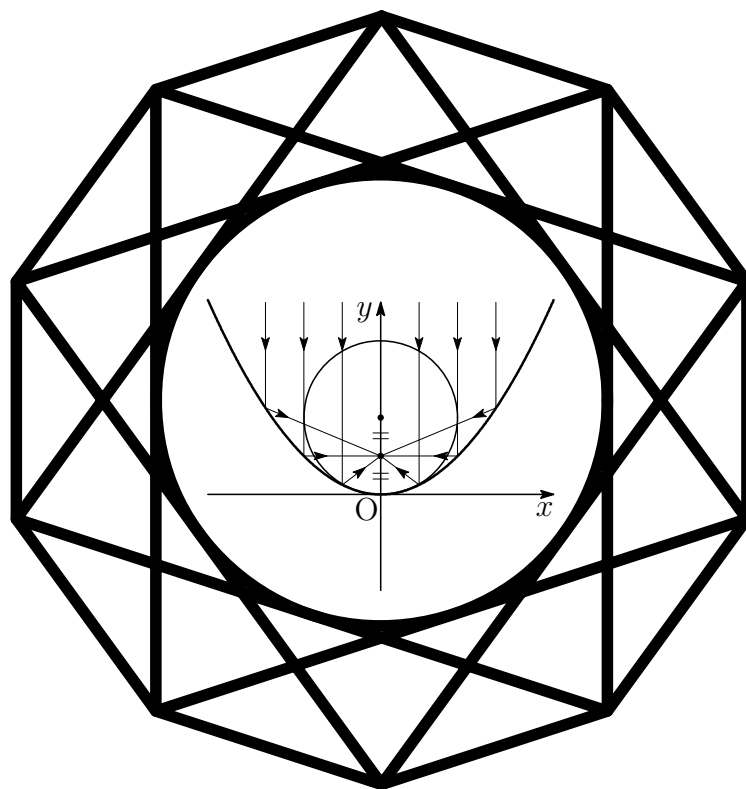


熊本県入試問題 英語正解

大学・短大・医療系

2010年受験用



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22年(2010年)度入試は、現行の教育課程に移行して5年目の入試となる。受験生は過去4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4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。これらは平成18年度より熊本県立湧心館高等学校英語科が中心となって作成したものである。

<http://www1.ocn.ne.jp/~oboetene/plan/eng.html>

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21年(2009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。

<http://www1.ocn.ne.jp/~oboetene/plan/>

平成21年8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 一般前期試験(環境共生学部)120分	17
1.2.3 一般後期試験(英語英米文学科)120分	22
1.3 崇城大学	28
1.3.1 一般前期1日目(工学部・情報学部・生物生命学部・芸術学部), 前期日程(航空整備士養成コース専願試験・パイロット養成コース一般試験)	28
1.3.2 一般前期2日目(工学部・情報学部・生物生命学部・芸術学部)	30
1.3.3 一般後期(工学部・情報学部・生物生命学部・芸術学部)	34
1.3.4 一般推薦(薬学部・パイロット養成コース),専願推薦(航空整備士養成コース)60分	36
1.3.5 一般前期1日目(薬学部)60分	41
1.3.6 一般前期2日目(薬学部)60分	46
1.3.7 一般後期(薬学部)60分	51
1.4 東海大学	54
1.4.1 一般入試S方式(産業工学部・農学部)70分	54
1.4.2 一般入試A方式2月7日(総合経営学部)70分	65
1.4.3 一般入試A方式2月8日(総合経営学部)70分	75
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	86
1.4.5 一般入試A方式2月10日(産業工学部・農学部)70分	96
1.4.6 一般入試A方式2月11日(産業工学部・農学部)70分	106
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	117
1.5 熊本学園大学	129
1.5.1 一般推薦試験60分 全学科	129
1.5.2 A日程1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)	137

1.5.3	A 日程 2 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)	143
1.5.4	A 日程 3 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)	150
1.5.5	A 日程 4 日目 70 分 商学部第一部 (経営学科) 外国語学部 (英米学科)	157
1.5.6	A 日程 5 日目 70 分 全学科	166
1.5.7	B 日程 70 分 全学科	173
1.6	熊本保健科学大学	182
1.6.1	一般推薦試験	182
1.6.2	一般前期	186
1.7	九州看護福祉大学	193
1.7.1	一般試験 (地方会場 A 日程)	193
1.7.2	一般試験 (地方会場 B 日程)	200
1.7.3	一般試験 (看護学科・リハビリテーション学科)	207
1.7.4	一般試験 (社会福祉学科)	214
1.7.5	一般後期 (看護学科・リハビリテーション学科・社会福祉学科)	221
1.8	九州ルーテル学院大学	228
1.8.1	授業料全額免除試験 70 分	228
1.8.2	一般 I 期試験 70 分	234
1.8.3	一般 II 期試験 70 分	240
1.9	尚絅大学	246
1.9.1	第 1 回一般試験 60 分	246
1.9.2	第 2 回一般試験 60 分	251
1.9.3	第 1 回一般試験 (短期大学部)50 分	256
1.9.4	第 2 回一般試験 (短期大学部)50 分	260
1.10	熊本県立技術短期大学校	264
1.10.1	一般入学試験 60 分	264
第 2 章	医療系	271
2.1	九州中央リハビリテーション学院	272
2.1.1	一般前期	272
2.2	西日本リハビリテーション学院	278
2.2.1	一般前期試験 (昼間部・夜間部)	278
2.2.2	一般後期試験 (昼間部・夜間部)	284
2.3	熊本労災看護専門学校	289
2.3.1	一般試験 60 分	289

第 1 章 大学・短大

本書に掲載した平成 21 年度 (2009) 入学試験問題は次のとおりである。

本書に掲載した 2009 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)	I・II・R・W・OCI・OCII	2/25
熊本県立大学 (一般 2 次前期)	I・II・R・W	2/25
熊本県立大学 (一般 2 次後期)	I・II・R・W	3/12
崇城大学 (一般前期・後期)	I・II(薬学部以外)	1/30,31・3/15
崇城大学 (一般推薦)	I・II(薬学部)	11/8
崇城大学 (一般推薦)	I・II(パイロット養成)	11/8
崇城大学 (専願推薦)	I・II(航空整備士養成)	11/8
崇城大学 (一般前期・後期)	I・II・R・W(薬学部)	1/30,31・3/15
東海大学 (S 方式)	I・II・R・W(産業工学部)	2/2
	I・II・R・W(農学部)	2/2
東海大学 (A 方式・B 方式)	I・II・R・W(総合経営学部)	2/7,8,9・2/28
	I・II・R・W(産業工学部)	2/9,10,11・2/28
	I・II・R・W(農学部)	2/9,10,11・2/28
熊本学園大学 (一般推薦)	I・II・R・W	11/23
熊本学園大学 (一般 A 日程)	I・II・R・W	2/7,8,9,10,12
熊本学園大学 (一般 B 日程)	I・II・R・W	3/10
熊本保健科学大学 (一般推薦)	I・II	11/22
熊本保健科学大学 (一般)	I・II	2/4
九州看護福祉大学 (一般・後期)	I・II	2/1,2,3・3/8
九州ルーテル学院大学 (特待生)	I・II	11/29
九州ルーテル学院大学 (一般)	I・II	2/7, 3/7
尚絅大学 (一般)	I・II・R・W	1/31, 3/5
尚絅大学短期大学部 (一般)	I・II・R・W	2/1, 3/6
熊本県立技術短期大学校 (一般)	I	2/8

なお、学校ごとの入試問題 (4 年分) を次のサイトから入手することができる。

<http://www1.ocn.ne.jp/~oboetene/plan/eng.html>

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。

As anyone who has read the Declaration of Independence knows, the right to the pursuit of happiness is part of the nation's founding principles in the United States. But (1) when it comes to where to look for it, the instructions are less than clear.

Many think money holds the key.

For years researchers, from psychologists to economists, have examined whether there is a direct connection between one's financial and emotional wealth. Studies that suggest that more money can lead to a significant increase in positive outlook when it brings people out of poverty, but when simply taking a person up a pay grade, there's often only a minor change in attitude. And (2) while the purchase of material possessions can offer temporary pleasure, the effects of a new watch, car, or dress, studies show, are almost always short-lived.

But new research by one Harvard scholar suggests that happiness can be found by spending money on others. Michael Norton, assistant professor at the Harvard Business School, conducted a series of studies with his colleagues at the University of British Columbia (UBC). Together they showed that people are happier when they spend money on others rather than on themselves.

"This study dealt with (3) a paradox that economists have talked about for a long time — that increases in income don't tend to lead to big increases in happiness," said Norton. "People buy bigger and bigger houses, but they don't seem to get much happier as a result."

The work included a national survey in which the group asked 632 American men and women how much they made annually, how much they spent each month on bills, expenses, and gifts for themselves; and what they spent monthly on gifts for other people and contributions to charities. They also asked them to rate their level of happiness. The findings showed that those who reported spending more on others also reported a greater level of happiness, while how much they spent on themselves had no impact on happiness.

(4) Another study examined how 16 employees spent a bonus at a Boston-based company. A month before receiving the bonus, which averaged about \$5,000, the employees were asked to rate their level of happiness. After they received the bonus, they were again asked what their happiness level was, along with a series of questions about how they spent the money. Those who spent more of their bonus on others

registered a higher level of happiness than those who spent it on themselves. In addition, the actual size of the bonus appeared to have no influence on a person's happiness. "The dollar amount of the bonus had no impact on happiness over time," said Norton. "People were just as happy whether they received \$3,000 or \$8,000. All that mattered was the percent spent on other people."

In ⁽⁵⁾a third study, researchers at UBC handed envelopes of money to students on campus. The students were told they should spend the money (either \$5 or \$20) by the end of that day either on themselves — to cover a bill or expense or get themselves a gift — or on others, a gift for someone or contributions to charity. The results mirrored those from their other studies. "We found that people who spent the money on themselves that day weren't happier that evening," said Norton, "but people who spent it on others were. The amount of money, \$5 or \$20, didn't matter at all. It was only how people spent it that made them happier."

- (問 1) 下線部 (1) を 2 番目の "it" が指すものを明らかにして日本語に直しなさい。
- (問 2) 下線部 (2) を日本語に直しなさい。
- (問 3) 下線部 (3) はどういうことか, 日本語で説明しなさい。
- (問 4) 下線部 (4) の結果明らかになったことを, 二点日本語で説明しなさい。
- (問 5) 下線部 (5) ではどのような方法で調査を行ったか, 70 字以内の日本語で説明しなさい。

II. 次の英文を読んで設問に答えなさい。

Two approaches have tended to define the debate about sustainable prosperity in recent years. The first is conscious consumption, also known as “green shopping.” The second approach, “green technology” (ecological technology) is a topic which covers everything from energy to transportation, housing to product design. These two approaches are mutually supportive, and both have a lot to offer as we try to find our way to a “green future.”

But there is a danger concerning these approaches, in thinking that all we have to do is design better, greener products to replace those we already consume, and then convince people to buy them. I call this idea “the Swap.” It’s sort of a middle stage on the road to a better future, where people have accepted that something must change, but not yet realized that everything must change. Therefore, the Swap is a form of denial.

It’s an attractive fantasy — instead of driving a big car, living in a big house and shopping at “The Gap,” I can drive a Toyota Prius, live in an eco-home and shop at a “green” online shopping site. However this doesn’t work, because the systems, such as highways and suburbs, that support such choices are unsustainable. For instance, highways are destructive, even when full of hybrid cars, and suburbs are unsustainable, even when the individual houses are ecological.

If we’re going to avoid ecological destruction, we need to not only do things differently, rather we need to do different things. We need to build dense neighborhoods where people can do more walking, composed of “green” buildings, well-planned bicycle pathways with adequate bicycle parking, and public transportation served by bicycle. We also need good design choices and smart technologies that let us live in a different set of relationships with the things we own. By accepting innovation in technology, design, planning, and policy, we can transform the systems around us, and provide ourselves with much more sustainable choices. “Green” lives will not look like the lives we live today. That doesn’t mean that they’ll be less attractive. On the contrary, both our quality of life and our prosperity may increase dramatically.

But there is a side to this change which is more an art than a science: understanding how we can reconnect with one another in our communities. I believe that to ignore the creative, emotional, even spiritual aspects of this transformation is to fail.

Many of the unsustainable systems we’re trying to change seem to give us individual independence by inserting goods and commercialism between the citizen and his or her community. However, as we change such systems, we will need to enter a new reality — one of interdependence. We need to remind people how to be good

neighbors, how to build friendships, how to share, how to see their own best interests in public goods. That is, how to be a good citizen.

So, one of the major design challenges we face is figuring out how to successfully develop architecture, urban planning, the arts, new forms of community engagement, and new forms of commerce. At the same time, I don't think that when we approach changing the world, we ought to exclude the possibility of changing ourselves.

NOTE

sustainable: able to be maintained without destroying the environment

Complete the following sentences in English.

- (1) The author considers two current ecological approaches to be a potential danger for the future. These are : _____ and _____.
- (2) According to the author, the term _____ indicates that people have “not yet realized that everything must change.”
- (3) The author feels that _____ and _____ are unsustainable systems.
- (4) Three different facilities the author recommends to be created in planning new neighborhoods are: _____, _____, and _____.
- (5) According to the author, failure means _____.
- (6) In this essay, “interdependence” most directly implies being _____.

