に従うこと。
- 6. 原則として、試験終了まで退出できない。
- 7. 試験終了後は、監督者の指示があるまで、各自の席で待機すること。
- 8. 解答用紙を回収した後、問題用紙は持ち帰ること。
- 9. 試験会場では、携帯電話・PHS・ポケベル・時計のアラーム等の電源を切っておくこと。

1 次の英文を読み、設問に答えなさい。

Centuries ago, Japan was believed (1) be a country of gold. The Mongolian ruler Kublai Khan wanted to take this country of gold (2) his control. He sent a group of his people to Japan with a message to tell Japan to submit to his rule. Japan, however, did not accept this and did not follow him. When Kublai Khan realized that Japan refused to obey, he sent a large number of troops to Kyushu to invade the country. He sent his troops twice during the 13th century. Each time, though, the invasion failed, not because of the Japanese military, but because sudden storms destroyed the ships and killed most of the invaders. The Japanese called these storms "Kamikaze," or divine wind.

What exactly happened more than 700 years ago? Archeologists have been trying (3) many years to find the evidence. From which direction did the "Kamikaze" blow? How strong were they? For that matter, how big were the Mongolian ships? Now, more than seven centuries after the events, Japanese archeologists are finally getting some answers.

These archeologists tried to uncover piece of the Mongol's invasion fleet by digging (4) the sea. They found many ceramic jars used as containers. They also found Mongolian pottery-shelled bombs, swords, large anchors and a bowl with Chinese characters that belonged to a 100-man unit under a commander named Wang. In another place (5) the mouth of Imari Bay, 70 meters from the shore and 13 meters below the surface of the sea, they found parts of human skulls, animal bones, timbers from the ships, and an anchor rope.

archeologist:考古学者

問1 本文中の(1)~(5)の空欄に入れるのに最も適当な語を下記の語群 a~ dから選んで解答欄に a~d で答えなさい。

1.	a.	in	b.	for	с.	to	d.	on
2.	a.	under	b.	over	c.	on	d.	from
3.	a.	for	b.	of	c.	in	d.	on
4.	a.	on	b.	in	c.	for	d.	up
5.	a.	at	b.	for	c.	on	d.	under

問2 下線部を日本語にして解答欄に記入しなさい。

問3次の1~10の英文の中で、本文の内容を正しく言い表しているものには を、 そうでないものには×を解答欄に記入しなさい。

- 1. In the past, Japan was thought to be a rich country.
- 2. Kublai Khan demanded Japan obey his rule.
- 3. Japan was very willing to obey Kublai Khan.
- 4. Japan sent an army to attack Kublai Khan.
- 5. Strong winds destroyed the army of Kublai Khan.
- 6. The ships of Japan were called "Kamikaze."
- 7. Seven hundred years ago, Japanese archeologists looked for evidence of Mongol's invasion fleet.
- 8. The Mongols found Kublai Khan at the month of Imari Bay.
- 9. Ceramic jars from the Mongols were found in the seabed.
- 10. A man named Wang commanded a group of 100 men.

	1~10 の英文の空 その記号 (a~d) を			昏を下の a ~ d から選ん
1.	In many countries they meet for the) for people	to shake hands when
	a. natural	b. success	c. surprise	d. custom
2.	The noise in the speech.	street was so lo	oud that we coul	d () hear his
	a. but	b. hardly	c. enough	d. possibly
3.	As () as	I know, Nelson is	still working for	that factory in Athens.
	a. for	b. long	c. soon	d. far
4.	I had to (planning our scho		nt things into con	sideration when I was
	a. give	b. take	c. go	d. being
5.	Things in the refu	igee camp at the b	oorder are going f	rom bad to ().
	a. end	b. bad	c. more	d. worse
6.	The tickets for the	e Olympic Games	can be reserved s	six months in $($)
	a. advance	b. time	c. before	d. prepare
7.	The mountain see	en from the bay	was () d	escription.
	a. after	b. before	c. beyond	d. more
8.	Things around we years.	omen have been	changed () the better over the
	a. to	b. a lot	c. in	d. for
9.	People say many Westerners.	aspects of Japa	nese culture are	() interest to
	a. of	b. in	c. for	d. very
10.	When I was in tro from Japan to he		k, my brother car	me () the way
	a. of	b. on	c. all	d. in

3 次の英文の下線部 a ~ c 欄に記入しなさい。	の中には誤りが	1個あります。	その記号((a~d) を解答				
1. Did all the people	e in town know w	vho was she?						
a	b c	d						
2. If he has been the	ere, he could have	e managed the	problem.					
a	b	C	d					
3. Though I did my a	best, I could not		$\frac{1}{d}$ in $\frac{1}{d}$	English.				
4. He said that he h	ad met that gent	leman more tha	an twenty	years ago.				
a	b	с		d				
5. Please turn to lef	t at the second c	orner. You will	see it on y	vour left.				
a	b		c	d				
くる語を記号で解答欄 だし、単語には不要な 1. あなたは彼女が若し a. did b. wh g. you h. wh 2. この小道を行けばき	ー語が含まれてい Nときどこにいたか nen c. young nere i. was きれいな庭に出ます	Nる。 N知っていますか。 d. she j. know	e. she k. do	符は省略。た f. lived				
a. is b. gard f. to g. will	en c. the h. lead		e. you j. this					
3. 言動から判断すると a. was b. be e. his f. mig	こ、彼は医者だった	たい かもしれない。 d. words h. have	j. tins					
4. 彼女は恥ずかしが!	4. 彼女は恥ずかしがり屋だったので彼に話しかけることができなかった。							
a. him b.	her c. her	d. from	e. shynes	S				
	to h. not							
5. パーソナルコンピュ								
	o. of	-						
e. was f. i. America j.	technology g computers	g. personal	h. the					

1	問1					_										
		1	$2 \mid 3$	$3 \mid 4$	5											
		c	a a	a d	a											
	問っ	しか	1.	毎回	旧信用	タけ	·生日	σι ,	t	テカに	± 117	大雷(ወታነ	- ス ≠	ので	はなく、
												いもので、後した				10.0 11
				ןנו י נ ו,	1.57	/[0]	/I又 ^w	пН	0718	C700			_/]*2		-0	
	問3		0	0			-	C		0	0	10				
		1	2	3	4	:	5	6	7	8	9	10				
				×	×			×	×	×						
2																
4	1	2 3	4	5	6	7	8	9	10							
	d	b d	b	d	a	с	d	a	с							
			·							,						
3	1	2 3	4	5												
				+ 1												
	d	a d	d	a												
4																
		4番E		う 番目	₹											
	1	h		f												
	2	h		f												
	3	d (b))	f (c)												
	4	b/c		f												
	5	g		е												

- 1. Do you know where she lived when she was young?
- 2. This path will lead you to the beautiful garden.
- 3. Judging from his words, he might have been a doctor. (He might have been a doctor, judging from his words.)
- 4. Her shyness prevented her from talking to him.
- 5. The technology of personal computers was improved in America.

1.8 九州ルーテル学院大学

1.8.1 授業料全額免除試験 70分

I 次の Joe と Bob の会話が成立するように下線部 ① ~ ⑩ の空欄に適切な英文を書 き入れなさい。ただし、最初の空欄については解答例を示している。

- Bob: Hello. 例 How's it going?
- Joe: Good. Long time to see. ①
- Bob: I've been busy looking for a job everyday and studying.
 (2)
- Joe: Me? I'm looking for a suit. I'm job hunting, too.
- Bob: Really? ③
- Joe: Well, Honda, Tokyo Electron, and Higo Bank. ④
- Bob: Several different schools. I want to be a teacher.
- Joe: Good luck.
- Bob: ⁽⁵⁾ Hey, are you busy later today?
- Joe: (6)
- Bob: I thought we could get something to eat; catch up.
- Joe: 7 But I have something to buy first.
- Bob: How about 7:00 at *Joyfull*?

Joe: Great. (9)

Bob: Ok. 10

Joe: Hi, Bob.

	①~⑩のそれぞれの文がおおよそ同じ内容を表すように()の中に適 英単語を入れなさい。
1	Mt.Fuji is the highest mountain in Japan. Mt.Fuji is higher than any ()() in Japan.
2	It seems that Jun had no money then. Jun seems to ()() no money then.
3	We got married fifteen years ago. Fifteen years ()() since we got married.
4	She said to him, "Did you have breakfast this morning?" She asked him () he () had breakfast this morning.
5	As far as I know, she is driving back home. () the best of my (), she is driving back home.
6	It is impposible to tell which is true. There is $()()$ which is true.
\bigcirc	If you don't study English harder, you will fail the next exam. Study English harder, () you will fail the next exam.
8	Someone painted the fence. I had the fence ()
9	Though he was old, he ran as fast as he could. () as he (), he ran as fast as he could.
10	It will be impossible for us to reach the summit of the mountain because of the thick fog. The thick fog will () us () reaching the summit of the moun- tain.

	文の ① ~ ⑩ の文中 記号で答えなさい。	· · · ·	最も適切な語句を	それぞれ語群から選								
-	 "He was seriously injured, but his girlfriend never visited him at the hospital." "Oh, () too bad." 											
	(\mathcal{P}) that's	(1) he's	$(\mathbf{\mathcal{D}})$ she's	(\mathbf{I}) it's								
2	Happiness consists () contentment.											
	$(\mathbf{\mathcal{P}})$ to	(1) of	(ウ) from	(\mathbf{I}) in								
3	"() I but th "No, you need not											
	$(\mathbf{\mathcal{T}})$ have	(1) may	(ウ) will	(\mathbf{I}) must								
4	I would () l	ike to have someth	ning to drink.									
	$(\mathbf{\mathcal{P}})$ very	(1) well	(ウ) very much	(\mathbf{I}) very well								
5	He could only affo	rd one thousand y	ren ().									
	(\mathcal{P}) best of all	(1) at the most	$(\mathbf{\dot{\tau}})$ in the least	(\mathbf{I}) uppermost								
6	If only people () more resonal	ble, there would be	e no more war.								
	(\mathbf{V}) were	(1) are	(ウ) should be	(\mathbf{I}) is being								
\bigcirc	"Would you mind "No, () at a		vindow?"									
			(ウ) open (ク) even									
8	"Would you like as "Yes, ()"	nother cup of coffe	ee?"									
	(ア) I will	(1) please	(ウ) go ahead	(\mathbf{I}) it is								
9	I'm looking forwar	rd () to the	theatre tonight.									
	$(\mathbf{\mathcal{P}})$ to go (+	1) to have gone	(ウ) to going	(\mathbf{I}) going								
10	I cannot help () in love with y	you.									
	(\mathcal{P}) to fall	(1) fall	$(\mathbf{\dot{\mathbf{v}}})$ falling	(\mathbf{I}) but falling								

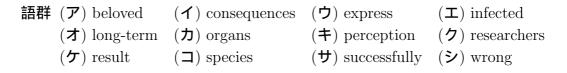
IV 次の英文中の①~⑩に入る最も適切な英単語を下の語群から選び、記号で答え なさい。

Around the world the question is being asked, "Should cloning of animals be encouraged?" Cloning has been done already, but we don't know about long-term (①). Some insists that animal cloning can be beneficial to humans. Others caution that cloning is ethically (②) or too dangerous.

As a possible benefit, cloning might be done to save some (\bigcirc) of animals from extinction. It can also be used to resurrect some species, such as the mammoth and the saber-toothed tiger. If (\bigcirc) cloned, we might see such animals in zoos and reserve parks.

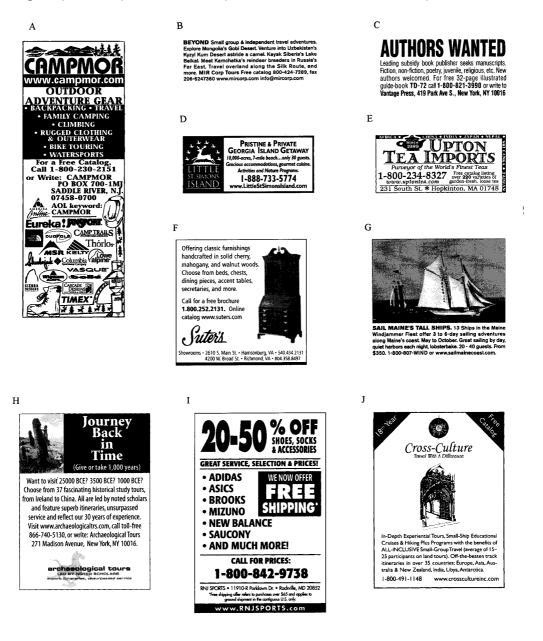
Additionally, cloning might replace the loss of a (⑤) pet. The owner of the former pet might be saved from loneliness if a clone of the pet is present.

Cloning of animals can be done, but (\bigcirc) effects, such as illness and disease are unknown. For example, chickens can be cloned, but are they safe for people to eat? What if yet-unknown diseases are introduced as a (\bigcirc) of cloning? In the case of using cloned animal organs to replace failing (\bigotimes) in human bodies, human could be (\bigcirc) with deadly viruses from animals, such as AIDS-like viruses. Some insist that (\bigcirc) , scientists and medical practitioners wait for rules and laws to be more defined. On the other hand, some argue that research must be done before people know enough to make proper regulations.



V Read these questions and find the advertisement that best matches the questions.

- ① If you really loved jogging, where would you call?
- (2) If you really loved studying ancient civilizations, where would you call?
- ③ If you really want to sell a book you wrote, where would you call?
- ④ If you really wanted to buy solid wood furniture, where would you call?
- (5) If you really wanted a quiet place with good food on a vacation, where would you call?
- (6) If you really wanted to buy exotic drinks, where would you call?



- I ① What have you been up to?
 - (2) What are you doing here?
 - (3) What companies are you applying to?
 - ④ How about you?
 - 5 You, too.
 - (6) No, why?
 - ⑦ Sounds good.
 - (8) What time do you want to meet?
 - (9) I'll see you there.
 - 10 Later
- II () (other) (mountain) (2) (have) (had)
 - (3) (have) (passed) (4) (if) (had)
 - (5) (To) (knowledge) (6) (no) (telling)
 - ⑦ (or/otherwise)
 - (painted)
 - (9) (Old) (was)
- (1) (prevent/keep/hinder) (from)