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。

Facial expressions are important for connecting with the audience, but the skillful speaker does not want to manipulate the audience by using them. ⁽¹⁾ 聴衆はたいてい話し手の笑顔が本物かどうかわかるものである。As in all body movements, facial expressions should be natural extensions of the spoken message.

Of all the different parts of the face, the eyes are the most important in establishing the speaker-audience relationship. Good eye contact helps to establish a connection and belief in the speaker. A speaker who looks at the audience appears more honest than one who does not. In a study on the effect of eye contact on audience response, ⁽²⁾ アイコンタクトのより多い話し手の方が , 少ない話し手よりうまく自分のメッセージを伝えることができるとわかった。The relationship between eye contact and belief in the speaker has also been supported through research.

Although eye contact is important in delivering the message, it is impossible to look at the entire audience at one time. The effective speaker looks directly at individual audience members seated in various locations. An empty stare or wandering eyes do not add to your delivery. ⁽³⁾ アイコンタクトの効果を上げるには , すべての聴衆に一人ずつ話しかけているかのように思わせる努力を話し手はすべきである。

注: manipulate (人や世論など) を操る

IV. 次の会話を読んで設問に答えなさい。

Ben: I just read a magazine article that said robots were bad for humanity.

Emiko: Bad, what do you mean?

Ben: Well, the author says that a lot of people are losing their jobs to robots.

Emiko: Really? I think robots represent the future of humanity. Don't you agree?

Ben: If it means not working, I don't think it's much of a future.

Emiko: But robots do jobs that people don't want to do; dangerous jobs, like working with poisonous chemicals or working deep underground in mines. Think of how many lives could be saved.

Ben: Well I suppose you have a point. But we still need jobs.

Emiko: That's right, but can't we train people to take new jobs, jobs that are more suited to IT and other 21st century professions?

Ben: Maybe robots could give us the free time so we can become better educated. So I guess robots mean better jobs, not fewer jobs.

Emiko: Yeah, that's what I'm saying.

Ben: I suppose in the West we tend to hold (1)negative opinions of robots. We tend to focus on the differences, the alien head, the stiff unnatural way of walking. The mechanical is associated with remoteness, coldness, and a lack of feeling.

Emiko: Hmm, here in Japan we see robots more as friendly, helpful beings. Some of our most popular cartoon heroes are friendly, even noble robots who fight for justice. We've designed robots complete with smiling faces. One robot I know of is even designed to look exactly like a Japanese woman.

Ben: I think (2)I'd find it easier to deal with them if they looked like machines — after all, the only thing scarier than a machine is a machine disguised as a human. In many Hollywood films with robots, they inevitably turn out to be a threat to humankind.

Emiko: But surely you can't take Hollywood fiction too seriously.

Ben: Still, you can't just dismiss the issues raised in these films. For example, who owns the robots? If only a few wealthy corporations own robots, they could control most of society without being seen and without lifting a finger. We may not even know their identity.

Emiko: Well then, I propose that each of us should own a robot! The more robots the better.

Ben: Then I suppose we could send them off to work and we could go to the beach!

Emiko: But all joking aside, there's one thing about robots that causes me concern. It has to do with robots and warfare. Did you know that right now, the military is developing intelligent, automatic weapons systems?

Ben: Exactly — how can you fight against a robot that feels no pain, has no fear and grants no mercy?

Emiko: Yes, it's a frightening prospect. So I think we need to create laws to restrict the use of robots, so that robot technology can remain beneficial.

Ben: Yeah, and only humans can do ⁽³⁾that.

(問1) ロボットに対して Ben が述べていることと 一致しないものを, 次の (A) ~ (D) の中から一つ選び, 記号で答えなさい。

- (A) Robots may be harmful for humanity.
- (B) Robots may help promote free time.
- (C) Robots should have smiling faces.
- (D) Robots are scary.

(問2) ロボットに対する Emiko の考えと 一致するものを, 次の (A) ~ (D) の中から一つ選び, 記号で答えなさい。

- (A) Robots will lead in war.
- (B) Robots will educate us.
- (C) Robots will own manufacturing plants.
- (D) Robots will benefit society.

(問3) Ben が会話の中で見方を変えた話題を, 次の (A) ~ (D) の中から一つ選び, 記号で答えなさい。

- (A) Robots and dangerous chemicals.
- (B) Robots and work.
- (C) Robots and movies.
- (D) Robots and war.

(問4) 下線部 (1) はどういうことか, 日本語で説明しなさい。

(問5) 下線部 (2) のように Ben が考える理由を日本語で説明しなさい。

(問6) 下線部 (3) は何を指すか。日本語で説明しなさい。

SOURCES

- I. Walsh, Colleen. "Money Spent on others Can Buy Happiness." *Harvard University Gazette Online*, 17 April 2008.
- II. Steffen, Alex. "Neighborliness, Innovation and Sustainability," *Worldchanging Online Magazine*, 7 April 2008
- III. Barker, Larry L. *Communication*. New Jersey: Prentice-Hall, 1978.
- IV. 書き下ろし .

解答例

- I. (問1) 幸福をどこに求めるかということになると、そのことについては全く明らかでない。
 (問2) 物の購入によって一時的な楽しみは得ることができるが、研究によると、新しい時計、車、服がもたらす効果はほとんどいつも長続きしない。
 (問3) 収入の増加は、幸福の著しい増大につながらない傾向があるという逆説。
 (問4)
 - ボーナスを他人のために多く使った人の方がより幸福を感じた。
 - ボーナスの額は幸福感に影響しない。
 (問5) ある大学で学生に5ドルもしくは20ドルの入った封筒を渡して、その日のうちにその金を、自分のためか、他人のためのどちらかに使うよう指示した。(68字)
- II. (1) green shopping / green technology
 (2) the Swap
 (3) highways / suburbs
 (4)
 - "green" buildings,
 - well-planned bicycle pathways with adequate bicycle parking,
 - public transportation served by bicycle
 (5) ignoring the creative, emotional, even spiritual aspects of this transformation
 (6) a good citizen
- III. (1) The audience can usually tell whether the speaker's smile on his or her face is natural or not.

- (2) it has been found that the speaker with more eye contact can deliver his or her message better than the one with less eye contact
- (3) To make eye contact more effective, the speaker should try to make the entire audience feel as if he or she were talking to them individually.

IV. 1. (C)

2. (D)

3. (B)

4. 人間とかけ離れていて、冷たく、感情が欠落しているということ。

5. 人間に似せられたロボットほどおそろしい機械はないから。

6. ロボット技術が、人間にとって有益なままであるように、ロボットの使用を制限する法律を設けること。

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。)

【2】次の英文を読んで設問に答えなさい。

Many people all over the world study English as a second language. For some, like Spanish or German speakers, it may be relatively close to their native language, but for others, like the Japanese, the gaps in language and culture are larger. This can present quite a challenge.

All language learners realize at some point that learning a new language requires more than just learning new words. ① Beyond the new vocabulary is a new system of grammar that makes order of the new words. This system, together with the cultures shared by the speakers of a language, make up the “logic” or “worldview” of that language, and grasping this worldview is central to using the language well.

This idea is strongly related to an important advancement in the field of linguistics called the Sapir-Whorf hypothesis. This concept, pioneered by American scholars Edward Sapir and Benjamin Whorf in the 1950s, asserts that one’s language influences one’s way of thinking in one’s daily life. Put simply, “language creates thought.”

If we understand ② this idea, we will realize that the language one is speaking will influence, or even control, one’s way of thinking. Thoughts or ideas in one language can be turned into something very different in another language. A simple example of this might be that in a certain situation the appropriate Japanese-language communication might be “sumimasen” but in similar circumstances in English the appropriate remark may be something like “thank you,” which has a very different feel.

The way people think and their reactions to different situations are, of course, key points to making up their personalities. Thus we can see that if a person learns a new and very different language well, which includes grasping all the cultural particulars of the language, then it will affect who they are, their personality, when speaking that language.

This is to say that speaking and interacting in the new language can lead to a new and different personality in the speaker. Of course, the base personality in the native language is not (usually) fully eliminated or ignored. Elements of it will come through in the new language, but still we can see a distinct new identity in the second language.

In this way, ③ people who are bilingual, or at least fluent in two very different languages, have two distinct personalities. In the context of a single language, “split personalities” can be considered a mental illness, but in two different language contexts, it is natural and almost necessary to have different personalities. So enjoy your new identity along with your new language!

(Adapted from *Shukan ST*, July 11th, 2008)

1. 下線部 ① を日本語に訳しなさい。
2. 下線部 ② の内容を本文に即して日本語で説明しなさい。
3. 筆者が下線部 ③ のように述べている根拠を、本文に即して日本語で説明しなさい。

【3】 次の英文を読んで設問に答えなさい。

On the surface, Japan appears to be a relatively crime-free and comparatively safe society. One crime, though, is on the rise—*shoplifting. A recent survey by the Japan Publishing Organization for Information Infrastructure Development found that nearly ¥4 billion in books are stolen every year, a figure that has nearly doubled since 2003. Countries with higher rates of more serious crimes may find ① these figures and the type of crime unimportant or even slightly amusing. Taken as an indication of a shift in Japanese social values, however, shoplifting is cause for concern.

Particularly worrisome is the fact that most of the shoplifting is being done by young people. Minors commit the majority of the thefts (40 percent), though housewives (15 percent) and, increasingly, people over the 65 are lifting their share as well. These reported figures do not reflect the actual percentages, though, since many of the incidents are never reported, or go unrecorded after the suspects write a letter of apology. ② The extent of the problem is startling.

The seriousness of shoplifting lies somewhere between “borrowing” an umbrella from a public rack and bicycle theft, one of Japan’s most common crimes. The main reason given by those caught in the act of stealing books is not laziness, drunkenness or selfishness, but rather an intention to resell the books for cash. The romantic image of the starving student who truly wants to read an overpriced classic is far from reality. This main object is money. Books, like objects left unattended, are easy targets.

An estimated 4,000 small to medium-size booksellers have shut their doors from 2001 to 2007. ③ That is not all due to shoplifters, of course, as online bookstores have taken most of the customers away. When a bookstore disappears from a shopping

street, station front or pedestrian mall, we lose one more outlet for distributing books, and with it, written culture.

Bookstores and publishing organizations are right to protest, though their focus seems more with profit margins than social morality. Shoplifting should not be placed on a young person's record forever or be treated so severely as to ruin one's current life, but neither should it be ignored.

④ The attitude of getting "something for nothing" runs counter to the values of a society where lost wallets are still usually returned, people work hard for their money, and trust still remains central to most public interactions.

The answer to book shoplifting may be technological in part, with improved methods for safeguarding stores, but a change in attitude is needed as well. The public library system needs updating to become more convenient and to keep in line with changes in the Internet. Secondhand bookstores need to reconsider making their buyback policies stricter. Police need to establish consistent guidelines for handling shoplifters. An unsystematic approach by police to warning first-time shoplifters only encourages repeat offenders.

(Adapted from *The Japan Times*, May 4th, 2008)

*shoplifting: the crime of stealing things from shops, for example by hiding them in a bag or under your clothes

1. 下線部 ① が示している内容を具体的に日本語で述べなさい。
2. 下線部 ② の内容を本文に即して日本語で説明しなさい。
3. 下線部 ③ が示している内容を具体的に日本語で述べなさい。
4. 下線部 ④ を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。

Traditionally scientists have been trained to look for order. This can help them to make reliable predictions about the world. Familiar formulas such as Pythagoras' $a^2 + b^2 = c^2$, Newton's $F = ma$, and Einstein's $E = mc^2$ can give us a sense of security in a confusing world. ① Yet a new generation of scientists is telling us that we may have been concentrating too much on the limited parts of reality that show order. We have been overlooking the equally important aspect of reality in which *chaos is the dominant feature. Trying to understand this strange, unpredictable side of reality is the focus of the rapidly growing field of chaos theory.

A common illustration of the ideas of chaos theory is the so-called ② "butterfly effect." Imagine a butterfly in Tokyo. It flaps its wings, perhaps even only one time.

No one can predict exactly what the effects of this wing flap will be, but it is possible that this small event could cause wind patterns around the world to change in a way that eventually results in a hurricane in New York. Such complex, unpredictable cause-and-effect situations are the focus of chaos study. Chaos conditions can be just as important as the more orderly conditions of planets' movements, gravity, and electricity, which were studied by earlier scientists like Kepler, Newton, and Edison.

What kinds of things can chaos theory help us understand? It is particularly applicable to understanding complex, hard-to-predict processes such as weather, population trends, stock markets, earthquakes, ocean currents, molecular movements, and ecosystems. Recently, chaos theory has been applied to some real-life problems. In medicine, for example, it is being used to understand the problems of patients with irregular heartbeats. Using chaos theory, doctors can help to put patients' chaotic heartbeats back into a steady state, thus saving them from possible heart attacks.

Chaos theory tells us that reality is made up of a complex relationship between order and chaos. This recent idea shows similarities to the ancient Taoist principle of yin(陰) and yang(陽): the idea that reality is made up of apparent opposites. To see reality we need to accept both aspects of life: its yin and yang; its chaos and order. Chaos theorists do not ignore order; rather, they emphasize that nature is far more complex—and chaotic—than we had thought. They tell us that in order to understand the deep order in nature, we also need to look deeply at its chaos. This may be a frustrating and humbling lessons, but it is also one filled with exciting possibilities for the future.