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III
```

ア	イ	Т	ウ	イ	ア	イ・キ	イ	ウ	ウ
	2	3	4	5	6	\overline{O}	8	9	10

IV _____

(1)	2	3	4	5	6	\bigcirc	8	9	10
イ	シ		サ	ア	オ	ケ	カ	I	ク

V

1	2	3	4	5	6
Ι	Η	С	F	D/G	E

214 第1章 大学・短大

1.8.2 一般 I 期試験 70 分

- I次の Clerk と Guest の会話が成立するように下線部 ① ~ ⑩ の空欄に適切な英文 を書き入れなさい。ただし、最初の空欄については解答例を示している。
- Clerk: 例 Hello , Kagoshima Hotel. May I help you?
- Guest: Hello. ① ?
- Clerk: Yes, I speak English. How can I help you?
- Guest: I'm calling from New York and I'd like to make a reservation.
- Clerk: Certainly. (2) ?
- Guest: On March 26th.
- Clerk: And ③ will you be staying?

Guest: I'll be there 4 nights. I'll be leaving on the 31st.

- Clerk: Alright. (4) ______. Yes, we have rooms available. (5) ?
- Guest: A suite, please. 6 ?
- Clerk: Our suites are ¥12,000 a night.
- Guest: (7) . Do you have anything cheaper?
- Clerk: Yes. Our double rooms are 49,000 a night.
- Guest: Ok, (8)
- Clerk: Alright. (9) ?
- Guest: Sure. It's Patrick Axton.
- Clerk: Thank you. And will this be cash or charge?
- Guest: I'll be paying cash when I arrive.
- Clerk: Alright then, $\underline{\textcircled{10}}$. We'll see you on March 26th.
- Guest: Thank you for your help. Good bye.

*suite スイートルーム(寝室、居間、浴室が組になっている部屋)

	「の ① ~ ⑩ の英文中 へら選び、記号で答)にもっとも適切な	語句を (ア)~(エ)の
(1)	My dog has () so big.		
			$(\mathbf{\dot{\mathbf{v}}})$ grown	(\mathbf{I}) made
2	If you () b beautiful woman		earlier, you would	be dining with that
	(7) came	(1) had come	$(\mathbf{\mathcal{O}})$ will come	(エ) go
3	The train () us from going of	n a picnic.	
	$(\mathbf{\mathcal{P}})$ made	(1) prevented	(ウ) forced	(\mathbf{I}) told
4	The mountain () me of my h	iometown.	
	(\mathcal{P}) remembers	(1) regrets	$(\mathbf{\mathcal{D}})$ reminds	(\mathbf{I}) takes
5	He suggested that	t she () us l	her idea.	
	(7) show	(1) showed	$(\mathbf{\mathcal{D}})$ takes	(\mathbf{I}) made
6	Do it now, () you can win th	le race.	
	(ア) but	(1) and	(ウ) or	(\mathbf{I}) never
$\overline{\mathcal{O}}$	Upon lying on the	e bed, he fell ().	
	(7) sleeping	(1) slept	$(\mathbf{\mathcal{D}})$ asleep	(\mathbf{I}) sleep
8	The population o	f Tokyou is larger	than () of K	lumamoto.
	(\mathcal{P}) one	(1) any	$(\mathbf{\dot{U}})$ such	(\mathbf{I}) that
9	We elected him () of that me	eeting.	
	(\mathcal{P}) chairman	(1) the chairma	an (ウ) one	(\mathbf{I}) the head
10	The man was star	nding there with h	nis arms ().	
	$(\mathbf{\mathcal{P}})$ cross	(1) crossing (ל) having crossed	(\mathbf{I}) crossed

- III 次の①~⑪のそれぞれの英文がほぼ同じ内容になるように()の中に適切 な英単語を入れなさい。
 - (1) She will soon become the chief of that department of the company.
 It won't be long () she will become the chief of that department of the company.
 - (2) The brand new computer is of no use to me. The brand new computer is () to me.
 - ③ Why do you think she doesn't like you?() makes you think she doesn't like you?
 - ④ I found four mistakes in the four lines.I found four mistakes in () many lines.
 - (5) There were at least 50 students in the classroom. There were not () than 50 students in the classroom.
 - (6) He has changed his personality.He is not () he used to be.
 - (7) Everybody says John is an able man.
 Everybody says John is a man of ().
 - (8) If it were not for water, no living things could exist.() water, no living thing could exist.
 - (9) I wish I could hold her hand.() only I could hold her hand.
 - I was disappointed to know she was married.To my (), she was married.

IV 次の英文の空欄 ① ~ ⑩ に入る適切な英単語を下の語句から選び、記号で答えな さい。

Personality Types

Can personality be predicted by when a person is born, or what the blood type is? Some people (①) that when a person is born influences personality. For example, many individuals in China think that the year in which a (②) is born is important. There are characteristics peculiar to the 12 animals in the Chinese calendar. Some even say that a man born in the year of the (③) should not marry a woman born in the year of the Dog.

Some Japanese believe that blood type effects personality. The blood type ((4)) of personality is a popular belief in Japan that a person's ABO blood type is predictive of their personality, temperament, and ((5)) with others. For example, an individual with blood type A is said to be diligent, even over-diligent, and sensible. On the other hand, a person with blood B is said to cheerful and wild, but selfish. Additionally, blood types AB and O are still different. Though there is not a proven ((6)) between blood type and personality, asking about a blood type is ((7)) and it is often a surprise if a foreigner does not know his or her own ((8)).

In other cultures, some say that astrological sign $(\ \textcircled{9})$ personality. This system is related to data of birth. There are twelve groups.

Even among those who do not believe any of the theories, many enjoy (\bigcirc) and predicting personality based on these theories.

Adapted from "Japanese blood type theory of personality" in "Wikipedia, the Free Encyclopedia"

http://enwikipedia.org/wiki/Japanese_blood_type_theory_of_personality

語群	
$(\mathbf{\mathcal{P}})$ believe	(カ) blood type
(◀) common	$(\mathbf{+})$ relationships
(ウ) correlation	(ク) Dragon
(\mathbf{I}) guessing	$({m au})$ influences
(\mathbf{A}) person	(\beth) theory

V Find the correct vacation package that best fits the questions (1) ~ (6) below.

- ① If you want to create your own one-of-a-kind wildlife trip, choose this one:____.
- (2) If you want to have a vacation including beach, diving and climate-controlled bungalows, choose this one:____.
- ③ If you want to find inexpensive air travel, choose this one:_____.
- (4) If you want a vacation that includes luxuries and outdoor activities in Chile, choose this one:_____.
- (5) If you want to rent an entire property for your vacation, choose this one:_____.
- (6) If you are 19 years old, like outdoor sports, and want a large travel company to plan your vacation, choose this one:____.





(B)

(E)



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(F)



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(D)



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(G)



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(H)

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- I ① Do you speak English?
 - ② When will you be arriving?
 - (3) how many nights
 - ④ One moment please.
 - (5) What kind of room would you like?
 - (6) How much will that be?
 - O That's a little too high.
 - \otimes that will be fine.
 - (9) May I have your name, please?
 - (1) thank you very much.

Π

1	2	3	4	5	0	\bigcirc	8	9	10
ウ	イ	イ	ウ	ア	イ	ウ	Т	ア	Т

III

1	2	3	4	5
before	useless	what	as	less
6	\bigcirc	8	9	10
what	ability	Without	If	disappointment

IV

	2	3	4	5	6	\bigcirc	8	9	10
ア	オ	ク	П	+	ウ	イ	カ	ケ	Т

V

1	2	3	4	5	6
G	С	Е	F	Η	D

1.8.3 一般 II 期試験 70 分

- I Ben と Jen は仲のよい友達です。次の二人の会話が成立するように下線部 ① ~ ⑩ の空欄に入る適切な英文を下の (ア) ~ (シ) から選んで、記号で答えなさい。
 - Ben: Hi, Jen. What's up?
 - Jen: Well, I'm OK. Actually, I'm feeling ① ?
 - Ben: Oh, about what? Is it something you want to talk about?
 - Jen: Yeah, I (2) again.

Ben: Oh, that's too bad. ③

- Jen: Thanks. I'll be okay. (4) ?
- Ben: Actually, I'm in a really good mood. I just got offered a job!
- Jen: (5)
- Ben: Thanks. It's a relief after job-hunting for so long.
- Jen: (6) . That's good news, Ben!
- Ben: Yeah. Maybe I can start to relax for awhile and (7)
- Jen: And I can take some more driving lessons.
- Ben: \bigotimes I'm sure you'll pass it the next time. I hear many people do bad their first try.
- Jen: Yeah, I guess so. Anyway, (9)

Ben: Thanks again. And (1) . You'll do great, I know.

Jen: Well, I have to get going. Talk to you later.

Ben: Sure. Take care. See you soon.

- (\mathcal{P}) what's happening with you.
- $(\mathbf{1})$ good luck on your next driving test
- (ウ) a little dpressed
- (\mathbf{I}) I bet it is
- $(\mathbf{7})$ That's good news
- (カ) Don't worry
- (\ddagger) have some fun
- $(\mathbf{\mathcal{D}})$ congratulations, again
- $(\boldsymbol{\tau})$ I failed the driving test
- (\beth) I'm sorry to hear that
- $(\mathbf{\mathcal{T}})$ It's none of your business
- $(\mathbf{\mathfrak{V}})$ Oh, you are rude

Ⅱ 次の文の ①~⑩ の英 の中から選び、記号で		るのにもっとも適け	刃な語句を (ア) ~ (エ)
① Tom is ()	taller than I am.		
(\mathcal{P}) much	(1) very	$(\mathbf{\dot{U}})$ well	(\mathbf{I}) more
② I have ()	heard him speak l	English aloud.	
(\mathcal{P}) anyway	(1) had	$(\mathbf{\dot{\mathbf{v}}})$ seldom	(\mathbf{I}) nearly
(3) My name is Eliz	abeth and my fan	nily call () B	ess.
(7) a	(イ) me	(ウ) my	(\mathbf{I}) one
④ I heard his name	e () on the	street.	
(\mathcal{P}) call	(1) calling	$(\mathbf{\dot{U}})$ to call	(\mathbf{I}) called
(5) When I saw her	last, she was dres	sed () black,	
(\mathcal{P}) in	(1) with	(ウ) of	(\mathbf{I}) well
6 At the airport, t	he plane was () to take off.	
(\mathcal{P}) had	(1) about	$(\mathbf{\mathbf{\dot{U}}})$ being	(\mathbf{I}) for me
\bigcirc Lend me someth	ing to write ().	
(ア) off	(イ) up	$(\mathbf{\dot{U}})$ with	(\mathbf{I}) after
(8) Tom as well as y	rou () good	at speaking Japan	ese.
(ア) is	(1) are	(ウ) were	(\mathbf{I}) has
	al exam of Englis ashamed of (
(\mathcal{P}) her	(1) itself	$(\mathbf{\dot{U}})$ herself	(\mathbf{I}) you
10 You are so () man that ever	rybody envies you.	
$(\pmb{\mathcal{P}})$ lucky a	(1)a lucky	$(\mathbf{\dot{U}})$ lucky	(\mathbf{I}) luckiest

- III 次の① ~ ⑩ のそれぞれ二つの英文がほぼ同じ内容になるように()の中に 適切な英単語を入れなさい。
 - So many people watched the TV program last night.
 Quite a () people watched the TV program last night.
 - (2) He isn't clever, () do I think he will be. He isn't clever, and I don't think he will be.
 - (3) He is not a gentleman at all.
 He is () but a gentleman.
 - Wherever you go, I will follow you.No () where you go, I will follow you.
 - (5) If my brother had not been killed in the accident, he would be twenty next summer.

() my brother not been killed in the accident, he would be twenty next summer.

- (6) My sisite said, "I found this cup in the ditch yesterday."My sister said that she had found this cup in the ditch the day ().
- (7) Time is most precious.
 (10) is more precious than time.
- (8) Though he is young, he is a very good tennis player.Young () he is, he is a very good tennis player.
- (9) Because of his help, we could finish our task. Thanks () his help, we could finish our task.
- (i) She divided the cake into six and she ate a piece.She ate a () of the cake.

223

IV 次の英文の空欄 ① ~ (1) に入る適切な英単語を下の語句から選び、記号で答えな さい。

We hear a lot about manners these days. What are acceptable manners to some people might not be acceptable manners to $(\)$ people. Recently I was with some friends in a restaurant. There was a woman with two children at a table nearby. While eating, the woman $(\)$ a cell phone out of her bag and began talking quite loudly into the phone. To me and the friends with me, this was rude and unacceptable. We wondered if the woman knew that she was bothering other $(\)$. We also wondered if she wasn't setting a bad example for the children with her by talking on the phone at meal time. My friends and I thought that she had bad manners, but we didn't say anything to her. We thought that saying something to her, especially in front of the children, would be $(\)$.

A decade ago, smoking was (5) in almost all restaurants, throughout train stations, and in other (6) places. More than a decade ago people knew that smoking was not only unhealthy, but bad manners, however, advertising campaigns and educational literature was not enough to stop individuals from smoking in public places. Some did not stop until signs banning smoking were posted. Now there are (7) to stop people from smoking in public.

Like smoking, using a phone can be not only bad manners, but also dangerous. Smoking (\otimes) illness. Talking on a phone in some circumstances is dangerous. For example, using a phone while riding a bicycle or driving a car can lead to a traffic (\odot) and injury. Will we have to continue to post signs and make announcements before concerts, movies, and other events reminding people not to turn off their phones and to not use them in public places? What about using phones while operating motor vehicles and bicycles? Will people (\odot) to use phones even when they know it is dangerous?

<u></u> 語群		
$(\mathbf{\mathcal{P}})$ accident	(カ $)$ laws	$(\mathbf{\mathbf{\psi}})$ public
(1) causes	$(\mathbf{+})$ lovely	(\boldsymbol{arphi}) tabacco
(ウ) continue	(7) other	
(\mathbf{I}) customers	$(\boldsymbol{\sigma})$ permitted	
(1) impolite	(\beth) pulled	

V Match the appropriate advertisements with the questions below.

- ① Which ad would you choose if you want to play with a professional team
- (2) Which ad would you choose if you want to experience three different rivers for your river rafting vacation _____
- (3) Which ad would you choose if you want to choose a company that offers rafting on the New and Cauley rivers and has many years experience planning the trips _____
- (4) Which ad would you choose if you want a boating experience for your vacation, but are just a beginner _____
- (5) Which ad would you choose if you want to race Cobras _____
- (6) Which ad would you choose if you want to fly solo _____

(ア)

(イ)



to fly solo or tandem at America's #1 hang gliding school/flight park. Solo from our 2,000' mountain in 4-7 days. We safely graduate 5x more students than al other flight schools. Flight in its purest form. Check this out! www.hancolide.com or 1=800-685-6537

(エ)



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Schol where you can quench your desire and need for speed in one of our Cobras. One & two day all inclusive programs are provided year round for individuals and for corporate groups. Locations in Houston, Washington DC, Los Angeles, Phoenix, Las Vegas and Calegary. Call 1-888-572-723/www.racingadventures.com. Giff critificates available. Cradit Cards Weicomel





(ク)



EXPERIENCE PERFORMANCE SALING: 1 work offers salling courses for beginners, racers and cruisers Spend full days salling on the water in sunny San Diego Learn from world class coaches aboard //80 sportboats Also in Key West, Newport RI, Annapolis, 800-666-1050 www.jwoldsc.com



NORTH AMERICA'S BEST KEPT SECRET BRITISH COLUMBIA All inclusive 7 day raft adventure on three unique invers. Mithewater, hiking, alaciers, eagles and bears. Fly in, return by train through Whistler, BC. Also offering 1 and 2 day river adventures vow heak com 1.800-683-7288

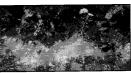


LIVE OUT YOUR MAJOR LEAGUE DREAM! Be a Big League baseball player for one fantastic week. Attend the 2002 Mitwakee Brevers or San Diego Padres Fantasy Camp in Arizona and play ball with and learn from former major leaguers. Call 1-800-336 - CAMP (2627) or E-mail baseballend/worldnetatt.net for more information.



(力)

(ウ)



ET WET WITH NORTH AMERICAN RIVER UNNERS on America's best Willewaterl Over 25 years r running superior raft trips in Wild & Wonderuff West ginia, on the New 6 Gauley rivers. Base area w(camping, abins, restaurant, team bulking program, ropes course, simbali, kaya's chool ecd. Free Narr Adventure & Travel Luide 2001 North American River Runners 800-850-2585, www.anr.com, amerifenarr.com, Hios, WU

Guide www.

(ケ)

	2	3	4	5	0	\bigcirc	8	9	10
ゥ	ケ	⊐	ア	オ	T	+	カ	ク	1

Π

1	2	3	4	5	6	\bigcirc	8	9	10
ア	ウ	イ	I	ア	イ	ウ	ア	ウ	ア

III

1	2	3	4	5
few	nor	anything	matter	Had
6	\bigcirc	8	9	10
before	Nothing	as	to	sixth

IV

1	2	3	4	5	6	\bigcirc	8	9	10
ク	Г	Н	オ	ケ	サ	カ	イ	ア	ウ

V						
		2	3	(4)	5	0
	ケ	ク	カ	オ	+	ア

226 第1章 大学・短大

1.9 尚絅大学

1.9.1 第1回一般試験 60分

I. 次の英文を読んで、問いに答えなさい。

The idea of men wearing skirts still seems unusual, even in the 21st century. (a), as long as 3000 B.C., the Ancient Egyptians — men and women — wore long, loose robes, ideal for Egypt's hot climate.

The Greeks and Romans also wore long, loose shirts tied around the waist with belt. In other parts of the world at that time, men wore grass skirts, animal-skin clothes, and sarongs. In (b), these types of clothes are still worn by many people in Africa and in the Pacific Island today.

But (\mathcal{F}) the only "skirt" that is still worn with much pride by men today in the West is the Scottish kilt. Why? What happened to men's skirts? Why did men start wearing pants in the first place?

Up until the 15th century in Europe, pants were considered women's clothes — women wore wide pants adapted from Arabic clothing. But then the age of machines came. Loose clothing was not suitable (c) working with machinery. So workers in factories began to wear pants. They brought this style with them to America, (d) cowboys and miners began wearing denim pants invented by Levi Strauss. Now, more than 150 years later, Levi's jeans are even more popular among men and women.

After the two world wars, wearing pants became a symbol of masculine power. Women were discouraged from wearing pants. (τ) It was not until the 1960s that they won back their right to wear whatever they wanted to.

And today, some modern men have decided that it's (e) they also had choices in clothing. A recent survey of youngsters aged 13 to 19 predicted that 2010, more than 75 percent of men will regularly wear skirts. Who knows? Stranger things have happened in the history of fashion!

注) the Scottish kilt スコットランド高地のひだスカート

下の語群より()内に入る最も適当な単語を選び、解答用紙に記入しなさい。ただし文頭にくる語も小文字で示してあります。なお単語は複数回使用しないこと。

yet which on fact true for time where

2. 下線部(ア)、(イ)をそれぞれ日本語に直しなさい。

- 3. 次の日本文の内容が本文の内容と一致する場合には を、異なる場合には×を 記入しなさい。
 - (1) 古代エジプト人たちは暑さ対策のために、男女ともパンツを身につけていた。
 - (2) 現代では、古代の人々が身にもとったような衣装は完全に廃れてしまった。
 - (3) ヨーロッパでは 15 世紀になるまで、パンツは女性の衣装だと考えられていた。
 - (4) 男性がパンツをはくようになったのは、アメリカでジーンズが流行したことがきっかけである。
- II. 次の会話文を読んで、問いに答えなさい。

Steve: Gee, (\mathcal{P}) I'm broke! I hope I can make it ① my next payday.

- Kanae: Oh, do you have a job?
- Steve: Yeah, I work part-time (2) a sporting goods shop.
- Kanae: That's great! How often do you work there?
- Steve: Just on Saturdays and Sundays.
- Kanae: How long have you worked there?
- Steve: About a year and a half.
- Kanae: (1)How's the pay?
- Steve: Average, I guess. But I get a discount ③ everything I buy.
- Kanae: How about a discount ④ me?

Steve: Sure, I think I can work it out.

- 1. ① ~ ④ の空欄に適当な前置詞を入れなさい。
- 2. 下線部(ア)と(イ)を日本語に直しなさい。

- III. 次の1~5の英文は、()内のアルファベットで始まる単語の定義を述べた ものです。その単語を解答欄に書きなさい。
 - 1. (a) the time between twelve o'clock noon and evening
 - 2. (s) a gentle animal whose body is covered with wool
 - 3. (p) a person who wears a uniform, helps uphold the law, and protects the public
 - 4. (d) a silver coin or piece of paper money used in the United States of America and in some other countries
 - 5. (m) something which a doctor gives someone to make him / her well
- IV. 次の各文の()内の選択肢より最も適当な語(句)を選び、記号で答えな さい。
 - When Ken left his hometown, he had only two (*7* baggages *i* pieces of baggages).
 - 2. Masao checked the PC and there was (\mathcal{P} anything \checkmark none \mathcal{P} something) wrong with it.
 - 3. The teacher couldn't make himself (\mathcal{P} heard \checkmark hearing $\stackrel{\bullet}{\supset}$ to hear) because there was so much noise on the street by the school building.
 - 4. I think the student is faithful, $(\mathcal{P} \text{ and } \mathcal{I} \text{ if } \mathcal{O} \text{ or})$ I would not have selected her as the chairperson of the committee.
 - 5. We should not use words (\mathcal{P} that $\mathbf{1}$ which $\mathbf{2}$ whose) meaning we don't understand well.

- V. 次の各文の下線部の単語の意味として正しいものを選択肢より選び、記号で答 えなさい。
 - 1. There was no <u>room</u> for us to reconsider the decision.

ア 部屋 イ 余地 ウ 空間

2. They had to make a <u>detour</u> because the sign said "Road Under Construction."

ア近道 イ 歩道 ウ 回り道

3. Please reconfirm your return flight three days before departure.

ア 出発 イ 到着 ウ 変更

4. A recent survey shows that more than one in three Japanese suffer from chronic fatigue.

ア 花粉症 イ 疲労 ウ インフルエンザ

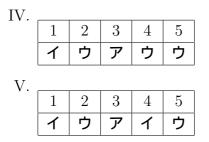
5. The National Trust relies on <u>donations</u> from the general public.

ア助言 イ 会費 ウ 寄付

- VI. 日本文とほぼ同じ意味になるように英文を完成させなさい。
 - 1. 私は叔父を見送るために駅へ行った。
 I
 - 彼はその川を泳いで渡るのが不可能だとわかった。
 He found _____.

- I. 1. (a) yet (b) fact (c) for (d) where (e) time
 - 2. ア 今日、西洋で大いに誇りを持って男性が依然としてはいている唯一のス カートはスコットランド高地のスカートです。
 - イ 1960年代になって女性は着たいものを何でも着る権利を再び勝ち取りました。
 - 3. (1) \times (2) \times (3) (4) \times
- II. 1. (1) until (2) for (3) on (4) for
 - 2.(ア) 私は一文無しです。(イ) 給料はどうですか。

III. 1. afternoon 2. sheep 3. policeman 4. dollar 5. medicine



VI. 1. (I) went to the station to see my uncle off.

2. (He found) it impossible to swim across the river.

1.9.2 第2回一般試験 60分

I. 次の英文を読んで設問に答えなさい。

A long time ago when the earth was still in the Ice Age, the Australian Continent was much larger than it is now. (\mathcal{P}) The sea level was much lower then, so people were able to cross over to the continent from South Asia on foot and by small boat. The people who made their way to the continent and settled there are called Aborigines, and are (1) (begun, living, thought, have, to) there more than 40,000 years ago.

The Australian Continent of that day consisted of over 700 tribes and more than 250 languages — although they usually acted in small, mostly independent groups. While the men in these groups would fish and hunt small game, the women would gather fruits, nuts, and other edibles from the wild. They had their own traditional ways of life with their own culture in hunting, fishery, music, painting, and $\begin{pmatrix} 2 \end{pmatrix}$ on.

 (\checkmark) In their simple and peaceful lifestyle, time practically stood still and progress was almost invisible. They maintained their culture and primitive way of life until a group of white people, who came from faraway Europe, (3) their peace by invading their homeland in the late 18^{th} century.

注 Aborigine アボリジニ (オーストラリア先住民) edibles 食用となるもの

- 1. (1) の ()内の語を意味が通じるように並べ替えなさい。
- 2. (2)に入る最も適当な語を選び、記号で答えなさい。

 \mathcal{P} so $\mathbf{1}$ such $\mathbf{\dot{p}}$ but \mathbf{I} forth

3. (3)に入る最も適当な語を選び、記号で答えなさい。

 \mathcal{P} made $\mathbf{1}$ kept $\mathbf{\dot{D}}$ broke \mathbf{I} swore

4. 下線部(ア)と(イ)をそれぞれ日本語に直しなさい。

次の会話文の下線部①~⑦に適するものを、(ア)~(コ)の中から一つずつ選び、
 記号で答えなさい。

On the phone

- Clerk: Good afternoon, Hilton. How may I help you?
- Kenji: Hello. My name is Kenji Hirakawa. ①
- Clerk: Certainly. (2)
- Kenji: On May 15.
- Clerk: And how many nights are you planning on staying with us?
- Kenji: Three nights. ③
- Clerk: All right. One moment, please. ④
- Kenji: Okay

(A minutes or so passes...)

Clerk: Thank you for waiting. We can accommodate you those days.

- Kenji: Great!
- Clerk: (5)
- Kenji: Just a single will be fine, thanks. How much will that be per night?
- Clerk: The total total per night will be \$99, which includes tax.
- Kenji: 6
- Clerk: All right, Mr.Hirakawa, your reservation has been made. We'll see you on May 15, then.
- Kenji: Great, thank you! ⑦
- Clerk: Thank you. You too! Goodbye.
 - (\mathcal{P}) I'm going back to Japan on May 19.
 - $(\mathbf{1})$ I am looking forward to seeing you soon.
 - (ウ) I'd like to make a reservation.
 - (\mathbf{I}) Okay, that sounds good.
 - (\mathbf{J}) What type of room will you be needing?
 - (\boldsymbol{D}) I'll be leaving on May 18 for Japan.
 - (+) Have a good day.
 - $(\mathbf{\mathcal{D}})$ That's a bit expensive.
 - (ケ) When will you be arriving?
 - (\beth) Let me check what we have available.

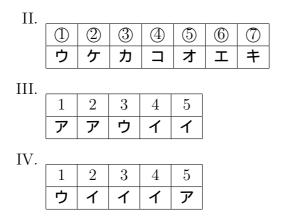
III. ()内に入る最	 長も適当な語 (句) を	選び、記号で答えなさい。
1. I recognized her	() I saw her.	
$\boldsymbol{\mathcal{P}}$ the moment	1 that	ウ as long as
2. () was the	e force of the explos	ion that it blew out all the windows.
ア Such	1 So	ウ it
3. I will go, () you come with m	e or stay at home.
ア if	イ until	ウ whether
4. () you lea	rn the basic rules, t	his game is not so difficult.