(Adapted from Bruce Allen and Makoto Shishido, *Imagining Tomorrow*)

*chaos: a situation in which everything is happening in a confused way and nothing is organized or arranged in order, disorder, confusion

1. 下線部 ① を日本語に訳しなさい。
2. 下線部 ② の内容を本文に即して日本語で説明しなさい。
3. “chaos theory” が医学の分野においてどのように応用されているか、本文に即して日本語で説明しなさい。
4. “chaos theory” において “reality” はどのように捉えられているのか、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。

- ① 未知の場所へ旅する場合，その旅が首尾よくいったかどうか，満足のいくものだったかどうかは，旅のまえに思い描いていた旅のイメージを基準として決まる。「旅行者」の最良のものとは，旅に何も期待しないことである。

(鷲田清一『ことばの顔』より，一部改変)

- ② 外国語は私達にさまざまな利益を与えてくれる。実際に行ったことのない国々のさまざまことから，その国の人々の考え，文化・社会について，私達は，外国語を学ぶことにより知ることができる。

(津田幸男『英語支配の構造』より，一部改変)

解答例

【1】(省略)

- 【2】1. 新しい単語を並べる新しい文法体系は，新しい語彙の範囲を超えている．
2. 言葉が日常生活における考え方に影響を与えるということ．
3. 新しい言葉で話し情報を伝え合うことは，話者に新しい異なった個性を生じさせるが，そうすることで母国語の基本的な個性が消去されたり無視されるわけではないので．

- 【3】1. 日本で毎年盗まれる本の金額の40億円．
2. 窃盗の40%が未成年で，15%が主婦で，65歳以上の窃盗が増加している．また窃盗事件の多くが，詫状が出されると報告されることはないので，この数字は実際のパーセンテージを反映しているのではない．
3. 2001年から2007年までに，小規模，中規模のおよそ4000店の本屋が倒産したこと．
4. 無料で何かを得るという態度は，失くした札入れが依然として戻ってきたり，お金のために人が一生懸命働いたり，信用が依然としてたいの社会的相互作用の中心となっている社会の価値観に反するものである．

- 【4】1. しかし新しい世代の科学者は，私たちに我々が秩序を示す現実の限られた部分に注意を向け過ぎてきたと言っている．
2. 東京でのチョウの羽のはばたきが世界中の風向きを変え，最終的にはニューヨークのハリケーンにつながるかもしれないという予測のつかない効果．
3. 患者の不規則な鼓動を安定した状態に戻して，患者を起こりうる心臓発作から救う分野．
4. 秩序と無秩序の複雑な関係で構成されている．

- 【5】① The best way to travel is that we expect nothing from traveling.
② A foreign language gives us various benefits. By learning a foreign language, we can learn a variety of things about a country where we have never been in reality and its people's idea, culture, and society.

1.2.2 一般前期試験 (環境共生学部) 120 分

問題 A 省略 (リスニングテスト)

問題 B 次の文を読み, 各質問 (Question) に対して最も適当な答えを選び, 解答欄に記号で答えなさい。必要であれば, 下記の Vocabulary を参考にしてください。

NUMBER 1

Some have called the famous Japanese architect Tadao Ando the greatest living architect. He has designed many buildings in Japan and won several important awards over the many years he has been working. After realizing at an early age that he was interested in creating things, he worked with wood in many different ways. During his youth, he helped a carpenter in his hometown of Osaka, Japan, and he built many models of ships and planes. He developed an interest in buildings after many visits to the shrines and temples of the greater Kansai area of Japan. These visits were supplemented with reading many books on the places he saw. Reading books broadened his interests to the work of architects both inside and outside Japan. One of his early influences was the work of the Swiss and French architect Le Corbusier. Ando also traveled extensively in the U.S., Europe, and Africa during the years when he was developing his ideas about structure and design. His work is famous for the way he divides space with huge walls and for the way natural light is used to balance the broad spaces. He is also known for his generous use of basic shapes, such as circles, squares, and triangles. Ando has designed many important museums, residences, and building complexes, as well as several religious buildings. His designs attempt to maintain a balance between the buildings that have been created, the natural surrounding area, and the spaces, such as gardens and walkways, that are created as a part of each project.

Vocabulary carpenter 大工

Question 1

Where do Tadao Ando's influences come from?

- A. Western countries
- B. African countries
- C. Japan
- D. all of the above

Question 2

Which was Tadao Ando's favorite way to learn about architecture?

- A. It is not clear from the passage.
- B. building things himself
- C. reading many books on architecture
- D. traveling to many countries

Question 3

The passage says that Tadao Ando is "known for his generous use of basic shapes." What does that mean?

- A. He does not use basic shapes.
- B. He uses some basic shapes.
- C. He uses many basic shapes.
- D. We cannot tell from the passage.

NUMBER 2

Japan has a long history of crop production, especially rice and other basic crops. It is interesting to note that only 13% of Japan's land is available for crops, and much of that land is already used for residential and business areas. Approximately 40% of crop land is used for rice production. Other key crops include potatoes, sugar beets, *mikan* oranges, and cabbage. Japan takes advantage of its mountain areas by creating terraced agricultural areas that are used for the production of rice and other crops. This country's system of agriculture is aided by a mild climate, much rainfall, and a long history of agriculture that has created fertile soil. In addition, Japan's average farm size is relatively small, a little over one hectare, meaning that there are many farms which can produce a large amount of food, depending on the needs of the community. Despite the fact that the entire country is involved in agriculture, the northern island of Hokkaido is responsible for about 10% of Japan's crop production. However, not all of Japan's crops are grown domestically; many are imported from around the world. In fact, Japan imports the second-largest amount of agricultural products in the world, after the U.S. Example of imported crops are soybeans and wheat. Although Japan grows soybeans, wheat, and other crops, domestic production is not enough to meet demands.

Vocabulary hectare ヘクタール

Question 4

How much of Japan's land area is used for agriculture?

- A. 10%
- B. 13%
- C. 40%
- D. It is not clear from the passage.

Question 5

What is one reason why Japanese agriculture is successful?

- A. It can grow rice.
- B. It has much rainfall.
- C. Hokkaido produces 10% of Japan's crop.
- D. There are many mountains.

Question 6

Why does Japan import some food?

- A. Not enough can be grown in Japan.
- B. The U.S. imports the most food.
- C. wheat and soybeans
- D. Japan cannot export its food.

NUMBER 3

Linguists, psychologists, and other researchers have many ideas about the nature of language and how young children learn their mother tongue. But it is very difficult to test these ideas. Researchers might visit a house a few hours a week, but the speech recordings from these visits are not really representative of daily experience, and there is no way of knowing whether any changes in a child's speech are sudden or merely appear that way because of gaps between recordings. Some psychologists have kept detailed diaries on the linguistic development of their own children, but these do not have enough detail because the researcher is not always home. In addition, they can give rise to the "observer effect," in which a child acts differently when being studied. One psychologist noted that, when his young daughter did something clever, she paused to ask him if he was going to write it down.

A recent venture, the *Human Speechome Project*, looks to fill in many of the gaps in our knowledge by providing a mass of high-quality data. Roboticist Deb Roy has been working to capture almost every walking minute of his son's life, by placing

eleven cameras and fourteen microphones in the ceiling of his house and having them record continuously for fourteen hours each day. The many thousands of hours of video are transmitted to Roy's university, where computer programs identify activity in specific areas of each room and human analysts identify the type of activity, and these are matched up to any sounds made by Roy's son. Roy and his team hope that, by observing and analyzing all the child's speech and other sounds, they will be able to develop a clearer picture of how language develops on a day-to-day and hour-by-hour basis. Roy estimates that, even with the help of computer algorithms, each year of observation yields about 5,000 hours of transcription work to be done by human helpers, at a cost of \$10 an hour.

Vocabulary transcription 転記

Adapted from

Watch Language Grow in the 'Baby Brother' House, New Scientist, May 15, 2006
MIT Media Laboratory: The Human Speechome Project: Stepping Into a Child's Shoes, Apple Science Profiles

The Power of Babble, Wired, 15. 04

Question 7

Why do we not know in detail how children learn language?

- A. because the "observer effect" prevents us from knowing
- B. because it is difficult to get enough data to test our ideas
- C. because psychologists and linguists fight too much
- D. The Human Speechome Project has prevented us from knowing.

Question 8

Which of the following is the best description of the "observer effect?"

- A. Nobody knows when a researcher will have free time.
- B. Observing something helps us to understand it.
- C. Writing everything down prevents us from doing good research.
- D. People change their behavior when they are being observed.

Question 9

How is the Human Speechome Project different from previous work in child language?

- A. It is very similar.
- B. It will produce more data.
- C. It uses human analysts.
- D. It will make maximal use of the “observer effect.”

Question 10

How much will data transcription cost?

- A. It will be free.
- B. about \$5,000 per year of data
- C. about \$50,000 per year of data
- D. about \$500,000 per year of data

問題 C 以下の問いに答えなさい。

問 2013年4月に、あなたは大学を卒業して就職したと仮定します。その時、あなたはどのような職業について、どのような仕事をしていると思いますか？自由に想像して、英文で350語以上で答えなさい。

解答例

問題 A (省略)

問題 B

Question 1	Question 2	Question 3	Question 4	Question 5
D	D	B	D	B
Question 6	Question 7	Question 8	Question 9	Question 10
A	A	D	C	C

問題 C (省略)

1.2.3 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。)

【2】次の英文を読んで設問に答えなさい。

Imagine a beautiful, quiet place in the country, surrounded by trees, small lakes, and streams. Imagine no phone calls or television or interruptions of any kind, helpful people doing one's cooking and cleaning, and nothing to do all day but write or paint or compose music.

The idea of such a place, where writers, musicians, and other artists can do their work without having to worry about making a living, seems like a dream. Yet such places do exist—special “colonies” where artists of all kinds can live and create in complete freedom, away from the outside world.

The first of these was the MacDowell Colony, founded in 1910 in Peterborough, New Hampshire. Other well-known colonies are Yaddo and the Millary Colony in New York State, and the Virginia Center for the Performing Arts.

At Yaddo, near Saratoga Springs, over two thousand writers, painters, sculptors, photographers, and composers have come together since 1926, and have completed some of their most important creative work there. In over half a century the daily routine has changed very little. A typical day still begins with an early group breakfast. Afterward, guests (as visiting writers and artists have always been called) pick up their lunches and go off to work in private studios.

The only rules at Yaddo are there to ensure each guest's privacy. Quiet hours extend from 9 A.M. to 4 P.M. and no guest may be disturbed during this time without a direct invitation. A telephone call to a guest at the Yaddo office (there are no phones in rooms or studios) results in a message left in the dining room. It has been suggested that not only the lack of interruptions but the lack of ① the threat of them makes Yaddo perfect for creative work.

Most of the artists stay for a month or six weeks and find that they can produce more during this time than in the same time at home. Curtis Harnack, the director of Yaddo, says that people are amazed by what they can accomplish there. “Sometimes they double the amount of work they normally get done. It's the concentrated uninterrupted time you get here. It allows you to get deeper into your work, and go farther. All the other supports—the fact that you don't have to shop, you don't have to clean, nobody can reach you while you work—all of that is time protection.”

Says Sue Standing, whose book of poetry was partially written at Yaddo, “Being there was the first time in my life when I had a whole month just to write. Without that long period of time, I don’t think I could have done it.”

② Such statements about the great importance of uninterrupted time are illustrated by the long list of books that have been written at Yaddo. The names on the books in the Yaddo Authors’ Library read like a “who’s who” of modern American writers: James Baldwin, Saul Bellow, Truman Capote, Malcolm Cowley, Langston Hughes, Dorothy Parker, Sylvia Plath, Mario Puzo, Lionel Trilling, Eudora Welty, William Carlos Williams.

The time is there for the artists to use, but not all the artists are able to use it properly. Jacqueline Berke recently spent a month at the MacDowell Colony. She said she was so happy being there that, on her first day, she thought about all the time she would have in which to write. But she spent so much time thinking that she had no time to write. The same thing happened on the second day, and again on the third. On the fourth day, she decided to do something about her problem, so she walked to a nearby store and bought paper and pencils and pens. Still no writing. On day five, she arranged all her supplies neatly on her desk. Day six, she stayed late at breakfast and helped the workers clean up. Day seven, she moved from her chair in front of the typewriter to a more comfortable couch and fell asleep. Finally, she began to write. Her first work was a story called ③ “Wasting Time at a Writer’s Colony.”

Of course, most of the visitors use their time wisely and, over the years, thousands of fine writers and artists have done some of their best work at one of these colonies. As writer Rebecca Rass said recently, “I always imagined there would be a place like this somewhere. This place *is* a dream.”

(Adapted from Paul Pimsleur et al., *Encounters*)

1. 芸術家のための保養地 “Yaddo” の典型的な一日の生活とはどのようなものが本文に即して説明しなさい。
2. 下線部 ① についてその内容を本文に即して日本語で説明しなさい。
3. 下線部 ② を , “such statements” の内容を明らかにしながら日本語に訳しなさい。
4. なぜ下線部 ③ のようなタイトルの本を書くようになったのか日本語で説明しなさい。

【3】 次の英文を読んで設問に答えなさい。

It is not often that choosing one wine over another is a matter of life or death. Yet ① that is what determined the fate of Marcus Antonius, a Roman politician

and a renowned public speaker. In 87 BCE, he found himself on the wrong side of one of Rome's many endless power struggles. Gaius Marius, an elderly general, had seized power and was ruthlessly hunting down supporters of his rival, Sulla. Marcus Antonius sought refuge in the house of an associate of far lower social status, hoping that nobody would think of looking for him in such a poor man's house. His host, however, unwittingly gave him away by sending his servant out to buy wine worthy of such a distinguished guest. The servant went to the neighborhood wine shop and, after tasting what was on offer, ② asked for a far better and more expensive wine than usual. When the shopkeeper asked why, the servant revealed the identity of his master's guest. The shopkeeper went straight to Marius, who dispatched a handful of soldiers to kill Marcus Antonius. Yet having burst into his room, the soldiers could not bring themselves to kill him, such was the power of his speech. Eventually, ③ their commanding officer, who was waiting outside, went in to see what was happening. Denouncing his men as cowards, he drew his sword and cut off Marcus Antonius's head.

Like the Greeks before them, the Romans regarded wine as a universal staple. It was drunk by both dictator and slave alike. But the Romans took Greek *connoisseurship to new heights. Marcus Antonius's host would not have dreamed of serving him the lesser wine he drank himself. Wine became a symbol of social differentiation, a mark of the wealth and status of the drinker. The distinction between Roman society's richest and poorest members was reflected in their selection of wines. For wealthy Romans, the ability to recognize and name the finest wines was an important form of luxurious consumption; ④ it showed that they were rich enough to afford the finest wines and had spent time learning which was which.

(Adapted from Tom Standage, *A History of the World in 6 Glasses*)

*connoisseurship: expert knowledge in wine tasting

1. 下線部 ① “that” の指す内容を本文に即して日本語で説明しなさい。
2. なぜ下線部 ② のような行動をとったのか、その理由を本文に即して日本語で説明しなさい。
3. 下線部 ③ の人物は結局何をしたのか、本文に即して日本語で述べなさい。
4. ギリシャ人と異なりローマ人はワインが何を象徴すると考えていたのか、本文に即して日本語で述べなさい。
5. 下線部 ④ を、“it” と “they” の指すものを本文に即して説明しつつ、日本語に訳しなさい。

【4】以下の *The Daily Yomiuri*, 2008年3月20日付けの記事 “Researchers hope brain study will help English education” (一部改変) を読んで設問に答えなさい。

How can we acquire English skills effectively? ① There has been no shortage of research into the reasons some people are unable to improve their English skills despite long years of study. One avenue of research has developed from the cutting edge of brain science.

A research team led by Hiroko Hagiwara, a professor at Tokyo Metropolitan University, has been studying the brain waves of primary school students who are just starting to learn English. In January 2008, a pink truck was parked at a schoolyard of a Tokyo primary school. Students wearing special equipment on their heads and strained looks on their faces entered the truck one by one. The custom-made truck was equipped with a device to monitor brain waves and blood flow in the brain. Researchers measured the student’s brain activities as they looked at illustrations on a computer screen while listening to words in Japanese or English. The process takes about 50 minutes per students, so only six students per day can be examined after school.

During the 2006 school year, the team examined about 370 first- to third-graders at six primary schools, mainly in the Tokyo metropolitan area. During the current school year (Apr. 2007 ~ Mar. 2008), the team plans to have examined about 500 primary school students from the second to the fourth grades at seven primary schools. The researchers will examine changes in brain activity and English ability by tracking and monitoring the students for three years. The scale at which this research is being conducted is unprecedented, according to the researchers.

② It has only been a generation since significant advances in brain science were first applied to the field of language studies. The initial connection between brain science and this field was made by Marta Kutas and Steven Hillyard of the University of California, San Diego, in 1980. They released a study that said a brain wave called N400 reflected language processing functions. They recorded N400 following the presentation of a word with a different meaning from that suggested by a picture. For example, N400 can be detected when a person hears “a car,” when a picture of a bird is shown. In later years, researchers came to understand the relationship between various brain waves and vocabulary or grammatical structures.

Hagiwara hypothesizes that the brain functions the same when acquiring a second language as it does when acquiring its mother tongue. Although the research has just started, it has become clear that there is a difference in brain activities when students hear English words, depending on their prior experience with English. “In the future, our data will become the basis for the most effective method to study English,” Hagiwara said. Hideaki Koizumi, a Hitachi Ltd. researcher and spokesman

for a program to study brain science at the Japan Science and Technology Agency, said: “I think Japan’s English education strayed off course somewhere. We need to use brain science to get our education back on course, so we Japanese can acquire the language skills to be on equal footing with other nations in today’s international society.”

1. 下線部 ① と ② を日本語に直しなさい。
2. 2006年度から小学生を対象に行われている実験の具体的な方法を本文に即して日本語で述べなさい。
3. N400 が検出される具体的な状況を本文に即して日本語で説明しなさい。
4. この調査のデータは、将来どのように役に立つと専門家は言っているか、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。

もともと、物心のついた頃から読書が好きだった。
大学生になって、電車で通学するようになってからは、必ず本を携えていた。日本語の本が多かったが、ときには英語のペーパーバック^{*1}ということもあった。中でもサマセット・モーム^{*2}の『人間の絆』^{*3}は、はじめて読み上げた英語の長編小説で、読了するまで数ヶ月も持ち歩いていたので、最後にはずいぶん汚れてしまった。

(黒田龍之助『語学はやり直せる』より、一部改変)

* 1 ペーパーバック (文庫本や新書版のような略装本) : paperback

* 2 サマセット・モーム : Somerset Maugham

* 3 『人間の絆』 : Of Human Bondage

解答例

【1】(省略)

- 【2】1. 朝食を集団になって食べ，弁当を取って自分の仕事場に出かける．
 2. 邪魔が入って仕事を中断しなければならないという脅威．
 3. 邪魔されない時間の重要性に関して「邪魔の入ることがないことは，Yadddoを創造的な仕事をするのに申し分のない場所にしている。」という言葉は，Yadddoで書かれた本の長いリストによって証明されている．
 4. 一日目，二日目，三日目は考えることに時間を費やして書くための時間が持たず，四日目に近くの店に紙，鉛筆，ペンを買に行くが何も書けず，五日目は机の上をきちんと並べただけで，六日目は，朝食を食べるのにぐずぐずしたり人が掃除をするのを手伝い，七日目は，寝椅子に座って眠ってしまったので．

- 【3】1. ワインを1本選ぶことが生死の問題であるということ．
 2. 著名な客のアントニクにふさわしいワインを買ってくるように言われたので．
 3. Gaius Marius
 4. 社会的地位すなわち富者と貧者の区別を表す象徴となっていた．
 5. 最高のワインを見分け，その名前を挙げるができる能力は，裕福なローマ人は最高のワインを買うことができるほど金持ちでどれがどれかを学ぶのに時間を費やしているということを実証した．

- 【4】1. ① 長年の研究にも係わらず，英語の技能を向上されることができない人がいる理由の調査が今まで全くなかった．
 ② 脳科学の重要な進歩が初めて言語研究の分野に応用されてから，わずか一世代しか経過していない．
 2. 小学生の脳に特殊な装置をかぶせて，脳波と脳内の血流をモニターする機器で，日本語や英語での説明を聞き，コンピュータの画面上の図を見ている時の脳の活動を測定した．
 3. 人が鳥の絵を見せられて「車」という言葉を耳にする時．
 4. 英語を勉強する最も効果的な方法を作るための基礎資料となる．

- 【5】I had always carried books since I began to commute to university. Many of them were Japanese, but I sometimes read English paperbacks. Above all things, "Of Human Bondage" written by Somerset Maugham was an English long novel which I finished reading for the first time in my life. As I carried it for several months till I finished it, it became very dirty finally.

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・芸術学部), 前期日程(航空整備士養成コース専願試験・パイロット養成コース一般試験)

I. 次の各文の()内に入れるのに最も適当な語(句)を①～④の中から選び、番号で答えなさい。

1. Please switch () the light when you leave the room.
① up ② back ③ off ④ down
2. My wife always tells me ().
① don't smoke ② not to smoke ③ not smoke ④ not smoking
3. It is time you () to bed.
① for going ② are going ③ went ④ will go
4. This blouse is too small. Please show me ().
① other ② one another ③ some other ④ another
5. Father never allows me to drive a car because I am not used () in a big city.
① to drive ② to driving ③ to be driven ④ to have driven

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. Don't be afraid of ask for help.
2. You'll feel better after a good night's sleep.
3. The girl approached with flowers on her hands.
4. I've been living in Johnny's apartment for three months.
5. Susie worked hard in order to winning the prize.
6. He spends his spare time in gardening.
7. He went on playing the guitar for hours.
8. If he says so, it must be true.
9. He told me that he used to keep a dog.
10. The old man surrounded by his grandchildren.

III. それぞれの日本語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. 仕事が終わったら食事に行きませんか。
(after / don't / eat / go / out / to / we / why / work)?
2. あなたは自分で重要だと思うような本を読むべきです。
(as / books / consider / important / read / should / such / you / you).
3. どうぞ私の家の自転車を好きなだけお使いください。
(are / as / as / bicycle / like / long / my / to / use / welcome / you / you).
4. 困ったことに私の時計は1日に5分早く進みます。
(a / day / five / gains / is / minutes / my / that / the / trouble / watch).
5. 私はちょうど今友人を見送りに空港へ行ってきたところです。
(airport / been / friend / have / I / just / my / off / the / to / to).

IV. 著作権により非公表 (英文による長文)

V. 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
③	②	③	④	②

II.

1	3	5	10
---	---	---	----

- III. 1. Why don't we go out to eat after work
2. You should read such books as you consider important
 3. You are welcome to use my bicycle as long as you like
 4. The trouble is that my watch gains five minutes a day
 5. I have just been to the airport to see my friend off

1.3.2 一般前期2日目(工学部・情報学部・生物生命学部・芸術学部)

I. 次の各文の()内に入れるのに最も適当な語(句)を①～④の中から選び、番号で答えなさい。

1. Be () to take off your shoes when you enter.
① certainly ② troubled ③ available ④ sure
2. It is () that I don't want to go out.
① a very cold day ② so cold day
③ such a cold day ④ too cold a day
3. The rain () me from attending the party.
① forced ② kept ③ helped ④ refrained
4. I'm sorry to have kept you () so long.
① wait ② to wait ③ waiting ④ waited
5. He is the tallest man that I've () seen.
① never ② ever ③ always ④ true

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. I was about to leave home, when the telephone rang.
2. You have been to Europe many times, have you?
3. Please take a seat and make yourself at home.
4. Who was the new plan discussed?
5. It happened that we were on the same train.
6. He is easy to make the homepage.
7. Seeing from a distance, that tree looks like an umbrella.
8. She is the one I was telling you about.
9. How long have you been doing that job?
10. She is the most intelligent of us all.

III. それぞれの日本語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. 私のカバンは君のカバンの半分の重さしかありません。
(bag / half / is / my / of / only / the / weight / yours).
2. 誰が当選しようとする私には関係ありません。
(doesn't / elected / is / it / matter / to / who).
3. 今日できることを明日まで延ばしてはいけません。
(can / do / don't / off / put / till / today / tomorrow / what / you).
4. 父は禁煙しようとしたことが数回あります。
(father / has / my / several / smoking / stop / times / to / tired).
5. 私は毎朝散歩することを習慣としています。
(a / a / every / I / it / make / morning / rule / take / to / walk).

IV. 次の英文を読んで下の設問に答えなさい。

I couldn't believe my eyes. Right there in front of us were thousands of giant iguanas basking in the sun. As we approached, I expected the lizards to (A) like they do in other tropical countries, but they didn't. They were as still and unmoving as the lava rocks (B). Even when we were (C) to touch them, they seemed to send us a silent messages: "We are kings here. Don't touch us (ア) you'll be punished."

As if reading our thoughts, our Ecuadorian guide said, "Don't touch them. (D), you may be put in prison. That's the law here." I'm sure the iguanas knew it too. That's why they are not afraid of people. And, that's why the Galapagos Islands are the world's best and most famous animal sanctuary.

The guide was right to (E) this strict law which might seem too severe to some. All the beautiful animals, (イ) they're iguanas, seals, penguins, pelicans or crabs, seem so friendly. It seems as if they were welcoming human beings to their beautiful islands on equal terms.

Powle, Brian W. *My Humorous World Part 2* NHK 出版

設問 1: 上記の A ~ E を埋めるのに最も適当なものを次の 1. ~ 5. から選び、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. near enough
2. be proud of
3. run away
4. if you do
5. on which they sat

設問 2: ア、イに入る適当な語を下の語群から選びなさい。

ア (or, and, but)

イ (what, when, whether)

V. 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
④	③	②	③	②

II.

2	4	6	7
---	---	---	---

- III. 1. My bag is only half the weight of yours.
 2. It doesn't matter to me who is elected.
 3. Don't put off till tomorrow what you can do today.
 4. My father has tried to stop smoking several times.
 5. I make it a rule to take a walk every morning.