$\boldsymbol{\mathcal{P}}$ Although	1 Once	ウ Unless
5. I dare not go the	ere () fear that	at he will see me.
7 to	1 for	ウ of
IV. ()内に入る最	長も適当な形を選び、	記号で答えなさい。
		記号で答えなさい。 bench and watch the swans on the pond.
		bench and watch the swans on the pond.
1. Sometimse we (<i>7</i> lay) there on the \checkmark lying	bench and watch the swans on the pond.
 Sometimse we (<i>𝔅</i> lay I'll give him my) there on the \checkmark lying	bench and watch the swans on the pond. ウ lie) here tomorrow.
 Sometimse we (<i>𝔅</i> lay I'll give him my) there on the	bench and watch the swans on the pond. ウ lie) here tomorrow. ウ will have come
 Sometimse we (<i>r</i> lay I'll give him my <i>r</i> will come All things () there on the	 bench and watch the swans on the pond. ウ lie) here tomorrow. ウ will have come bod husband.
 Sometimse we (<i>r</i> lay I'll give him my <i>r</i> will come All things () there on the	 bench and watch the swans on the pond. ウ lie) here tomorrow. ウ will have come bod husband. ウ to consider
 Sometimse we (<i>r</i> lay I'll give him my <i>r</i> will come All things (<i>r</i> considering) there on the	 bench and watch the swans on the pond. ウ lie) here tomorrow. ウ will have come bod husband. ウ to consider ate at night.
 Sometimse we (<i>P</i> lay I'll give him my <i>P</i> will come All things (<i>P</i> considering We are not used <i>P</i> sit) there on the	 bench and watch the swans on the pond. ウ lie) here tomorrow. ウ will have come bod husband. ウ to consider ate at night.

- V. 与えられた定義とほぼ同じ意味になるように、枠の中から最も適当な単語を選び、イディオムを完成させなさい。ただし、同じ単語を何度用いてもかまいません。
 - 1. come () with: to think of a plan, reply, etc.
 - 2. turn (): to rufuse a request or offer that a person has made
 - 3. hand (): to give something to each member of a group of people
 - 4. break (): to begin suddenly and often violently
 - 5. make () for: to repay or compensate for what was bad before with something good

up	into	down	out	in	off
ap	11100	0.0 11 11	out	111	011

- VI. 次の()内の語句を並べ替えて、日本文に合う英文を完成させなさい。
 - 1. 新聞によれば、台風は昨夜近畿に上陸したそうだ。 The newspaper (the typhoon, that, Kinki, hit says) last night.
 - 2. 私たちはこんなに暖かい冬を経験したことがない。 This is (we, the, ever, winter, have, warmest, experienced).
 - 3. その劇は私たちが期待したほどではなかった。 The play (expectations, up, my, live, not, to, did).

- I. 1. thought to have begun living
 - 2. ア
 - 3.ウ
 - 4.(ア) その時は現在よりも海の高さがずっと低く、それで人は歩いたり小さな ボートでアジア南部からオーストラリア大陸に渡ることができた。
 - (イ) 彼らの質素で平和的な生活様式では、時間はほとんど止まっていて、進 歩はほとんど目に見えなかった。



V. 1. up 2. down 3. down 4. out 5. up

VI. 1. The newspaper (says that the typhoon hit Kinki) last night.

2. This is (the warmest winter we have ever experienced).

3. The play (did not live up to my expectations).

1.9.3 第1回一般試験 (短期大学部)50分

I. 次の英文を読んで、問いに答えなさい。

The earliest men spent many hours hunting, and more hours chewing raw meat and tough plants. Their jaws and teeth were larger than $\underline{\bigcirc}$ those of men today. Later, jaws and teeth became smaller. Man had discovered that it was much easier to chew food that had been soften by fire — (2)), they had learned to cook. Like most of early man's advances, the discovery of cooking must have been an accident. Perhaps his food fell into a fire, and he discovered that roasted meat was more tender than raw meat. Or perhaps, after a forest fire, he found the burned bodies of animals and tasted the flesh. He may not have liked the taste at first. But he did like the fact that his food was soften and easier to eat. Although he did not know it, $\underline{\Im}$ this new way of eating gave him more energy. It must also have destroyed some of the parasites in this meat and thus made him healthier.

At some time man must have seen that animals ran in terror when he carried a burning stick. This suggested new ways of hunting. Many men with flaming torches could drive frightened animals over a cliff to their death. Or the hunters could drive the animals into an area where they could easily be killed with stone weapons. Man could also set grass fires. These would sweep across the country, killing herds of animals or driving then ahead.

⁽⁵⁾Without fire, man sometimes had more food than he could eat, but he had no way of keeping it from spoiling. Somehow he learned that extra food could be smoked and carried on his travel. This was important because there were many times when food was hard to find. Then his smoked meat could keep him from starving.

注) the earliest man 原始人 parasites 寄生虫

- 1. 下線部①が指すものを文中から選んで、英語で答えなさい。
- 2. (②)に入る最も適当な語(句)を次のア~エの中から一つ選び、記号で答え なさい。

 \mathcal{P} by the way $\mathbf{1}$ however \mathbf{D} in other words \mathbf{I} instead

- 3. 下線部 ③ と ④ の内容を具体的に日本語で書きなさい。
- 4. 下線部⑤を日本語に直しなさい。

II. 次の会話文を読んで、問いに答えなさい。

- Chris: Hi Emi! When do you ① school today?
- Emi: About 4:00.
- Chris: What are you doing then?
- Emi: $_{(\mathcal{P})}$ I usually practice piano after school. Why, what do you have _____ mind?
- Chris: How about playing some tennis? We need another player for doubles.
- Emi: Sounds great!
- Chris: Good! (1) Can you be ready by 5:00?
 - Emi: Sure. I'll see you then.
- Chris: Okay, see you ③ 5:00 at the tennis court.
 - 1. ① の空欄に適当な単語を入れなさい。
 - 2. ② と ③ の空欄に適当な前置詞を入れなさい。
 - 3. 下線部(ア)と(イ)を日本語に直しなさい。
- III. A 群のそれぞれの英語に続けるのに最も適当なものを B 群から一つずつ選び、 記号で答えなさい。

(A) **群**

- 1. She had little difficulty
- 2. What he said
- 3. He tried to make the room
- 4. The phone rang
- 5. Tom wants to catch a cash

(B)**群**

- $\boldsymbol{\mathcal{P}}$ doesn't make sense.
- \checkmark that she will win the race.
- ウ just as I was going out.
- **I** in finding your house.
- **†** as dark as possible.
- カ as to catch the bus.
- **†** and so does Ken.

IV. 次の各文の()内I 記号で答えなさい。	に入れるのに最も適当	当なものをア ~ ウの中から一つ選び、
1. Dad needs to take (). He's been we	orking in the garden for three hours.
$\boldsymbol{\mathcal{P}}$ a part	1 a rest	ウ a turn
2. I've lived near the a airplanes.	irport so long now the	hat I'm () to the noise of the
𝒛 aware	1 conscious	ウ used
3. If you get too excitd	in an argument, you	're likely to () the main point
$\boldsymbol{\mathcal{P}}$ keep up with	1 lose sight of	ウ pay attention to
4. Our baseball team is () we will win	Ũ	, but I still believe that in the long
ア run	イ order	ウ end
5. Koji has studied ha () in success.	ard for the entrance	e exam, so I hope his efforts will
$\boldsymbol{\mathcal{P}}$ arrive	1 believe	ウ result
V. 次の各文の()内	から正しいものを一	つ選び、記号で答えなさい。
1. Thank you very muc project.	th for $(\boldsymbol{\mathcal{P}} help \boldsymbol{\prec} h$	elping ウ to help) us with our new
2. If I had not been the party yesterday		would go $\boldsymbol{\dot{\nabla}}$ would have gone) to
3. The package will (\mathcal{F} tomorrow.	send 1 be sent	ウ being sent) to her the day after

- 4. She realized that she (\mathcal{P} saw $\boldsymbol{1}$ has seen $\boldsymbol{9}$ had seen) him before.
- 5. (𝒴 Writing イ Written ゥ To write) in haste, his report has a lot of mistakes.

- VI. 次の英文を適当な語順となるよう()内の語または語句を並べ替え、記号で順に答えなさい。ただし、文頭にくる語も小文字で示してあります。
 - 1. I must (\mathcal{P} have / $\mathbf{1}$ repaired / $\mathbf{\dot{D}}$ this / \mathbf{I} vacuum cleaner).
 - 2. (\mathcal{P} closed / $\mathbf{1}$ keep / $\mathbf{\dot{\nabla}}$ textbook / \mathbf{I} your) and look at the blackboard.
 - 3. I am sure (\mathcal{P} in / $\mathbf{1}$ his / \mathbf{D} of / \mathbf{I} succeeding) the examination.
 - 4. Students (\mathcal{P} listened / $\mathbf{1}$ playing / $\mathbf{\dot{D}}$ the second band / \mathbf{I} to) jazz.

- I. 1. jaws and teeth
 - 2. ウ
 - 3. ③ 肉を火で調理して食べる方法
 - ④ 人間が火のついている棒を持ち歩いているとき、それを見た動物が恐れ て走って逃げたこと
 - ⑤ 火がなくても、人間は時々食べきれないほどの食べ物を持っていた。しかし食べ物がダメにならないようにする方法は持っていなかった。
- II. 1. leave
 - 2. (2) in (3) at
 - 3.(ア)私は放課後普通ピアノの練習をします。
 - (イ) 5時までに準備ができますか。

III.

1 2 3 4 5 エアオウキ

IV.

1 23 4 5イ ウ 1 ア ウ

V. 1 23 54 1 ウ 1 ウ 1

VI. 1. アウエイ

I must (have this vacuum cleaner repaired).

2. イエウア

(Keep your textbooks closed) and look at the blackboard.

3. ウイエア

I am sure (of his succeeding in) the examination.

4. アエウイ

Students (listened to the school band playing) jazz.

1.9.4 第2回一般試験 (短期大学部)50分

I. 次の英文を読み、問いに答えなさい。

An English writer once said, "To eat well in England, you should just eat three breakfasts a day." Some people still sit down every morning to the famous and traditional English breakfast. These days, however, $_{(A)}$ most people only have time for a cup of coffee or tea, and sometimes a piece of toast on the way to the station or bus stop. People believed a large breakfast was good because you should never start the day on an (1) stomach. However, $_{(B)}$ this idea is not so (2) now as it used to be.

(C) Although fewer people eat a traditional breakfast these days, the traditional Sunday lunch is as popular as ever. During the week, most families use a lot of convenience food which is (3) and easy to prepare. But at weekends the pattern changes. Millions of families sit down together at 1 o'clock on Sunday for the traditional home-cooked meal. The main course is usually roast meat with Yorkshire pudding, green vegetables, roast potatoes and rich gravy. After a (4) meal like this, no one feels like doing much. Many people would like to fall (5) in front of the television or go for a Sunday afternoon walk.

1. (1)~(5)の空欄に入れるのに最も適当な語を下の選択肢より選び、記号で答え なさい。

1 big	□ strange	Л asleep	\Box fashionable
ホ poor	$\boldsymbol{\wedge}$ quick	ightarrow empty	${\cal F}$ healthy

2. 下線部 (A), (C) を日本語に直しなさい。

3. 下線部(B)が指す内容を日本語で説明しなさい。

次の会話文の下線部①~⑤に適するものを、(ア)~(ク)の中から一つずつ選び、
 記号で答えなさい。

At Jennifer's house in America

Tomoko: Is there anything good on TV tonight?

Jennifer: Let me check. ①

Tomoko: I have never heard of it. (2)

Jennifer: It's a quiz show.

Tomoko: ③ But let's watch it anyway. It might be good.

Jennifer: Okay, sounds good.

Tomoko: What time is it on?

Jennifer: From 8:00 to 8:30.

Tomoko: ④

Jennifer: Four, I think.

Tomoko: (5)

- $(\boldsymbol{\mathcal{P}})$ What kind of show is that?
- $(\mathbf{1})$ Okay then, it's settled!
- (ウ) What else is on?
- (\mathbf{I}) That sounds good!
- (\mathbf{A}) Have you ever seen any shows?
- (\boldsymbol{D}) How about "Jeopardy"?
- (**†**) I'm not crazy about quiz shows.
- $(\mathbf{\mathcal{D}})$ What channel is it on?

III. ()内に入る最も適当な形を選び、記号で答えなさい。	
 I'm considering () my job. ア changing イ to change ウ beging changed 	
2. I suggested to him that he () alone.	
アgo イgoes ウwould go	
3. Tom has offered () care of my cat while I'm not at home.	
$\mathbf{\mathcal{P}}$ to take 1 taking $\mathbf{\dot{\mathcal{P}}}$ to be taken	
4. () a little lower, these shoes would sell well.	
ア Priced イ Pricing ウ Having priced	
5. That job will come easy for her when she () more experience.	
$\boldsymbol{\mathcal{P}}$ will have $\boldsymbol{1}$ had $\boldsymbol{\dot{\mathcal{P}}}$ has had	
IV. 下線部の発音が他と異なるものをひとつ選び、記号で答えなさい。	
1. \mathcal{P} <u>chaos</u> 1 epo <u>ch</u> 1 liquor \mathbf{I} ar <u>ch</u>	
2. $\mathcal{T} \operatorname{smooth}$ $1 \operatorname{cloth}$ $\mathbf{D} \operatorname{thorough}$ $\mathbf{I} \operatorname{width}$	
3. \mathcal{P} vague 1 height \mathbf{D} oasis \mathbf{I} alien	
4. \mathcal{P} cr <u>ow</u> 1 r <u>oad</u> \mathbf{D} <u>ow</u> \mathbf{I} \mathbf{L} <u>bow</u>	
5. \mathcal{P} s <u>ei</u> ze 1 genius 1 jealous 1 evil	
V. 日本文の意味になるように()に適する単語を書き入れなさい。	
 彼女には欠点があるから、私はますます彼女が好きだ。 I like her () the () for her faults. 	
2. 地震がいつ起こるかは誰にも分からない。	
()() when an earthquake will occur?	
3. お願いがあるのですが。 May I ask a ()() you?	
4. あなたがどこへ行こうとも、必ず私に手紙を書いてください。	
()() where you may go, don't forget to write to me.	
5. クラス 3 人に一人が今日、朝食をとらなかった。 One ()() three students in this class had no breakfast to	oday.
VI. 次の日本文を英語に直しなさい。	
1. 「いますぐ家を出れば、3時の列車に間に合うよ。」 2. カナダは、夏、観光客で賑わいます。	

- I. 1. 1 2 3 4 5 ト チ ヘ イ ハ
 - 2. (A) 大部分の人は、コーヒーかお茶を一杯飲む時間しかなく、そして時には 駅かバス停に行く途中でトーストを一切れ食べます。
 - (C) 最近伝統的な朝食を取る人は以前より少ないけれども、伝統的な日曜日 の昼食は相変わらず人気がある。
 - 空腹のまま一日を始めるのはよくないので、朝食はたっぷりと取るということ。

II. 2 3 (4)5 カ + ク ア イ III. 1 $\mathbf{2}$ 3 4 5ア ア ア ア ウ

```
IV.
```

1	2	3	4	5
Т	ア	イ	ウ	ウ

- 1. \mathcal{P} <u>chaos</u> [kéias/-ɔs] \mathcal{I} epo<u>ch</u> [épək/ípək] \mathcal{D} liquor [líkər] \mathfrak{I} arch [á:rtf]
- 2. $\mathcal{P} \operatorname{smooth} [\operatorname{sm\acute{u}}\eth] \mathcal{I} \operatorname{cloth} [\operatorname{kl\acute{s}}(\imath)\theta] \dot{\mathcal{D}} \operatorname{\underline{th}orough} [\theta\acute{\mathfrak{s}}:\operatorname{rou},-\operatorname{r}\eth/\theta\acute{\Lambda}\operatorname{r}\eth]$ $\mathfrak{I} \operatorname{wid} \operatorname{\underline{th}} [\operatorname{wid}\theta/\operatorname{wit}\theta]$
- 3. \mathcal{P} vague [véig] $\boldsymbol{1}$ height [háit] \boldsymbol{D} oasis [ouéisəs] $\boldsymbol{\perp}$ alien [éilən/-iən]
- 4. $\mathcal{P} \operatorname{crow} [\operatorname{króu}] \mathcal{I} \operatorname{road} [\operatorname{róud}] \mathcal{D} \operatorname{owl} [\operatorname{ául}] \mathcal{I} \operatorname{bowl} [\operatorname{bóul}]$
- 5. \mathcal{P} seize [sí:z] \checkmark genius [dzí:njəs/-iəs] \circlearrowright jealous [dzéləs] \perp evil [í:v(ə)l]
- V. 1. all, better
 - 2. Who, knows
 - 3. favor, of
 - 4. No, matter
 - 5. in, every
- VI. 1. If you leave home right now, you will catch the train starting at three.
 - 2. In summer Canada is crowded with tourists.

- 1.10 熊本県立技術短期大学校
- 1.10.1 一般入学試験 60分

熊本県立技術短期大学校

一般入学試験問題

英語I(60分)

平成 19年2月11日

【受験上の注意】

- 1 「解答始め」の合図があるまでは、問題冊子及び答案用紙を開かないこと。
- 2 「解答始め」の合図があったら、まず問題用紙・答案用紙の枚数の過不足を確か めること。
- 3次に、所定の位置に受験番号を記入すること。
- 4 印刷不明、トイレ等の場合は、静かに手を上げて試験監督者に合図し、指示を受けること。
- 5 「解答やめ」の合図があったら、直ちに鉛筆を置き解答を止めること。
- 6 受験中に机の上に置くことのできるものは、受験票、鉛筆、シャープペンシル、鉛 筆削り、消しゴム、時計(時計機能だけのもの)及び、眼鏡のみとする。
- 7 計算機能及び翻訳機能をもつ機器並びに音を発する機器の使用は禁止する。
- 8 携帯電話等の電源は切っておくこと。

1. 次の英文を読んで、設問A,B,C,Dに答えなさい。 (*の語は注を参照しなさい。)

Recently, the physicist Stephen Hawking issued an announcement that made news around the world. He says he now accepts that black holes cannot destroy the information about the objects they swallow.

Black holes are generally the remains of exploded stars—big stars. Black holes are extremely dense. (1) The gravity they produce is great enough to pull in other objects from space. Scientists tell us this force is (\mathcal{P}) great that not even light can escape.

In 1975, Stephen Hawking declared that black holes destroyed all evidence of (\checkmark) they swallowed. He said any information about matter eaten by a black hole would cease to exist. Now he says he was mistaken. He says he did his work again from 1975, but in a new way. The new results show that information about what is inside a black hole is carried back out to the universe by radiation. In fact, scientists call this Hawking Radiation*.

The findings could aid scientific efforts to find what is called a Theory of Everything^{*}. Physicists hope to be able to find the link between the laws that govern the smallest parts of matter with $_{(2)}$ those that guide larger objects in the universe. These laws often appear to conflict. The changes that Professor Hawking describes in the surface of black holes are quantum changes. Quantum theory^{*} describes how energy and matter act the level of atoms and particles^{*} of atoms. (3) It now guides most research in physics.

In 1900, the German physicist Max Planck wrote a paper that dealt ($\dot{\mathcal{D}}$) two forms of energy: heat and light. His finding was the beginning of quantum mechanics^{*}. This describes how matter and radiation operate at the atomic level. Quantum mechanics describes the structure of the atom and the movement of its particles. It also explores how atoms take (\mathbf{I}) energy and release as light. Another major part of quantum mechanics is called Schrodinger's Equation^{*}: the act of measurement changes the nature of that which is being measured. A third major part is called the Uncertainty Priciple: the exact position of a particle and its speed and direction can never be known together.

Quantum theory has also led to a greater understanding of the universe. The same is true of Albert Einstein's general theory of relativity^{*}. But Einstein's theory deals with larger structures in the universe; quantum theory deals with the very opposite.

(注)

Hawking Radiation ホーキング放射 Theory of Everything 万物の理論 Quantum theory 量子論 particle 粒子 quantum mechanics 量子力学 Schrodingers's Equation シュレディンガー方程式

Uncertainty Principle 不確定性原理 general theory of relativity 一般相対性理論

A. 空所(ア)~(エ)に入る最も適切な語を1~4の中から1つ選び、その番 号を解答欄に記入しなさい。

(ア)	1. very	2. so	3. much	4. too
(イ)	1. whichever	2. which	3. whatever	4. that
(ウ)	1. to	2. for	3. with	4. at
(Т)	1. in	2. out	3. as	4. from

- B. 下線部(2)(3)の表す内容として最も適切なものを1~3の中から1つ選んで、その番号を解答欄に記入しなさい。
 - (2) 1. parts
 - 2. findings
 - 3. laws
 - (3) 1. Quantum theory
 - 2. energy
 - 3. black hole
- C. 下線部(1)の日本語訳として最も適切なものを1~3の中から1つ選び、その番号 を解答欄に記入しなさい。
 - 1. 巨大な星が生み出す重力は宇宙から他の物体を引き入れてしまうほど大きい。
 - 2. ブラックホールが生み出す重力はかなり大きく、宇宙から他の物体を引き入れ てしまうほどである。
 - 3. 巨大な星が生み出す重力は宇宙の物を他の物体に引き入れてしまうほど大きい。
- D. 1~4の中から本文の内容に合致するものを1つ選び、その番号を解答欄に記入し なさい。
 - 1. Stephen Hawking は以前から今日までずっと、ブラックホールに呑み込まれた 物質の情報は全て消滅すると主張している。
 - 2. 不確定性原理とは、粒子の位置、速度、方向はどれも正確には特定できないことを言う。
 - 3. Einstein の一般相対性理論と同様、量子論も宇宙の巨大な構造を扱う理論である。

4. Stephen Hawking の最近の研究で、ブラックホールが呑み込んだ物体の情報 は消滅しないことが分かった。

2. 次のア~コの空欄に入る最も適切な語をそれぞれ1~4の中から1つ選び、その 番号を解答欄に記入しなさい。

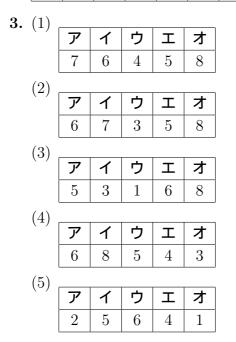
$\boldsymbol{\mathcal{P}}$. Our English tea	cher made us () hard.	
1. studied	2. studying	3. study	4. worked
1 . We did not wate	ch TV this mornin	g, so we () know about the news.
1. hardly	2. hard	3. harder	4. seldom
ウ. We were () by the wonde	erful spices and fla	vors.
1. attracting	2. attract	3. attraction	4. attracted
⊥. Can you teach r	me () to v	write my name in .	Japanese?
1. why	2. what	3. how	4. that
オ. My father boug	ht a car () in the USA.	
1. made	2. make	3. making	4. buy
カ. Many students	found this book ve	ery ().	
1. interest	2. interested	3. interesting	4. bored
∔. It is very sad (enough food.) a lot of	children born in	this country do not get
1. which	2. who	3. what	4. that
ク . Tom is () you call a "wal	lking dictionary."	
1. that	2. what	3. why	4. where
ケ. Don't tell my m	other about it, no	() what	happens!
1. body	2. one	3. more	4. matter
\beth . This is the comi	c book () which we were ta	lking two days ago.
)	

- 次の(1)~(5)の日本語に当てはまるように、空欄(ア)~(オ)に1~8の中から 最も適切な語を1つずつ入れて英文を完成させなさい。答えは解答欄に1~8の 番号を記入しなさい。尚、文頭の語も小文字になっています。(各問の空欄には同 じ語を2度使うことはありません。)
 - (1) 妻と私は鹿児島に引っ越す前に 10 年間熊本に住んでいた。 My wife and I (\mathcal{P}) (\mathcal{I}) in Kumamoto (\mathcal{P}) ten years (\mathfrak{I}) I(オ) to Kagoshima. 1. after 3. have 4. for 2. living 5. before 6. lived 7. had 8. moved (2) 日本の企業にも興味はありますが、私の夢はアメリカ合衆国で働くことです。 (ア) I am interested (イ) Japanese companies, my dream (ウ) (\mathbf{I}) work in the (\mathbf{J}) States. 1. Uniting 2. because 3. is 4. about 5. to 6. although 7. in 8. United (3) 君は今日ここに来た理由を完全に忘れたようだな。 It (\mathcal{P}) that you (\mathcal{I}) forgot (\mathcal{P}) you (\mathcal{I}) here (\mathcal{I}) . 1. why2. complete 3. completely 4. went 5. seems 6. came 7. how 8. today (4) 仕事が終わったので、彼は帰宅して家族と夕食をとることにした。 (ア) his (イ), he decided to (ウ) (エ) and have (オ) with his family. 2. finished 3. dinner 1. come 4. home 6. finishing 7. leave 8. work 5. go (5) もし鈴木先生に会ったら、私の息子はカナダに行って以来ずっと英語を勉強し続け ていると伝えてくれ。 (ア) you see Mr. Suzuki, tell him that my son (イ) been (ウ) English (\mathbf{I}) he went (\mathbf{J}) Canada.
 - 1. to2. if3. study4. since5. has6. studying7. studied8. have

解答例

- 1. A. (ア) 2 (イ) 3 (ウ) 3 (エ) 1
 B. (2) 3 (3) 1
 C. 2
 D. 4
- 2.

2.	ア	イ	ウ	I	オ	カ	+	ク	ケ	コ
	3	1	4	3	1	3	4	2	4	3



第2章 医療系

本書に掲載した平成20年度(2008)入学試験問題は次のとおりである.

本書に掲載した 2008 年度入	、学試験問題	Į
学校名	試験科目	試験日
九州中央リハビリテーション学院 (一般)	Ι	11/3
西日本リハビリテーション学院 (一般)	Ι	12/22 , $2/23$
熊本労災看護専門学校(一般)	I•II	1/24

医療系専門学校等への入試対策(英語)は、学校ごとの出題傾向があるため、過去問題を複数年に亘り研究しておくことが、最も効率的な試験対策であると考えられる. なお、学校ごとの入試問題(3年分)を次のサイトから入手することができる¹.

http://www1.ocn.ne.jp/~oboetene/plan/eng.html

¹県内の看護師養成課程 (高看)をもつ専門学校に入学試験問題の送付を依頼したところ, 熊本労災 看護専門学校以外のすべての学校は,入学試験問題を非公開としているため,入手することができな かった.

2.1 九州中央リハビリテーション学院

2.1.1 一般前期

【1】次の英文を読み,設問に答えなさい。

How important is sleep? In many cases, production in an industrial plant tends to be low on Monday. By Tuesday or Wednesday, workers seem to be "warmed up." Production is at its highest for the week. One possibility is that Friday, Saturday, and Sunday nights may be spent in long and tiring entertainment. The resulting loss of sleep shows up in lower production on Monday.

Various tests indicates that loss of sleep is (a) by poorer performance. It is true that very motivated people can do surprisingly well after long periods of staying awake. But they are able to $_{(b)}$ do so only by using up a great amount of energy.

People can lose sleep in two ways. (c) (①for ②any sleep ③may go ④they ⑤without ⑥a long period). Or, they may sleep much less than usual for a period of several nights. In one experiment, first of all, subjects were kept awake continuously for 72 hours. They were under medical care during this dangerous experiment. (d) Even so, some fainted at the end. In another part of the experiment, the same subjects reduced the amount of their sleep from about 8 hours to about 5 hours a night for five nights. In both cases, the subjects were given tests before and after the periods of no sleep or reduced sleep. Intelligence-test scores dropped 24.5 percent following a period of 72 hours without sleep. However the scores dropped only 14.9 percent following five nights with only 5 hours' sleep each night. How much the individual swayed forward and backward when trying to stand still was also measured. After 72 hours without sleep, there was a 51.8 percent loss in control of bodily swaying. After five nights of 5 hours' sleep each, there was a loss of only 6.1 percent.

(e) (①age ②the amount of sleep ③varies ④needs ⑤with ⑥a person). It also various from individual to individual. But suppose it is absolutely impossible to get normal amounts of sleep. Studies have shown that it is better to take a number of short naps than to use all available sleeping time in one period. Other studies have found that performance drops in the early afternoon. One way of improving performance is to take a nap about halfway through the waking period.

- 問1 本文の第1段落の内容に合うものとしても最も適切なものを,①~④から一つ 選びなさい.
 - ① 月曜の朝には生産性が低下し,夜の睡眠も浅くなる。
 - 2) 火曜日や水曜日までに労働者の疲労が蓄積する。
 - ③ 月曜日の生産性の低さを補うために,週末近くになると皆が一生懸命働き だす。
 - ④ 月曜日に生産性が低下するのは、週末に睡眠不足になりがちなのが原因だ。
- 問2 空所 (a) に入る語として最も適切なものを,① ~ ④ から一つ選びなさい。
 - (1) followed (2) predicted (3) preceded (4) caused
- 問3 下線部(b)の表す内容として最も適当なものを,①~④から一つ選びなさい.

(1) work efficiently	(2) stay awake
(3) motivate people	(4) save energy

- 問4 下線部(c)が意味の通る英文となるように,()内の語句を並べかえたとき,3番目にくる語句の番号を選びなさい。ただし,文頭にくるべき語も小文字で与えてある。
- 問5 下線部(c)が意味の通る英文となるように,()内の語句を並べかえたとき,5番目にくる語句の番号を選びなさい。ただし,文頭にくるべき語も小文 字で与えてある。
- 問6 下線部 (d)の内容として最も適当なものを,①~④から一つ選びなさい。
 - ① 治療の必要性が災いして,実験はある意味失敗に終わった。
 - ② 危険な実験だったが,数人編成の医療班が最後に到着し,被験者の健康を 確認した。
 - ③ 医学的処置を行ったにもかかわらず,ついには気を失う人もいた。
 - ④ 最後まで実験の目的を知らされないままの被験者もいた。

- 問7 本文の第3段落にある <u>実験の方法</u> と一致するものを①~④ から一つ選びな さい。
 - ① 治療の後,どれほど運動能力が回復するか測定した。
 - ② 睡眠のとり方によって違いが生じるかどうか知るため、2種類の実験を 行った。
 - ③ 安全面を考慮して,実験は72時間以上は行わず,実験後すぐさま検査・治 療を行った。
 - ④ 精密を期すため,実験中,運動や食事は一切禁止された。
- 問8 本文の第3段落にある <u>実験の結果</u> と一致するものを ① ~ ④ から一つ選びな さい。
 - The subjects without sleep for 72 continuous hours performed better on a physical test.
 - (2) There was no major difference on test results with no sleep or reduced sleep.
 - (3) The ways the subjects lost sleep had little effect on the scores of the two tests.
 - (4) When the subjects' amount of sleep was reduced for five nights, they showed better performance than when they went without sleep for 72 hours.
- 問9 下線部(e)が意味の通る英文となるように,()内の語句を並べかえたとき,3番目にくる語句の番号を選びなさい。ただし,文頭にくるべき語も小文字で与えてある。
- 問 10 下線部 (e) が意味の通る英文となるように,()内の語句を並べかえたとき,5番目にくる語句の番号を選びなさい。ただし,文頭にくるべき語も小文字で与えてある。

問11 問12 本文の内容に合うものとして適当なものを,①~⑦から二つ選びなさい。ただし,解答の順序は問わない。

- ① Performance is not likely to improve by the middle of the week even though people have time to "warm up."
- (2) Loss of sleep affects motivated people as much as it does unmotivated people.