IV. 設問 1

A	B	C	D	E
3	5	1	4	2

設問 2

ア	イ
or	whether

1.3.3 一般後期(工学部・情報学部・生物生命学部・芸術学部)

I. 次の各文の() 内に入れるのに最も適当な語(句)を①～④の中から選び、番号で答えなさい。

1. I prefer playing baseball () baseball.
① to watching ② to watch than ③ for watching ④ watch
2. I don't know () to buy the book you recommended.
① which ② where ③ what ④ who
3. Do you know what UFO ()?
① says of ② stands for ③ calls for ④ counts on
4. He can't speak English, () German.
① much yet ② much more ③ still less ④ still more
5. I haven't seen him () three years.
① for ② since ③ after ④ before

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. You cannot imagine how she was angry.
2. We talked over a cup of coffee.
3. What do you think he said?
4. We have to change train at Shibuya Station.
5. I paid ten dollars to the driver.
6. He stood up so that the lady may have the seat.
7. If you don't have a dictionary, you must buy it.
8. We are sorry for not answering your letter sooner.
9. The picture was impressive to look at.
10. We shall be interested in hearing your comments.

III. それぞれの日本語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. どうぞ座って少しのんびりしてください。
(a / and / down / easy / for / it / please / sit / take / while).
2. どうぞ好きなものをなんでも自由にとってください。
(anything / help / like / please / to / you / yourself).
3. 雪が深く積もったので、交通がすべて止まりました。
(all / deep / held / snow / so / that / the / the / traffic / was / was / up).
4. 彼は仕事にあきあきしていると思います。
(fed / guess / he / his / I / is / job / up / with).
5. あなたがいなくなっからずっとあなたのことを考えています。
(been / have / I / left / of / since / thinking / you / you).

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
①	②	②	③	①

II.

1	4	6	7
---	---	---	---

- III. 1. Please sit down and take it easy for a while.
2. Please help yourself to anything you like.
3. The snow was so deep that all the traffic was held up.
4. I guess he is fed up with his job.
5. I have been thinking of you since you left.

1.3.4 一般推薦(薬学部・パイロット養成コース), 専願推薦(航空整備士養成コース)60分

I. 会話1.~6.に入れるのに最も適当なものを,それぞれ①~④のうちから1つずつ選び,番号で答えなさい。

1. Tom: Oh, no! I made a terrible mistake. I erased the important file on my computer.

Amy: ()! Don't worry. I saved a copy of it on my computer.

- ① Excellent ② Fantastic ③ Great ④ Relax

2. Waiter: Would you () something to drink?

Customer: Yes, some orange juice, please.

- ① order ② care ③ like ④ mind

3. Woman: Excuse me. Could you tell me the way to the train station?

Man: Sure. Go () down this street. It's at the end on the left.

- ① over ② direct ③ make ④ straight

4. Bill: Hello. This is Bill. Can I speak to Mary?

Mother: I'm afraid not. She's () at the moment.

- ① anywhere ② here ③ out ④ unable

5. Ichiro: How long have you () in Japan?

David: Two years.

- ① been ② being ③ staying ④ reside

6. Sandy: I wonder if you have something ()?

Helen: Sure. Here's a pencil. You can keep it if you like.

- ① to write by ② for writing by
③ to write with ④ for writing on

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。

1. 台風が接近しているので、今夜は外出しない方がいいですよ。

You (a)(b)(c)(d)(e)(f)(g)(h) is coming.

- 1) because 2) a typhoon 3) go 4) had
5) out 6) better 7) tonight 8) not

2. 私はオーストラリアに住んでいる妹からちょうど手紙を受け取ったところです。

I have (a)(b)(c)(d)(e)(f)(g)(h).

- 1) my sister 2) received 3) Australia 4) in
5) just 6) from 7) a letter 8) living

3. 車を修理工場に持って行ってブレーキを直してもらうべきです。

You should (a)(b)(c)(d)(e)(f)(g)(h).

- 1) have 2) the brakes 3) repaired 4) to
5) your car 6) the mechanic 7) take 8) by

4. 環境汚染に関する彼女の報告は、その半分が偽りであったのだが、人々は欺かれました。

Her report on (a)(b), (c)(d)(e)(f)(g)(h),
deceived the people.

- 1) true 2) not 3) pollution 4) half
5) was 6) which 7) of 8) environmental

5. 老いの顔にやどる明るさは美しいものではありません。

There (a)(b)(c)(d)(e)(f)(g)(h) old face

- 1) an 2) in 3) is 4) beautiful
5) than 6) nothing 7) more 8) cheerfulness

6. ハリーは10万円の入った財布を道で見つけました。

Harry (a)(b)(c)(d)(e)(f)(g)(h).

- 1) on 2) with 3) thousand 4) found
5) yen 6) a purse 7) the street 8) one hundred

III. 次の英文を読んで設問に答えなさい。

What makes chefs cry most often? If asked this question, probably many people would reply, “Because they prepared poor food that customers complained of.” The answer is much simpler though. Actually, it requires just one word, that is, onions. It seems that almost everybody at one time or another suffers from stinging eyes and cries when slicing an onion. It is not unheard of that (ア) some chefs had to give up promising careers because they could no longer prepare meals that include onions. All this trouble due to a simple vegetable, however, may now be about to (1) from busy restaurants and family kitchens.

In spring 2008 scientists, from a research institute in New Zealand, reported at a symposium in Holland they had made a breakthrough in food innovation, through which people may have the (2) of buying “tear-free” onions within the next decade or so. The scientists made the sensational claim that the new onion being created would banish tears from the kitchen, yet it would retain or even improve the flavor and smell of a regular onion. They also predicted the tearless onion would become the favorite vegetable in ordinary kitchens around the world when it comes on the market.

The development of the tearless onion involved the close cooperation of science and technology from three countries with different cultures and eating habits, as if they agreed to form an alliance to create an onion that will not make people who slice it cry. Japanese researchers were the first to (3) they had isolated the “crying” gene from an onion in 2002. This advance was then used at the New Zealand institute to insert suitable DNA into an onion in order to manipulate it bio-chemically. The latter could only be done, however, thanks to what is called “gene-silencing” technology, which had been developed in Australia.

It was previously thought that the agent which brings tears to our eyes was produced by cutting the onion. However, it was proved that actually a gene produces the *enzyme, the chemical substance that makes you weep. Using the biotechnology now (4), scientists can shut down the gene which controls the enzyme, as if they were turning off the sound of a radio. Does this sound complicated? What it all means is that when you go to the supermarket to buy onions in the future, you may either buy regular onions or ones that are unlikely to make you cry when you slice them. In other words, more choices for the buyer!

Onions are quite nutritious and can be used in a variety of (5). In many countries, onions already contribute a significant proportion of the daily fiber requirements of the population. By removing the tears from the kitchen, even more people are expected to enjoy this simple vegetable. Many people in developing countries go to bed hungry. (イ) Due to climate change, human beings face many challenges

as natural resources are being reduced rapidly. The gene-silencing methods for making tearless onions can also be used to control virus diseases and to produce stronger crops. So both engineering and re-engineering are important activities. If science can help more people to eat onions, that will be joyful news not only for busy chefs but for anyone putting on an apron to prepare a meal that uses a round white vegetable with a brown skin and having many layers to peeled.

注：*enzyme 酵素

設問 1: 文章の空所 1 ~ 5 に入れるのに最も適当なものを、下の (a) ~ (e) のうちから 1 つずつ選び、記号で答えなさい。

(a) option (b) dishes (c) disappear (d) announce (e) available

設問 2: 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. Many chefs are disappointed and cry when customers do not like onions in the food they have made.
2. Scientists created a tearless onion that you can now buy at some supermarkets in Holland.
3. Scientists claimed the taste and smell of the new onion are similar to those of onions eaten now.
4. It took at least six years to produce the onion that may not make people cry when they cut it.
5. The tearless onion was created through the efforts of scientists from countries other than Australia.
6. In producing the tearless onion, research showed that some earlier knowledge about onions was mistaken.
7. The new onion will enable people in poor countries to take better care of their health from now on.
8. Technology can prevent some chemical substances from becoming active in viruses and vegetables.

設問 3: 本文中の下線部 (ア) 及び (イ) を日本語に訳しなさい。

設問 4: 次の質問に英語で答えなさい。

1. What is the main difference between the onion described above and the onions which are eaten now?
2. The third paragraph mentions “eating habits.” Briefly describe one eating habit of Japanese people.

解答例

I.

1	2	3	4	5	6
④	③	④	③	①	③

II.

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

III. 設問 1

1	2	3	4	5
c	a	d	e	b

設問 2

3	4	6	8
---	---	---	---

設問 3 ア 玉ねぎの入った食事をもはや作れないということで、将来性のある仕事をやめなければならないシェフもいた。

イ 気候の変化によって、天然資源が急速に減っているので、人類は多くの難題に直面している。

設問 4 1. The new (tasteless, etc) onion will not make people (chefs, users) cry.
[The new onion was produced by (through) technology.]

2. The Japanese eat rice (etc) (at/for most meals). Japanese use chopsticks to eat. Japanese have rice and misoshuru for breakfast. Japanese eat raw fish. Etc. Etc.

1.3.5 一般前期 1 日目 (薬学部)60 分

I. 次の会話 1. ~ 6. に入れるのに最も適当なものを、それぞれの下の ① ~ ④ のうちから 1 つずつ選び、番号で答えなさい。

1. Nancy: Where do you want to have dinner tonight?
Jill: (). I decided the last time, so now it's your turn.
① It's up to you. ② It depends
③ It doesn't matter. ④ I'll think it over.
2. Sam: What happened, Mika? I didn't see you in class yesterday.
Mika: Oh, I had a slight headache. I wanted to go to school but my mother didn't () me go.
① have ② make ③ get ④ let
3. Jiro: How was the movie? I heard that it is pretty good.
Ken: You're joking! That movie is terrible. The casting isn't very good and () in the acting.
① also ② too ③ neither ④ both
4. Aya: Would you () me the soy sauce?
Paul: Here you are.
① carry ② pass ③ please ④ mind
5. David: Will you () me ¥1,000? I'll pay you back tomorrow.
Fred: Sure, no problem. Oh, sorry about that. I forgot my wallet!
① lend ② rent ③ borrow ④ afford
6. Customer: I'm looking for a pair of shoes. Where can I find thme?
Clerk: () on the second floor. In the Men's Section.
① There ② There are ③ They ④ They're

II. 次の日本語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。

1. 彼は電車に乗りそこなったのかもしれない。その場合、彼はあと1時間は到着しないでしょう。

He may (a) (b) (c), (d) (e) (f) (g) (h) arrive for another hour.

- | | | | |
|-------|--------------|----------|----------|
| 1) in | 2) missed | 3) case | 4) have |
| 5) he | 6) the train | 7) which | 8) won't |

2. 私は人にねたまれるほど裕福ではありません。

I am (a) (b) (c) (d) (e) (f) (g) (h) others.

- | | | | |
|--------|-----------|------------|-------|
| 1) as | 2) he | 3) so | 4) by |
| 5) not | 6) envied | 7) wealthy | 8) in |

3. 週末は家に居るより外出するほうが好きです。

I much (a) (b) (c) (d) (e) (f) (g) (h) the weekend.

- | | | | |
|--------|-----------|------------|---------|
| 1) at | 2) on | 3) going | 4) home |
| 5) out | 6) prefer | 7) staying | 8) to |

4. 試験場は、開始を待つ不安げな志願者でいっぱいでした。

The examination hall (a) (b) (c) (d) (e) (f) (g) (h) were waiting to start.

- | | | | |
|---------------|------------|-------------|-----------|
| 1) applicants | 2) anxious | 3) capacity | 4) filled |
| 5) to | 6) who | 7) with | 8) was |

5. 恐らく、ロンドンの歴史上最も重大な出来事の1つは、1666年に起こった大火災だったでしょう。

Probably (a) (b) (c) (d) (e) (f) (g) (h) London was the Great Fire of 1666.

- | | | | |
|-------------|----------------|-----------|--------------|
| 1) in | 2) of | 3) of | 4) one |
| 5) the most | 6) the history | 7) events | 8) important |

6. 日本語で新聞を読むのは難しくありませんか。

Don't you (a) (b) (c) (d) (e) (f) (g) (h)?

- | | | | |
|---------|------------|---------------|------------------|
| 1) any | 2) in | 3) in | 4) the newspaper |
| 5) have | 6) reading | 7) difficulty | 8) Japanese |

III. 次の英文を読んで、下の設問に答えなさい。

Thunder won't hurt you — but the lightning will! So it's important to pay attention when you hear thunder. Every thunderstorm has lightning, no matter where it occurs. Lightning can strike people and buildings and is very dangerous.

Thunderstorms affect smaller areas when compared with hurricanes and winter storms. The typical thunderstorm is 15 miles in diameter and (1) an average of 30 minutes. Nearly 1,800 thunderstorms are happening at any moment around the world.

Despite their small size, all thunderstorms are dangerous. Every thunderstorm produces lightning, which kills more people each year than tornadoes. Heavy (2) from thunderstorms often leads to flash flooding. Strong winds, hail, and tornadoes are also dangers associated with some thunderstorms. You can estimate how many miles away a storm is by counting the number of seconds between the flash of lightning and the clap of thunder. Divide the number of seconds by five to get the distance in miles. (A) The lightning is seen before the thunder is heard because light travels faster than sound. Of course, get safe shelter first, before you take the time to count the seconds!

Three things are necessary for a thunderstorm to occur, namely, moisture, unstable air and (3) is called a 'lift' or 'front'. Moisture forms the clouds and rain in the thunderstorm. The air consists of relatively warm air that rises fast and produces the strong winds. Sea breezes and mountains help to lift up the air to form the electricity in thunderstorms.

Thunderstorms are most (4) to occur in the spring and summer months and during the afternoon and evening hours, but they can occur year-round and at all hours of the day or night. Along and across the southeastern and western states in the United States, most thunderstorms occur during the afternoon. In some areas, thunderstorms occur at night.

What is lightning? The actions of rising and descending air within a thunderstorm separates positive and negative charges. Water and ice particles also affect the distribution of the electrical charges. Lightning results from the buildup and discharge of electrical energy between positively and negatively charged areas. Most lightning occurs within the cloud or (5) the cloud and ground.

(B) The average flash of lightning is equivalent to turning on a 100-watt light bulb for more than 3 months. The air near lightning strike is hotter than the surface of the sun! The rapid heating and cooling of air near the lightning channel cause a shock wave that results in thunder.

Your chances of being struck by lightning are estimated to be 1 in 600,000 but those chances can be reduced by following safety rules. Most lightning deaths and

injuries occur when people are caught outdoors, and most happen in the summer. Many natural fires in the western United States and Alaska are started by lightning. In the past 10 years, more than 15,000 fires have been started by lightning.

Adapted from *Federal Emergency Management Agency* Homepage

設問 1: 文章の空所 1 ~ 5 に入れるのに最も適当なものを、下のア ~ エのうちから 1 つずつ選び、記号で答えなさい。

- | | | | | |
|---|-------------|------------|-------------|------------|
| 1 | ア happens | イ lasts | ウ follows | エ keeps |
| 2 | ア rain | イ wind | ウ lightning | エ storm |
| 3 | ア whose | イ what | ウ when | エ where |
| 4 | ア certainly | イ probably | ウ likely | エ possibly |
| 5 | ア in | イ on | ウ over | エ between |

設問 2: 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. It is important to realize that lightning has the possibility to hit people, cause injury and death.
2. If it starts to thunder, you'd better estimate how far away the storm is and then find a place to hide.
3. It seems that hurricanes and winter storms tend to hit wider areas than thunderstorms.
4. Some dangers associated with lightning from tornadoes are fires, shock and lack of sleep.
5. A thunderstorm usually forms when three conditions are present. One of these is warm air.
6. You should pay attention to small thunderstorms even in winter since lightning usually occurs.
7. Water and ice particles have nothing to do with generating lightning in thunderstorms.
8. It was not until ten years ago that fires in the United States began to be started by lightning.

設問 3: 下線部 (A) および (B) を日本語に訳しなさい。

解答例

I.

1	2	3	4	5	6
①	④	③	②	①	④

II.

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

III. 設問 1

1	2	3	4	5
イ	ア	イ	ウ	エ

設問 2

1	3	5	6
---	---	---	---

設問 3 (A) 光は音より速いので、稲妻は雷より先に見えるのです。

(B) 稲妻の平均的な閃光は、100ワットの電球を3か月以上つけておくのと同じくらいです。

1.3.6 一般前期2日目(薬学部)60分

I. 次の各英文 1. ~ 5. の空所に入れるのに最も適当なものを ① ~ ④ から選び、番号で答えなさい。

1. () do you think of Japan?
① How ② How come ③ What ④ What way
2. Let's discuss the problem () a cup of coffee.
① at ② over ③ by ④ with
3. "Hello, everybody! Sorry to () you waiting."
① be keeping ② have kept ③ make ④ had made
4. Emi: Ted! What a ()! I haven't seen you for ages. You're soaking wet. Come in from the rain."
Ted: "Thanks. I was just passing by. So I decided to drop in to see you."
① surprise ② shock ③ condition ④ habit
5. Waitress: "Which would you (), rice or bread?"
Customer: "Bread, please."
① take ② want ③ order ④ prefer

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

1. Mary never drinks coffee with sugar in it.
= Mary always drinks her coffee () sugar.
2. Tim is good at speaking not only Japanese but also Chinese.
= Tim can speak () Japanese and Chinese well.
3. With a little more effort, she would have passed the exam.
= () she had made a better effort, she would have passed the exam.
4. I said to Taro, "Please be more careful with your handwriting."
= I () Taro to be more careful with his handwriting.
5. Because I don't exercise, I've gained a lot of weight recently.
= Because I don't exercise, I've () on a lot of weight recently.

III. 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。

1. 日本の多くの大学では、英語の授業が選択となっています。

At many (a) (b) (c) (d) (e) (f) (g) (h).

- 1) at 2) universities 3) classes 4) English
5) Japanese 6) optional 7) attendance 8) is

2. 私が初めてビートルズの歌を聞いたのはラジオでした。

The first (a) (b) (c) (d) (e) (f) (g) (h).

- 1) singing 2) time 3) the Beatles 4) the radio
5) heard 6) I 7) on 8) was

3. 世界中で、人々を最もわくわくさせるスポーツはサッカーです。

Soccer (a) (b) (c) (d) (e) (f) (g) (h) all over the world.

- 1) that 2) sport 3) people 4) is
5) excited 6) makes 7) the 8) most

4. 東京ではコーヒー1杯の値段が、ニューヨークよりも5倍くらい高いです。

The price of a cup of coffee (a) (b) (c) (d) (e) (f) (g) (h).

- 1) about 2) in Tokyo 3) times 4) in New York
5) higher 6) five 7) is 8) than

IV. 次の英文を読んで、設問に答えなさい。

Did you know an African elephant eats about 225 kilograms of food a day and drinks up to 136 liters of water at a time? That's certainly a great amount to take in and the animal must have a huge appetite! The African elephant is entirely vegetarian, and it eats various grasses, small tree branches, leaves and fruit. Night-time, early morning and evening are the elephant's favorite eating and drinking times. The elephant has only four teeth, which are replaced six times during (1). Once the last set is gone, an elephant can no longer feed itself and it dies of starvation, usually at about seventy years old.

Although a herd, or a group, of African elephants may wander for great distances, it never moves far from water. In dry seasons, the elephant will dig for water with its feet in the sandy bed of a river that has stopped flowing. The elephant needs water not only for drinking but also for bathing, which it likes to do every evening. When water is scarce, the leader of the herd usually satisfies itself by taking a "shower", which (2) sucking up water in its long nose and then spraying it over itself and companions. After bathing, the elephant covers its wet skin with dry soil or mud, as if it was putting on cosmetics to go to a party. Actually, this coating helps to protect the elephant from the endless and irritating attacks of biting insects, such as flies and mosquitoes.

Although (3) and weight of an African elephant are truly massive, still it can move quite fast. The elephant can easily travel over eighty kilometers a day, keeping a steady pace of between five and eight kilometers per hour for long periods and not stopping just for a short rest. (A)That is an ability that even a powerful marathon runner would probably envy.

The African elephant is a (4) with very strong family ties. Females, or cows, live in family units, under the leadership of a mature cow, to whom every member of the unit is related. Males are driven out of the family when they are still rather young to join other males and form bachelor herds. Adults males live alone and briefly join a family unit only at the time some female is ready to mate and have a child. So close are elephant bonds that the herd will not leave a dead companion behind. Usually, when a member of the group dies, the other elephants will stay by the dead body for hours after the death. (B)It would seem as if they are in mourning and holding a funeral for a close relative who has just passed away.

The above are just a few of the main characteristics of the African elephant. It is a most delightful beast and I always have pity on one whenever I see it in a zoo in Japan, with one of its powerful legs tied up in an iron chain, like a prisoner alone without (5) or companion. To me, the gentle giant somehow looks sad and lonely. I may be mistaken, but I often get the feeling that the poor creature is

silently begging its admiring visitors, “Please, set me free and let me run back to the plains of Africa!” If I had the right to grant the elephant’s request, probably I would be glad to do so.

設問 1: 文章の空所 1 ~ 5 に入れるのに最も適当なものを、下のア ~ オのうちから 1 つずつ選び、記号で答えなさい。

ア the size イ a family ウ social animal エ its lifetime オ consists of

設問 2: 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 is about an African elephant the writer went to see and admire at the zoo.
2. Because of its big appetite, an African elephant consumes much food and water every day.
3. The food the elephant eats usually includes vegetables, fruits, flies and mosquitoes.
4. An African elephant usually dies of hunger when it has no teeth left with which to eat food.
5. The elephant puts soil or dirt on its wet skin in order to prevent it from being hurt by insects.
6. As an African elephant is quite heavy, it has very powerful legs in order to run far and fast every day.
7. African elephants of all ages and sex prefer to live and travel in groups of family units.
8. The writer seems to suggest that an African elephant seems out of place when seen in a zoo in Japan.

設問 3: 下線部 (A) および (B) を日本語に訳しなさい。

設問 4: 以下の 2 問に英語で答えなさい。

1. The fourth line of the first paragraph mentions the word “favorite.” What does this word mean?
2. Why do African elephants always stay near water?

解答例

I.

1	2	3	4	5
③	②	②	①	④

II.

1	2	3	4	5
without	both	If	told	put

III.

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

IV. 設問1

1	2	3	4	5
エ	オ	ア	ウ	イ

設問2

2	4	5	8
---	---	---	---

設問3 (A) それは、強力なマラソン選手もうらやむほどの能力です。

(B) それは、あたかも、彼らが、死去した近い親せきを悲しみ、葬儀を行っているかのようです。

設問4 1. What one likes most.

2. Because they need water for drinking and bathing.

1.3.7 一般後期 (薬学部)60 分

I. 次の会話文 1. ~ 6. に入れるのに最も適切なものを、それぞれ下の ① ~ ④ のうちから 1 つずつ選び、番号で答えなさい。

1. Ted: "Mom, this is Emi, my new girlfriend."
Mother: "Hi, Emi. It's a () meet you
① glad to ② first time to ③ pleasure to ④ honor to
2. Husband: "I can't find the car keys
Wife: "Maybe () in my handbag. Let me look."
① they ② they're ③ there ④ there're
3. Teacher: "Could I () to you for a minute?"
Student: "Sure. No problem. What is it this time?"
① question ② talk ③ speaking ④ ask
4. Doctor: "Now, tell me what the matter is."
Patient: "I often feel () lately."
① bad headaches ② poor appetite
③ quite exhausted ④ pain eyes
5. Man: "Can you tell me where the nearest bus stop is?"
Woman: "I'm sorry, I've no ()."
① idea ② certain ③ thought ④ knowledge
6. Officer: "Show me your driving license."
Driver: "Sure. Just a moment, please. ()."
① I'll show it ② You may look
③ Take it ④ Here you are

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. Water boils at a temperature of 100
2. More than five thousand people dead from traffic accidents in Japan in 2007.
3. It's too late to go out now. At least, it has begun to rain heavily also.
4. As I eat far too much food and don't exercise enough, I've put on a lot of weight recently.
5. Although winters in Britain are cold and heavy snow often falls, hardly any ski resorts exist.
6. The discussion the foreign students had about sumo was quite alive.
7. My father promised me buying a new bicycle.
8. Many environmental problems are said to be due to human activity.
9. Avoiding excessive fat helps you to maintain a good figure.
10. Would you mind returning the book I gave you to read the other day?

III. 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。

1. 先生に話しかけられたら、注意して聞かなければなりません。

You (a) (b) (c) (d) (e) (f) (g) (h)

- 1) attentively 2) by 3) must 4) listen
5) the teacher 6) to 7) when 8) spoken

2. 子供の童話では、旅は人生のたとえとして使われることが多い。

Very often, the (a) (b) (c) (d) (e) (f) (g) (h).

- 1) human life 2) a metaphor 3) as 4) children's
5) for 6) journey 7) tale 8) uses

3. 彼はそのことについては、何も言わないのが一番よいと思った。

He (a) (b) (c) (d) (e) (f) (g) (h).

- 1) about 2) best 3) it 4) nothing
5) say 6) the subject 7) thought 8) to

4. 彼女は自分の仕事がよくわかっていないのに、私とほぼ同じ金額を稼ぐ。

She almost (a) (b) (c) (d) (e) (f) (g) (h) she does not know her job very well.

- 1) as 2) as 3) do 4) earns
5) even 6) I 7) much 8) though

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
③	②	②	③	①	④

II.

2	3	6	7
---	---	---	---

III.

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

1.4 東海大学

1.4.1 一般入試S方式(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。

Many people would agree that they spend a lot of their free time shopping. At times though, after buying something, the shopper cannot always explain why it was bought. Of course, need remains the most important reason for buying something. Food is a real need, but what about the sugar-coated breakfast food advertised on television? It is neither necessary nor healthful. What causes or motivates the shopper to buy this product? Perhaps the children want it. Maybe the package is colorful and attractive.

Even though purchasers probably do not know why they bought something, the manufactures ⁽¹⁾do. Manufactures have analyzed the business of buying and selling. They know all the different motives, or reasons for buying products, that influence a consumer's purchase — some rational and some emotional. Furthermore, they take advantage of ⁽²⁾this knowledge.

Most purchases are rational, or carefully thought out. People generally consider value, dependability, and convenience when they are purchasing a product. Thus, they think carefully about their needs and finances before purchasing something.