- ③ Intelligence-test scores suffer more when people don't sleep at all for a long period of time.
- ④ After not having slept for a long period of time, people are still able to function properly.
- (5) Staying awake for three days has the same effect as sleeping loss for five days.
- (6) People shouldn't take naps in the middle of the day or else performance will drop.
- O Taking several short naps is helpful if you can't get a normal amount of sleep.

【2】次の英文中の空所 <u>13</u> ~22 下の①~④のうちから一つずつ選									
問 13 We $\boxed{13}$ in the houses only a	3 We 13 in the houses only a year, when it was destroyed by a typhoon.								
(1) have lived (2) had lived	(3) lived (4) have been living								
問 14 14 the rain we would have	had a pleasant journey.								
 Unless it had But for 	② If it should not have④ Except that we had								
問 15 She has been sitting on the floor	15 her legs crossed.								
(1) above (2) from	(3) with (4) on								
問 16 16 a slight improvement in	a sales, the company is still making a loss.								
 In view of With regard to 	② On account of④ In spite of								
問17 I will have completed my task	17.								
 by the time you come back up to the time you have come 	2) until you came backe back ④ before you will come back								
問 18 I don't have 18 today.									
 a lot of homeworks many homeworks 	2 many homework4 much homework								
問 19 It's such a minor detail that it's	hardly worth 19.								
 to mention of mentioning 	(2) mentioning(4) to mentioning								
問 20 20 it ever so humble, there	e's no place like home.								
① Whenever ② If	(3) Whether (4) Be								
問 21 He 21 me about the rumor	с.								
(1) spoke (2) told	(3) talked (4) said								
問22 Facts are to the scientist 22	words are to the poet.								
① what ② that	(3) how (4) which								

【3】次の英文の空所 23 ~ 32 に入れるのに最もふさわしい語を下の①~① ~ 0 の中から選びなさい。(ただし,語の使用は1語1回限りとする)

Man is a four-legged animal, in many ways like other animals. But there are ways in which he differs from other animals, and these differences make it possible for him to do things no other creature can do. For instance, he no longer uses his , for walking. He has fingers, one of which on each front legs, which we call 23, opposite to the others. This makes it possible for to hand is a 2425objects, and to do many, many things. He has a central 26system of great power and complexity, enabling him to store vast amounts of information. There the information can be recalled, or brought to 27again, and combined so that man can dream, or write a poem, or 28a bridge, or 29any of an endless number of activities. The human throat and 30 can produce a countless number of sounds and sound combination, which man uses as symbols of ideas and 31 of communication. Man is able to keep and to exchange what he has felt a and learned. Thus he can 32experience with other individuals of his own and other times and places. And from what man learns, both directly and from others of his kind, he builds his picture of the world, his ways, and his obligations.

	arms	2	build	3	hold	(4)	means	5	mind
6	mouth	\bigcirc	nervous	8	perform	$^{(9)}$	share	0	thumb

解答例

【1】												
	1	2	3	4	5	6	7	8	9	10	11	12
	4	(1)			5	3	2	4	4	5	3	\bigcirc
【2】												
1 - 1	13	14	15	16	17	18	19	20	21	22		
	2	3	3	4	1	4	2	4	2	1		
【3】												
	23	24	25	26	27	28	29	30	31	32		
		0	3	\bigcirc	5	2	8	6	4	9		

問 4.5 They may go for a long period without any sleep.

問 9.10 The amount of sleep a person needs varies with age.

2.2 西日本リハビリテーション学院

2.2.1 一般前期試験 (昼間部・夜間部)

【1】次の英文を読んで以下の設問に答えなさい。

Anyone who has been in the United States $_{(1)}$ recently knows that Americans are facing a very serious problem: too many of them weigh more than they should. Using a method based (2) people's heights and weights, it has been estimated that about 65% of Americans aged 20 or older are heavier than they should be. Almost one out of three Americans $_{(3)}$ in that same age range are said to be "*obese," which means that they have an especially serious weight problem. (The U.S. government uses "overweight" to describe a less serious problem, and "obese" to describe a more severe one.) Furthermore, although efforts are being made to deal with this situation, it seems that things are growing worse rather than better.

⁽⁴⁾Why does it matter if people weight more than they should? The most important and obvious answer to this question is that being overweight or obese can affect a person's health. Someone with a weight problem is more likely, for instance, to develop **diabetes, heart disease and some types of cancer. Such a person is also more likely to have a $_{(5)}$ stroke. In general, the more a person's weight goes beyond what is recommended, the more likely he or she is to have health problems.

 $\begin{pmatrix} 6 \end{pmatrix}$, a weight problem sometimes has a negative psychological impact. If an overweight or obese man wishes he were thinner, or feels that others view him negatively, for example, he may experience feelings of unhappiness or depression.

With all of the great and amazing things that America and its people have accomplished in the world, it (777) that they should be able to find a way to solve their problem of too many people weighing too much. Unfortunately, so far, their efforts have not been very successful.

*obese: 肥満の **diabetes: 糖尿病

2.2. 西日本リハビリテーション学院 259問1 下線部(1)に意味が最も近い語を次から選び,マークしなさい。| 1 (1) lately (2) barely (3) seriously (4) kindly 問2 空所(2)に入れるべき最も適当な語を次から選び、マークしなさい。 2(1) in (2) upon (3) to (4) at 問3 下線部(3)の意味として適当なものを次から選び,マークしなさい。 3 ① 現代の ② 広い年齢に渡って ③ 20歳以下と高齢者の ④ 20歳以上の 問4 下線部(4)の意味として適当なものを次から選び,マークしなさい。| 4 どうして理想の体重より重くなるのだろうか。 2) 理想の体重よりも重くなることがどうして問題となるのか。 ③ 理想の体重よりも重くなっても,どうしてみんな気にしないのだろう。 ④ なぜ理想の体重などというものが設定されるのだろうか。 問5 下線部(5)の意味として最も適当なものを次から選び,マークしなさい。 5 ① 脳卒中 ② 高血圧 ③ 胃潰瘍 ④ 鬱病 問6 空所(6)に入れるべき最も適当な語を次から選び,マークしなさい。 6 (1) Nevertheless (2) By contrast (3) In addition (4) As a result 問7 空所(7)に入れるべき最も適当な語を次から選び,マークしなさい。 7 (1) follows (2) happens (3) likely (4) seems 問8~問11 次の文が本文の内容と一致する場合は①を,一致しない場合は②を, 本文の内容からはどちらともいえない場合は③をマークしなさい。 問8 アメリカ政府は肥満を4種類のタイプに分類し,研究を進めている。 8 問9 肥満の人は,そうでない人より,心臓病などの病気なりやすい。 9 問10 食事制限と運動が肥満の予防になる。 10 問 11 アメリカ人の肥満の問題について取り組みがなされているが、今までのところ

問11 アメリカ人の肥満の問題について取り組みかなされているか,今までのところ あまり成果が出ていない。 11

- 【2】次の問い(A・B)に答えなさい。
 - A 次の英文中の空所に入る最も適当なものを,それぞれ下の①~④のうちから 一つずつ選び,マークしなさい。

問1 Does Kenji still have the book he 12from the library. (1) owed (2) borrowed (3) lent (4) rented 13問2 Because of her odd behavior, the lady was made the party. (1) leave (4) left (2) to leave (3) leaving 問3 They sell fish in the river at that shop. 14(4) to catch (1) catch (2) catching (3) caught 問4 The fireman had trouble getting to the street 15the houses were on fire. (3) where (1) having (2) that (4) which 問5 I haven't got 16I'd need to help you. (1) as a lot of money as (2) money as much as (3) so much as money (4) as much money as B 次の問いの会話の空所に入る最も適当なものを,それぞれ下の①~④のうち から一つずつ選び,マークしなさい。

問1 A: Make yourself at home. Would you like beer or whiskey?

- B: 17 I'm driving home tonight.
- A: Then, why don't you stay over tonight. We have an extra bedroom.
 - ① I suppose so.
 - (2) No kidding.
 - ③ So long.
 - ④ I don't see why not.

- 問2 A: Let's go out for dinner sometime this week.
 - B: That'd be nice. 18
 - A: Not really. Let me see. How about Indian food?
 - ① Do you really want go out with me?
 - (2) Do you have any place in mind?
 - ③ Where would you like to go?
 - ④ Are you free tomorrow evening?
- 問3 A: 19
 - B: Oh, that's very nice of you.
 - A: Should I dry these glasses?
 - ① Would you mind doing the dishes?
 - (2) Why don't you do the dishes?
 - ③ Can I give you a hand?
 - ④ Let's have a break.
- 問4 A: You look a little bit worried. What's the matter?
 - B: John just came in and asked me to mail some letters. I'm very busy doing my assignment, though.
 - A: 20 You're not his secretary, Anne.
 - B: But he was so pushy. I couldn't say, "No."
 - ① What a nerve!
 - (2) Leave me alone.
 - ③ Are you following me?
 - ④ You make me sick.

【3】次の1~4の各文について,与えられた日本文の意味になるように,下の語句 を並べかえた時,(a)と(b)にくる語の番号をマークしなさい。ただし,文頭に くる語もすべて小文字にしてある。

問1 彼が約束を破ったのはなぜだと思いますか。 21 • 22) (a) (b) () (What () his promise? (2) made (3) you think (4) break (1) him (5) do 問2 この物語は,私の育った村を思い出させます。 23 • 24This story (a) () () (b) I was brought up. (1) me (2) the village (3) of (4) in which (5) reminds 問3人の嫌がることは,言わないように注意すべきである。 2526) (b) (You () (a) () what one wouldn't like to be mentioned. (2) to be (3) ought (4) say (1) not to (5) careful 問4 電話が現代生活に欠かせないものであることは否定できない。 27• 28) (There () (a) (b) the telephone is in-

dispensable to modern living.

(1) no (2) is (3) denying (4) that (5) the fact

解答例

【1】											
	1	2	3	4	5	6	7	8	9	10	11
		2	4	1	1	3	4	2	1	3	
【2】	A										
		12 1	13 1	4 1	15 1	6					
	(2) (2) (3) (3 (4)					
	В										
	1	17 1	.8 1	.9 2	20						
	(2) (2) (3) (\mathbb{D}						
【3】											
	21	22	23	24	25	26	27	28			
	3	2	5	4	2	1	3	4			
								,			
	問1	Wha	at do	you	thin	k ma	de h	im bı	reak	his p	romise

問2 This story reminds me of the village in which I was brought up.

問3 You ought to be careful not to say what one wouldn't like to be mentioned.

問 4 There is no denying the fact that the telephone is indispensable to modern living.

2.2.2 一般後期試験 (昼間部・夜間部)

【1】次の英文を読んで以下の設問に答えなさい。

Death and aging constitute a mystery that we often ask about as children, deny in youth, and reluctantly come to accept as adults. Life expectancy among U.S. white adults is presently about seventy-eight years for men, eighty-three for women. But few of us will (1) survive to one hundred. Why is it so easy to live eighty, so hard to live to one hundred? Even with access to the best medical care, (2) why do humans and animals kept in a cage inevitably grow weak and die? It's the most (3) feature of our life cycle, but there's nothing obvious about what causes it.

In the bare fact of our aging and dying, we resemble all other animals. In the details, however, we've improved considerably over the course of our evolutionary history. Not a single individual of any ape species has been recorded as achieving the current life expectancy of U.S. whites. Evidently, we age more slowly than do $_{(4)}$ our closest relatives.

Slow aging is as crucial to the human lifestyle as are marriage and the other lifecycle features. That's because our lifestyle depends on transmitted information. As language evolved, far more information became available to us to pass on than previously. Until the invention of writing, old people acted as the *repositories of that information and experience, just as they continue to do (5) primitive societies today. Our long life span was important for our rise from animal to human status.

Obviously, our ability to survive to a ripe old age depended ultimately upon advances in culture and technology. It's easier to defend yourself against a lion if you're carrying a spear than just a hand-held stone, and $_{(6)}$ easier yet with a high powered rifle. However, advances in culture and technology alone would not have been enough, (7) our bodies had also become redesigned to last longer. Our biology became remolded to the increased life expectancy that our culture advances made possible. Our biology must have changed so that we aged more slowly.

*repository: (情報の) 蓄積庫

2.2. 西日本リハビリテーション学院 265

問1	下線部 (1) の意味	こ最も近い語を次ば	から選び , マーク	しなさい。 1
	(1) help	(2) live	(3) protect	(4) save
問2	下線部(2)の意味。	として適当なもの	を次から選び,マ・	-クしなさい。 2
	① 人間に家畜化	とされた動物が野生	三動物よりも長生き	するのはなぜだろうか。
	② どうすれば全	ての人間と家畜か	「長生きするように	できるのだろうか。
	③ なぜ人間は長	表を保つのに,重	物はみな弱って 死	んでしまうのだろうか。
	④ 人間も檻の中 はなぜだろう		をとって身体が弱	くなり , 死んでしまうの
問3	空所(3)に入れ	こるべき最も適当な	語を次から選び,	マークしなさい。 3
	(1) obvious	2 ambiguous	(3) mysterious	(4) unimaginable
問4	下線部 (4) の意味	に最も近い語を次ば	から選び,マーク	しなさい。 4
	(1) cousins	(2) monkeys	(3) apes	(4) parents
問5	空所(5)に入れ	こるべき最も適当な	は語を次から選び , う	マークしなさい。 5
	① by	(2) in	(3) on	(4) as
問6	下線部(6)の意味と	こして最も適当なも	のを次から選び,	マークしなさい。 6
	① 強力なライフ	リルがあればもっと	:簡単である。	
	② まだ強力なラ	・イフルがなかった	:頃でも簡単だった	• •
	③ まだ強力なラ	イフルが発明され	いない頃は簡単では	なかった。
	④ 強力なライフ	ルがあれば簡単だ	っただろうに ,実際	は昔はそうではなかった。