At other times, the reasons behind a purchase may not be clear to consumers. Why are so many products displayed at the checkout counters in grocery stores? The store management has some good reasons. By the time customers are ready to pay for a purchase, they have already made rational decisions on what they need and want to buy. Shoppers are easily influenced, especially, at this point. The displays of candy, chewing gum, and magazines are very attractive. They persuade the purchasers to buy something for emotional, not rational motives. For example, the customers neither need nor plan to buy candy, but while they are standing and waiting to pay money, they may suddenly decide to buy some. ⁽³⁾This is exactly what the store and the manufacturer hope that customers will do.

Manufacturing companies also compete for special display places in the supermarket. In fact, there is strong competition among them. Each company wants to win the display space at eye level in the store. Products that are placed on the top or bottom shelves are not purchased by as many shoppers as products placed at eye level. The easiest product to choose is the one that is easiest to see, so there are advantages to having a product ⁽⁴⁾where it is easily spotted.

Manufacturers also try to persuade customers to buy their products through advertising, by creating a desire for them. Because of advertising, consumers think that

they want something that they do not actually need. Consumers may be influenced by an advertisement on television showing a sports hero using the product. This picture remains in the consumers' minds even when they are not thinking about the hero. The consumers may want to copy the sports hero by using the product and so choose it.

There are various reasons behind buying something. However, understanding these reasons makes people better shoppers and helps them spend money more wisely.

問1 下線部 (1) ~ (4) 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。

- (1) ア. have a reason for buying something
 イ. do not know what the shoppers will buy
 ウ. analyze how to buy things
 エ. know the shoppers' reasons for buying products
- (2) ア. knowing what kind of advertising influences people
 イ. understanding why people decide to buy things
 ウ. knowing what people have bought
 エ. understanding what children like
- (3) ア. shoppers suddenly buying something that they did not plan to buy
 イ. shoppers buying something because they got tired of standing and waiting
 ウ. shoppers carefully choosing something that they need
 エ. shoppers being told by the store to buy something
- (4) ア. in the back イ. on the top shelf
 ウ. at eye level エ. on the bottom shelf

問2 次の1～3の文を完成するために最も適切なものを，それぞれア～エの中から一つ選びなさい。

1. All of the following words used in the passage mean “a person who buys something” EXCEPT
 ア. consumer. イ. customer. ウ. purchaser. エ. manufacturer.
2. According to the passage, one of the jobs of the store management is to
 ア. decide where and how to display certain products.
 イ. ask sports heroes to come to the store.
 ウ. teach manufacturing companies how to display products.

エ. control which customers come into the store.

3. Shoppers at grocery stores might buy something for emotional reasons

ア. when the product is not dependable.

イ. as they are waiting to pay for their purchases.

ウ. if they know what they need and want to buy.

エ. if they have not seen it advertised anywhere.

問3 次の1~4の問いの答え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. Which of the following is true according to the passage?

ア. All shopping decisions are influenced by emotional reasons.

イ. Candy is something that a shopper plans to buy.

ウ. In most cases, what people buy is carefully thought out.

エ. Sugar-coated breakfast food is bought for its nutritious value.

2. According to the passage, which would be an emotional behavior?

ア. The shopper chooses the product for its attractive appearance.

イ. The shopper has considered the usefulness of the product.

ウ. The shopper likes the product because of its reasonable price.

エ. The shopper decides on the product because it is easy to use.

3. According to the passage, how does advertising affect shoppers?

ア. Heroes want to use a lot more products.

イ. It forces shoppers to shop for rational reasons.

ウ. It makes people become wiser shoppers.

エ. People buy more for emotional motives.

4. Which of the following would be the best title for this passage?

ア. What Bothers Shoppers

イ. Choosing a Supermarket

ウ. Why People Buy

エ. The Advertising Industry

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. The number of poor people in Tokyo receiving public assistance () about 4,000.
ア. was イ. were ウ. it was エ. it were
2. I'll visit my relatives in England () five days.
ア. at イ. in ウ. by エ. until
3. It is only in the last 200 years () have begun climbing mountains for pleasure.
ア. because people イ. as people ウ. of people エ. that people
4. I'll try to go to bed () from now on.
ア. earlier than イ. too earliest ウ. earlier エ. as early as
5. Hurry up, () you will miss your plane.
ア. and イ. or ウ. when エ. so
6. Many people say that the peanuts grown in Hadano are () from other regions.
ア. the tastiest are the ones イ. the tastier ones
ウ. the tastiest エ. tastier than the ones
7. She had four sons, all () became actors.
ア. of whose イ. which ウ. of whom エ. who
8. If I don't finish my dinner, I () dessert.
ア. can't eat イ. might have been eaten
ウ. might have eaten エ. can't have eaten
9. () the girls came on the school trip.
ア. Neither イ. Nobody of ウ. None of エ. No one
10. Can you () with me later?
ア. go to shopping イ. go shopping
ウ. to shop エ. to shopping

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ア～エの中から一つ選びなさい。

1. The manager of the company promised to look into the matter at once.
ア. examine イ. learn ウ. mind エ. encourage
2. I couldn't make out what she was saying.
ア. achieve イ. inform ウ. include エ. understand
3. What do the stars and stripes in the American flag stand for?
ア. repeat イ. count ウ. represent エ. behave
4. Her father has tried to give up smoking many times, but he can't.
ア. stop イ. remind ウ. intend エ. make
5. I made up my mind to buy a personal computer.
ア. watched イ. decided ウ. remembered エ. repaid
6. His brother is always finding fault with other people's work.
ア. keeping イ. studying ウ. making エ. criticizing
7. The teacher listened to the poem the student learned by heart.
ア. memorized イ. read ウ. resembled エ. wrote
8. The food I ate the restaurant was awful.
ア. tasty イ. reasonable ウ. terrible エ. rare
9. The members of the team waited for her for two hours, but she didn't shown up.
ア. turn イ. appear ウ. practice エ. happen
10. I am convinced that he didn't steal the money.
ア. doubtful イ. consulted ウ. regretful エ. sure

4 次の1~5の会話文の空所に入る最も適切なものを，それぞれア～エの中から一つ選びなさい。

1. A: This stew is very tasty. Did you make it?
B: Not really. I used a ready-made meal.
A: ()
B: Oh, I'm glad you like it.
ア. Nobody would think this is ready-made.
イ. No one likes ready-made food any longer.
ウ. They're always disappointing, aren't they?
エ. You'll have to get it ready then.

2. A: You won't believe what happened to me on my way back from Chicago.
B: What? I know you missed an important job interview, though.
A: ()
B: If that's the case, won't they reschedule you for another date?
ア. That's right. The interview was in Chicago.
イ. I was surprised that the public transport is so good.
ウ. There was a snowstorm, and all the flights were delayed.
エ. I almost missed my flight, but luckily got there in time.

3. A: What do you think of Akiko?
B: ()
A: I'm thinking of asking her to be the leader of this year's senior school dance committee.
B: I think that's a great idea. She's perfect for the job.
ア. I think she graduated last year.
イ. Actually, I don't know her at all.
ウ. I don't think she's at school now.
エ. She's very popular and confident.

4. A: Did you hear about Yumiko?
B: Oh, what about her?
A: ()
B: Wow! I don't know she had a good voice.
ア. She composed a symphony.
イ. She won first prize in the dance contest.
ウ. She's going to attend the school festival.
エ. She's joining an opera group.
5. A: Sarah, could you help me take out the trash?
B: Mom, I'm leaving to catch the bus. Could you ask Mike to do it?
A: Why are you leaving so early today?
B: ()
A: Oh, then you'd better go.
ア. Please ask Dad if Mike left early.
イ. We have an extra class first thing this morning.
ウ. I really don't feel like doing it today.
エ. I'm tied up with my English homework now.

5 次の問1と問2に答えなさい。

問1 次の会話の状況を表す最も適切な文を，ア～エの中から一つ選びなさい。

Danna: I hate to keep you waiting. Why don't you go on ahead?

Gary : Take your time. It's still early for the 7:18 bus.

Dana : Are you sure? Thanks.

- ア. There isn't time to go.
- イ. They do not have much time.
- ウ. They want to leave early.
- エ. There is no need for them to hurry.

問2 次の場面の状況に合うように空所に最も適切なものを，それぞれア～エの中から一つ選びなさい。

1. After a live concert, everyone in the audience claps loudly and cheers for the performers. Some stand and yell, "Bravo! Bravo!"

The audience is ().

- ア. funny イ. calm ウ. impressed エ. disappointed

2. Lydia and Peter are looking for a house to buy. When they arrive at a house that Lydia especially likes, Peter says, "I'd rather take a closer look at it before we decide to buy it."

Peter ().

- ア. wants to examine the house carefully
イ. wants to look for a better house
ウ. agrees to buy the house
エ. suggests giving up buying the house

6 次の問1～3の英文を読み，意味が通るように並べ替えた場合，最も適切なものはどれか。それぞれア～エの中から一つ選びなさい。

- 問1
1. Anyone who wants to drive must have a driver's license.
 2. Driving a car is a necessity in today's mobile society.
 3. One then needs to learn how to drive, take the written test, and finally take the driving test.
 4. Getting a driver's license, though, is a long process which requires one to first study the traffic laws.

- ア. 2 → 3 → 1 → 4
イ. 2 → 1 → 4 → 3
ウ. 4 → 3 → 1 → 2
エ. 4 → 2 → 3 → 1

- 問2
1. Wolves, which are social animals, live together in groups and depend on each other for survival.
 2. One explanation may be that dogs are related to wolves.
 3. For example, they hunt and take care of their young together and protect each other.
 4. Have you ever wondered why pet dogs are so loyal to their owners?

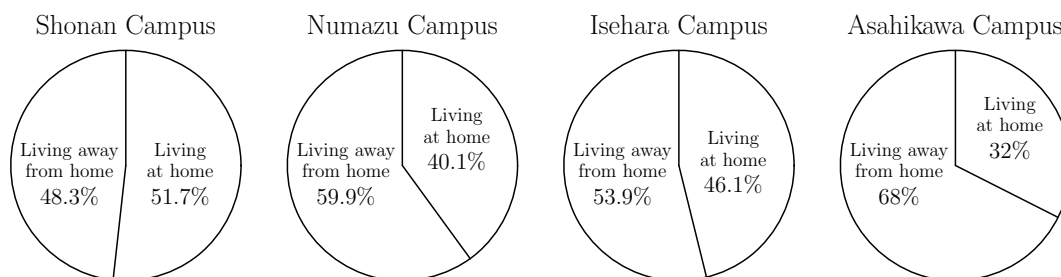
- ア. 4 → 2 → 1 → 3
イ. 4 → 1 → 3 → 2
ウ. 1 → 3 → 2 → 4
エ. 1 → 4 → 2 → 3

- 問3
1. On the other hand, in some cultures, parents arrange their children's marriages.
 2. In many cultures, young men and women choose their own marriage partners.
 3. Choosing a husband or wife is one of the most important decisions in a person's life.
 4. Such arranged marriages have both advantages and disadvantages.

- ア. 2 → 1 → 3 → 4
イ. 2 → 3 → 4 → 1
ウ. 3 → 4 → 2 → 1
エ. 3 → 2 → 1 → 4

- 7 次の円グラフを見て，問 1～4 の空所に最も適切なものを，それぞれア～エの中から一つ選びなさい。

Housing Choice of Tokai University Students (2007)



- 問 1 The graphs show () of where Tokai University students at the four campuses live.
 ア. a combination イ. a comparison ウ. the amount エ. the number
- 問 2 () half of the students at the Shonan Campus live with their families.
 ア. Exactly イ. Less than ウ. Over エ. Just
- 問 3 More students at each of the campuses, () the Shonan Campus, live away from home.
 ア. except for イ. including ウ. for example エ. equally
- 問 4 At the Asahikawa Campus, the percentage of students living away from home is () students living with their families.
 ア. equally as high as イ. half the number of
 ウ. smaller compared to エ. more than double that of

解答

1

問1				問2			問3			
1	2	3	4	1	2	3	1	2	3	4
エ	イ	ア	ウ	エ	ア	イ	ウ	ア	エ	ウ

2

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

3

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

4

1	2	3	4	5
ア	ウ	エ	エ	イ

5

問1	問2	
	1	2
エ	ウ	ア

6

問1	問2	問3
イ	ア	エ

7

問1	問2	問3	問4
イ	ウ	ア	エ

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。

A remarkable feature of Australian English is its relative uniformity, compared to English spoken in other regions. Australia, a continent roughly the size of Europe, has almost no regional variation of accent. A citizen of Perth can sound much like a citizen of Sydney, or like a cattle rancher in Alice Springs. In contrast, an outsider can probably hear the regional difference between the accent of a person from Liverpool and London in England, or New York and Texas in the United States.

Many Australians, however, believe that the country *does* have local varieties. They report in conversation that they can distinguish a South Australian from a North Australian through vocabulary use. For example, North Australians tend to use *port* for suitcase, while a *pusher*(baby carriage) in South Australia is usually called a *stroller* in North Australia. In addition, some South Australians are said to be identifiable from their pronunciation of *school*, but this hardly compares with the breadth of regional variation found elsewhere in the English-speaking world.