問7	空所(7)に入れ	こるべき最も適当な	は語を次から選び,	マークしなさい。 7
	(1) therefore	(2) though	(3) if	(4) unless
	~ 問 11 次の文が の内容からはどち			ー致しない場合は②を, なさい。
問8	The reasons why I	humans die are un	ıknown. 8	
問9	The more informa	tion humans had,	the more they wro	ote. 9
問 10	Only the developm in extending huma		7 and culture has p	played an important role
問11	Humans's bodies	slowed down their	speed in growing	old. 11

【2】次の問い(A・B)に答えなさい。
A 次の英文中の空所に入る最も適当なものを,それぞれ下の ① ~ ④ のうちから 一つずつ選び,マークしなさい。
問1 His mother 12 to be more careful in his choice of words.
(1) advised him (2) said him (3) suggested him (4) warned to him
問 2 Please lock all the doors and windows when you $\boxed{13}$ the house.
(1) leave (2) will be leaving (3) will have left (4) will leave
問3 "Could you teach me <u>14</u> swim? I hear you are a fairly good swimmer." "Sure, my pleasure."
(1) the way for (2) the way how I can
(3) how to (4) how can I
間4 "How do you like my new hairstyle?"
"Well, <u>15</u> , I don't think it suits you."
(1) telling of the truth (2) frankly speaking
(3) to speak correctly (4) I regret saying
問5 The artist 16 works have made the greatest impressions on me was Monet.
(1) who (2) whose (3) which (4) whom
B 次の問いの会話の空所に入る最も適当なものを,それぞれ下の①~④のうち から一つずつ選び,マークしなさい。
問1 A: Hi, Jack. I haven't seen you for ages. How are things going?
B: 17 I was in hospital for a few days last week, though.

- B: Oh, it's nothing serious. Just for minor checkups.
 - ① Unfortunately, not.
 - (2) Not too bad.
 - ③ What's up?
 - ④ Please don't ask me.

- 問2 A: Do you think our daughter will be all right living by herself?
 - B: Don't worry. 18
 - A: You may be right. I always forget how time flies.
 - ① We'd better teach small children how to take care of themselves.
 - ② It's about time she stood on her own feet.
 - ③ She's not leaving home soon.
 - ④ No one can tell whether it's too early or too late to do something.
- 問3 A: How long will you be down in Florida?
 - B: Well, <u>19</u> But I'll try my best to finish all the work there as quickly as possible.
 - A: Please don't stay too long. Remebler, it's my birthday next Tuesday.
 - ① that depends.
 - (2) it's up to you.
 - ③ I have hot summer weather.
 - ④ I'll be right back.
- 問4 A: Look at all these bills! How can we ever pay them?

B: I'll tell you something. We are spending too much.

20

- A: OK, but what?
- B: How about selling the car and using the train instead?
 - ① We must try to earn a little more money.
 - ② We should be more economical from now on.
 - ③ We'll have to do without something.
 - ④ We are not saving enough money.

- 【3】次の1~4の各文について,与えられた日本文の意味になるように,下の語句 を並べかえた時,(a)と(b)にくる語の番号をマークしなさい。ただし,文頭に くる語もすべて小文字にしてある。
 - 問1 彼は子供の頃に野球をすることに多くの時間を費やし,運動が得意になっ た。 21 . 22) (He (a) () () (b) baseball and became a good athlete. (1) in (2) spent (3) a lot of time (4) playing (5) his childhood 問2 友情の大切さはいくら強調してもしすぎることはない。 2324We cannot emphasize () (a) () () (b) friendship. (1) too (2) of (3) importance (4) the (5) much 問3 下の指示に従って申し込み書に記入してください。 25• 26(a) () the application form (b) () (). (2) out (1) the instructions (3) following (4) fill (5) below 問4 一郎と僕は時々けんかするが仲は良い。 27 • 28Ichiro and I are () () (a) () (b) we sometimes quarrel. (1) even (2) terms (3) on (4) though (5) good

【1】											
	1	2	3	4	5	6	7	8	9	10	11
	2	4	1	3	2	1	4	2	3	2	1
[2]	A _										
		12	13 1	14 1	15 1	16					
	(3 (2) (2)					
	B										
		17 1	18 1	19 2	20						
	(2	2	$\mathbb{D} \mid 0$	3						
【3】											
	21	22	23	24	25	26	27	28			
	2	4	5	2	4	3	2	4			
			·								

- 問1 He spent a lot of time in his childhood playing baseball and became a good athlete.
- 問2 We cannot emphasize too much the importance of friendship.
- 問3 Fill out the application form following the instractions below.
- 問4 Ichiro and I are on good terms even though we sometimes quarrel.

270 第2章 医療系

2.3 熊本労災看護専門学校

2.3.1 一般試験 60分

|1|次の英文を読んで、[問1]~[問9]の設問に答えなさい。

A mother dolphin chats with her baby...over the telephone! The special call was made in [①] in Hawaii, where the mother and her two-year old calf swam in separate tanks connected by a special underwater audio link. The two dolphins began squawking and chirping to each other—distinctive dolphin chatter.

"It seemed clear that they knew who they were talking [2,]," says a scientist, whose project ran the experiment. "Information was passing back and forth pretty quickly." But what were they saying? That's what scientists are trying to find out by studying wild and <u>Ocaptive</u> dolphins all over the world to decipher their secret language. They [4,] the code yet, but they're listening...and learning.

Dolphins talk to each other. Starting from birth, dolphins squawk, whistle, click, and squeak. "Sometimes one dolphin will vocalize and then another will seem to answer," says a scientist, [(5)] bottlenose dolphins off the California coast. "And sometimes members of a pod vocalize in different patterns at the same time, much like many people chattering at a party." And just as you gesture and change facial expressions as you talk, dolphins communicate nonverbally through body postures, jaw claps, bubble blowing, and fin caresses.

The director of the Dolphin Communication Project has listened to dolphins for more than 17 years, using high-tech gear to record and analyze every nuance of their language. But she says she's $[\ (\textcircled{o} \)]$ from speaking "dolphin" yet. Part of the reason is the elusiveness of the animals. Dolphins are fast swimmers who can $[\ (\textcircled{o} \)]$ for up to ten minutes between breaths. "It's like studying an iceberg because they spend most of their lives underwater," she says.

Deciphering "dolphin speak" is also tricky because their language is so dependent on what they're doing, whether they're playing, fighting, or going after tasty fish. It's no different for humans. Think about when you raise a hand to say hello. Under other circumstances, the same [(8)] can mean good-bye, stop, or that something costs five bucks. It's the same for dolphins. During fights, for example, dolphins clap their jaws to say "back off!" But they jaw clap while playing, too, as if to show who's king of the underwater playground.

"I have not found one particular dolphin behavior that means the same thing every time you see it," says the scientist. "If you like mysteries and detective work, then this is the job for you." And who knows—maybe someday you'll get [④] from a dolphin. *decipher 解読する elusiveness 理解しにくさ

- [問1] ① |に入る適切な語を一つ選びなさい。
 - 1. a zoo
 - 2. an aquarium
 - 3. a library
 - 4. a museum
 - 5. a botanical garden
- [問2] ②]に入る適切な語を一つ選びなさい。
 - 1. at
 - 2. by
 - 3. for
 - 4. on
 - 5. with
- [問3]下線部③の意味として最も適切なものを一つ選びなさい。
 - 1. おとなしい
 - 2. **ちいさい**
 - 3. **飼われている**
 - 4. なついている
 - 5. **リーダーの**
- [問4] (④) に入る適切な語句を一つ選びなさい。
 - 1. have completely found out
 - 2. have just set
 - 3. haven't vocalized
 - 4. haven't completely cracked
 - 5. haven't written down

[問5][⑤]に入る適切な語句を一つ選びなさい。

- 1. who believes
- 2. who catches
- 3. who keeps
- 4. who learns
- 5. who studies

[問6] ⑥]に入る適切な語を一つ選びなさい。

- 1. far
- 2. near
- 3. different
- 4. difficult
- 5. enough

[問7] ⑦]に入る適切な語句を一つ選びなさい。

- 1. climb up the rocks
- 2. jump in the air
- 3. stand up
- 4. stay underwater
- 5. fly away

[問8] ⑧ □に入る適切な語句を一つ選びなさい。

- 1. appearance
- 2. gesture
- 3. idea
- 4. word
- 5. moment

[問9][⑨]に入る適切な語を一つ選びなさい。

- 1. a birthday present
- 2. an email
- 3. a phone call
- 4. a postcard
- 5. a recommendation

$\mathbf{2}$

[問10]次の各語を())内の指示に従って書きかえています。答えが誤って いるものを一つ選びなさい。

- 1. organ (動詞形) organize
- 2. intelligent (名詞形) intelligence
- 3. declare (名詞形) declaration
- 4. act (名詞形) action
- 5. spy (形容詞形) spicy

3	

[問11]次の1~5の英文の()内に入る適切な語句を答えています。答えが 間違っているものを一つ選びなさい。

1.	(1) put it out of order(2) put it together) again.
	(3) have it repaired(4) have it good	答 [(2)]
2.	She has a habit of biting her fingernails, but I think she wi it.	ll ()
	(1) grow out of	
	(2) get along with	
	(3) take advantage of	
	(4) take up with	答 [(1)]
3.	You should () all your expenses during the trip. (1) find fault with	
	(2) get rid of	
	(3) keep track of	
	(4) take part in	答 [(2)]
		ц [(-)]
4.	The doctor told him to () alcohol.	
	(1) cut back on	
	(2) hang on to	
	(3) make up with	
	(4) take revenge on	答 [(1)]
5.	His car is new, but () it is not in good condition. (1) at all cost	
	(2) at any expense	
	(3) on the right foot	
	(4) on the other hand	答 [(4)]

4

[問12]次の1~5の英文の()内に入る適切な語句を答えています。答えが 間違っているものを一つ選びなさい。

1. Have you ever () abroad?	
(1) been	
(2) go	
(3) gone	
(4) were	答 [(3)]
2. Would you mind () the window?	
(1) open	
(2) opened	
(3) opening	
(4) to open	答 [(3)]
3. This medicine works three times as () as that one.	
(1) fast	
(2) faster	
(3) fastest	
(4) fasten	答 [(1)]
4. The hotel at () we used to stay was very nice.	
(1) that	
(2) where	
(3) which	
(4) who	答 [(3)]
5. She talked as if she () a specialist in psychology.	
(1) is	
(2) are	
(3) were	
(4) is being	答 [(3)]
() 0	- I()]

[問13]次の対話文の()内に入る最も適切なものを選んでいます。答えが 正しいものを一つ選びなさい。 1. A: Would you mind my sitting here?) Please do so. B: ((1) I do mind. (2) Of course not. (3) Yes, I do. (4) No, thank you. 答[(3)] 2. A: Be sure not to be late for school. B: OK. () (1) I'm not sure. (2) I won't be late. (3) I will do it at school. (4) I will be sure to. 答[(1)] 3. A: May I visit your office this weekend? B: () (1) Yes, but you must not. (2) Yes, but you must. (3) Yes, but you should not. (4) Yes, but you don't have to. 答[(3)] 4. A: How about having dinner at the new restaurant? B: () (1) You're welcome. (2) That sounds nice. (3) Here it is. (4) Not at all. 答[(2)] 5. A: Why don't you check it on the Internet? B: () (1) Thanks, I will. (2) Sorry, I don't. (3) Because I will. 答[(3)] (4) Yes, I do.

 $\mathbf{5}$

6

[問14]次の日本文を英語にするとき、[]内に入る英語の語順が正しいもの を選びなさい。 「ハワイでーヶ月過ごすのに,いくらかかるとあなたは思いますか。」 How much [] a month in Hawaii?

 $\mathbf{7}$

[問15]次の英文の[①],[②],[③]に当てはまる語の組み合わせと して正しいものを選んで記号で答えなさい。

The most well known and loved character of Hello Kitty has several friends, Mama, Papa, Mimmy, Tim and Tammy, Mory, Cathy, Jody, Thomas and others. Here is a world filled with family, caring fun, good manners and polite friends. Hello Kitty lives with her family, her mama, papa, and her twin sister Mimmy. She is one of the most popular fictional charcters created by the Japanese company Sanrio. Hello Kitty started out by becoming very popular in [①] amongst school aged girls, and then made her way to Britain and America.

Despite being born in Japan, Hello Kitty is [2] and her family lives in Suburban London. Her weight is described as being that of three shiny apples and her favorite food is Apple Pie made by Mama. Hello Kitty likes traveling, music, reading, yummy cookies, making new friends and collecting lots of cute items like sweets and goldfish. Hello Kitty is still a kitten despite being born on November 1, 1974, such is the luck of a fictional cartoon character.

Hello Kitty has been the star of her own anime series in [③] and America. She's been a part of Hello Kitty's Animation Theatre, which featured remakes of popular fairy tales. Hello Kitty has her own line of Hello Kitty products which range from plushy animal toys to purses to cute clothing. Even popular stars in Hollywood have been seen wearing the Hello Kitty line of clothing. You'll even see Hello Kitty stamped boldly on her own Mastercard Debit card. The littlest fans of Hello Kitty will be glad to know that soon Hello Kitty will appear in her own claymation series called Hello Kitty's Stump Village.

Hello Kitty makes for a great party theme for a girls party up through the preteen years. She's an excellent party theme character for a slumber party and you are certain to find lots of pillows, blankets and sleeping bags with the Hello Kitty character on them.

1. (1): Britain	(2): Japanese	③: America
2. ①: Britain	(2): British	③: Japan
3. ①: Japan	(2): Japanese	③: Japan
4. ①: Japan	2: British	③: Japan
5. (1): Japan	(2): British	(3): America

(答)

[問1]	[問2]	[問3]	[問4]	[問5]
2	5	3	4	5
[問6]	[問7]	[問8]	[問9]	[問10]
1	4	2	なし	5
[問11]	[問12]	[問13]	[問14]	[問15]
1	1	4	2	4