The range in the pronunciation of Australian English that *does* exist cannot be interpreted as regional variation. Linguists estimate that roughly a third of the population speaks what is known as **Broad** Australian, that just over half the country speaks a milder English called **General** Australian, and that about a tenth use **Cultivated** Australian. The interesting aspect of this widely accepted classification is that it does not follow strict class or occupational patterns. On the basis of pronunciation alone, there is, in Australia, no reliable means of identifying the Australian prime minister from a Northern Territory sheep farmer or a Geelong*¹ car salesperson. In Britain, (A), a trade union*² leader is expected to sound like someone from the working class. It would be unthinkable for an Australian prime minister to attempt to disguise his lower middle-class accent as some British prime ministers have been known to do.

Deeper investigation into the pronunciation of Australian English has shown that women and girls sometimes tend towards General or Cultivated Australian, and that men and boys, expressing friendship and manliness perhaps, tend towards Broad or General Australian, an observation that is generally true throughout English-speaking communities. Some teachers have suggested that Australian boys tend to be corrected for their speech in school more than girls although Australian schools tend to accept more variation than some schools in Britain. In Australia, an institution like Geelong Grammar School, one of the top private schools, contains the full range of Broad, General, and Cultivated Australian speakers, which certainly would not be the case at Eton, a top private school in England. In short, there is virtually no

pressure to teach any “improvement” in pronunciation at Geelong Grammar School.

*¹Geelong オーストラリア南東部のビクトリア州で2番目に大きい都市

*²trade union 労働組合

問1 次の1～8は問いに答え，9は文を完成しなさい。答えは最も適切なものを，それぞれア～エの中から一つ選びなさい。

1. Which two share the same pronunciation patterns?
ア. Geelong and Eton イ. Sydney and Perth
ウ. New York and Texas エ. Liverpool and London
2. Which statement is true about vocabulary use in Australian English?
ア. There are some vocabulary differences in Australian English.
イ. There are many variations in vocabulary use in Australian English.
ウ. There is more variation in vocabulary use in Australian than in American English.
エ. There is completely different vocabulary use between Australian and British English.
3. What do Australians think of their English?
ア. Australians hardly recognize the local differences.
イ. Only a few Australians feel that they have regional differences.
ウ. Many Australians think that they have regional differences.
エ. A lot of Australians encourage local differences.
4. Which type of Australian English is used by a third of people in Australia?
ア. Southern イ. General ウ. Cultivated エ. Broad
5. Which statement is true about the pronunciation of Australian English?
ア. There are a great number of varieties of Australian English.
イ. There are no criteria for guessing the jobs of Australian English speakers.
ウ. There are many ways to identify different speakers of Australian English.
エ. There are some secret ways to identify Australian English dialects.

6. Who, among the people below, is most likely to speak differently?
 ア. a Geelong car salesperson イ. the Australian prime minister
 ウ. a student at Eton エ. a cattle rancher in Alice Springs
7. Which varieties of Australian English do men and boys tend to use?
 ア. Broad and Northern イ. General and Cultivated
 ウ. Cultivated and Broad エ. Broad and General
8. Which statement best describes how Australian boys and girls learn to speak?
 ア. Both boys and girls are corrected equally for their speech.
 イ. Boys are more likely to be corrected for their speech than girls.
 ウ. Both teachers and parents are strict about correcting their children's speech.
 エ. Girls tend to be corrected for their speech more than boys.
9. Geelong Grammar School has speakers of _____ Australian English.
 ア. Broad, General, and Cultivated イ. only Broad and General
 ウ. General, Cultivated, and Formal エ. only Cultivated and Broad
- 問2 空所 (A) に入る最も適切な語(句)を, ア~エの中から一つ選びなさい。
 ア. as a result イ. nevertheless ウ. consequently エ. by contrast
- 問3 オーストラリア英語について本文の内容と一致しているものを, ア~エの中から一つ選びなさい。
 ア. Australian English has a lot of variations in grammar.
 イ. The pronunciation in Australian English is based on class.
 ウ. There are fewer varieties of Australian English than British English.
 エ. It would be difficult for outsiders to understand Australian English.
- 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。
 ア. The Relative Uniformity of Australian English
 イ. Vocabulary of Australian English
 ウ. The Short History of Australian English
 エ. Grammar of Australian English

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. The winners received a crown () from the branches of the sacred olive tree.
ア. made イ. making ウ. was made エ. to make
2. He behaves as () he were the boss.
ア. or イ. such ウ. but エ. if
3. Ancient people looked at the stars () could make predictions about the future.
ア. they イ. so ウ. so that they エ. that they
4. The breads with () contain a lot of sugars.
ア. the more energy イ. the most energy
ウ. as much energy as エ. more energy than
5. Kate doesn't like cats. ().
ア. So does Bill イ. So Bill does
ウ. Bill too doesn't エ. Bill doesn't either
6. Oats are () for animals.
ア. a mainly grown crop イ. a crop grown mainly
ウ. grown a crop mainly エ. grown mainly a crop
7. The number of people () decide to go to Japan will increase.
ア. that イ. what ウ. whose エ. where
8. Your little sister will () college by the time you come back.
ア. have attend イ. be attended ウ. be attending エ. attending
9. Mr. Nakamura, () a prominent Japanese writer, grew up in Odawara.
ア. becomes イ. who became ウ. he becomes エ. he who became
10. Today margarine is made of different kinds of vegetable oils, () originally animals fats were used.
ア. on イ. if ウ. until エ. but

3 次の1～10の英文を読み，下線部の意味に最も近い語を，それぞれア～エの中から一つ選びなさい。

1. She did not tell anyone how she came by the money to buy the car.
ア. obtained イ. lost ウ. saved エ. spent
2. She couldn't get over the loss of her husband for a long time.
ア. overstate イ. overdue ウ. overcome エ. oversee
3. How do you account for being late yesterday?
ア. prevent イ. explain ウ. allow エ. understand
4. The new plan calls for a great deal of money.
ア. makes イ. produces ウ. catches エ. requires
5. For the time being, she's going to work in the city.
ア. convenience イ. ages ウ. now エ. tradition
6. I love to visit the park now and then.
ア. occasionally イ. often ウ. always エ. constantly
7. She wants to do the cooking ahead of time.
ア. rapidly イ. in advance ウ. without fail エ. habitually
8. Kathy has lived overseas for many years.
ア. alone イ. abroad ウ. permanently エ. locally
9. That man standing by the door is one of my colleagues.
ア. enemies イ. fans ウ. co-workers エ. critics
10. Her boss complimented her on the quality of her work.
ア. praised イ. criticized ウ. tested エ. ignored

4 次の1~5の会話文の下線部に入る最も適切なものを，それぞれア～エの中から一つ選びなさい。

1. A: Look, it's starting to get cloudy.
B: _____
A: Oh no, I hope the weather is better for tomorrow's field trip.
B: Well, it'll be rescheduled if the weather is bad.
ア. The sky has cleared up.
イ. The rainy season seems to be over.
ウ. I always check the weather forecast.
エ. It looks like rain.
2. A: Tim, when did our biology teacher say the homework is due?
B: _____
A: What?! There's no way I can finish it by then.
ア. I don't know for sure.
イ. I believe it's tomorrow.
ウ. Didn't you know he changed the deadline?
エ. Which homework are you talking about?
3. A: What's the matter?
B: I lost my wallet. I've been looking for it everywhere.
A: _____
B: I think I took it out at the bank.
ア. Do you remember the last time you had it?
イ. You really should start to look for it.
ウ. You had a nice wallet, didn't you?
エ. I'm sorry, but we don't have any wallets.
4. A: Where are you from originally?
B: From Osaka.
A: _____
B: It's probably because my family moved many times.
ア. It's famous for octopus dumplings.
イ. I wish I could visit your home town.
ウ. You don't speak with a local accent.
エ. That's why you go there quite often.

5. A: Excuse me, could you tell me where the nearest post office is?
 B: Can you see that tall, shiny building over there?
 A: Yes, is that the post office?
 B: No, _____
 A: Oh, I see it now.
 ア. there is no post office in this area.
 イ. the post office is opposite that building.
 ウ. I'm actually a stranger here.
 エ. the tall, shiny building is the post office.

5 次の問1と問2に答えなさい。

問1 次の会話の状況に合うように下線部に最も適切なものを、ア～エの中から一つ選びなさい。

- Ken: I'm telling you for the last time. It's dark and it's raining.
 You shouldn't drive too fast.
 Shawn: Why not? Don't tell me what to do. I know what I'm doing.
 Shawn _____.

- ア. stops the car to let Ken drive
 イ. didn't realize he was driving too slowly
 ウ. doesn't think he needs to slow down
 エ. is grateful for Ken's advice

問2 次の場面の状況に合うように下線部に最も適切なものを、それぞれア～エの中から一つ選びなさい。

1. A secretary prepares a report of the company meeting and gives it to the manager. The manager looks at it, shakes his head and says, "This just won't do."

The manager is _____.

- ア. disappointed イ. tired ウ. excited エ. satisfied

2. Andy is having a barbecue party with his friends. They are enjoying the food and conversation. When he offers his friend Steven another serving, Steven says, "I'm full, thank you."

Steven _____.

- ア. accepts the food イ. turns down the food
 ウ. complains about the food エ. asks for more food

6 次の問1~3の英文を読み、意味が通るように並べ替えた場合、最も適切なものはどれか。それぞれア~エの中から一つ選びなさい。

- 問1
1. After rinsing them, he put them in the dishwasher and turned the switch on.
 2. First, he took the dishes from the table and placed them in the sink.
 3. Last night, it was Ken's turn to clean up the dirty dishes after dinner.
 4. A couple of hours later when the dishes were dry, he put them away.

ア. 2 → 3 → 1 → 4

イ. 2 → 4 → 3 → 1

ウ. 3 → 2 → 1 → 4

エ. 3 → 1 → 2 → 4

- 問2
1. Although many people enjoy playing in the sun, parents should limit the number of hours that children play outside.
 2. This disease is a direct result of the sun's harmful ultraviolet rays.
 3. This is because too much time in the sun can cause severe skin damage, especially in young children.
 4. The most serious example of this is skin cancer.

ア. 1 → 3 → 4 → 2

イ. 1 → 4 → 2 → 3

ウ. 4 → 1 → 3 → 2

エ. 4 → 2 → 1 → 3

- 問3
1. However, he decided to go to work because he had an important meeting with a customer at 1 p.m.
 2. After the meeting, he rushed to the nearest hospital.
 3. By noon, he started to feel dizzy and could not concentrate on his work.
 4. One morning, Jim was not feeling well when he woke up, so he wanted to stay home.

ア. 3 → 4 → 1 → 2

イ. 3 → 2 → 4 → 1

ウ. 4 → 3 → 2 → 1

エ. 4 → 1 → 3 → 2

- 7 次の表を見て，問1～4の下線部に入る最も適切なものを，それぞれア～エの中から一つ選びなさい。

World Population Aged 60 or Older

Regions or areas	Number of people aged 60 or older		Percentage of people aged 60 or older	
	1999	2050	1999	2050
World total	593,111,000	1,969,809,000	10	22
More developed regions	228,977,000	375,516,000	19	33
Less developed regions	364,133,000	1,594,293,000	8	21
Least developed regions	30,580,000	180,983,000	5	12

1997年国連ホームページより抜粋し改写

- 問1 The table shows the estimated population _____ 1999 of people aged 60 or older.
 ア. growth before イ. growth after
 ウ. decline before エ. decline after
- 問2 In the least developed regions, it is estimated that _____ of the people will be 60 years or older in 2050.
 ア. 12 percent イ. 21 percent ウ. 22 percent エ. 33 percent
- 問3 Between 1999 and 2050, the percentage of the total world population aged 60 years or older will more than _____.
 ア. decrease イ. increase ウ. double エ. triple
- 問4 By 2050, in the more developed regions, the number of people aged 60 or older will be greater than _____ regions.
 ア. both the less and the least developed
 イ. neither the less nor least developed
 ウ. the less developed
 エ. the least developed

解答

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

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

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

4	1	2	3	4	5
	エ	イ	ア	ウ	イ

5	問1	問2	
		1	2
	ウ	ア	イ

6	問1	問2	問3
	ウ	ア	エ

7	問1	問2	問3	問4
	イ	ア	ウ	エ

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。

Of all preserved food, frozen foods most resemble fresh foods. Prehistoric people often preserved meat by placing it in ice caves. But modern frozen foods didn't become widely available until the late 19th century with the first use of ⁽¹⁾mechanical refrigeration. These early methods of freezing were quite slow. In 1925, Clarence Birdseye invented a process to freeze vegetables and fish very quickly. This process protected the quality of the food and improved the taste. This “quick frozen” process is the one used commercially today.

Freezing preserves food by preventing microorganisms*¹ from multiplying. Freezing does not kill all these bacteria, however. In fact, thawing*² food allows some bacteria to revive and grow even more rapidly than before freezing. For ⁽²⁾this reason, it is important to cook food immediately after thawing.

These days, most homes have refrigerators with ice boxes or freezer compartments. Bakery goods, soups, and precooked meals are particularly suitable for freezing at home. A few simple tips can ensure the effective and safe use of home freezers.

Foods should be carefully prepared for freezing. Vegetable should be washed, trimmed, and cut to size. Most vegetables and some fruits should also be blanched, that is, steamed or boiled for one to three minutes. The blanching destroys chemicals that could change the flavor of the food. Meat is usually frozen uncooked because cooked meat tends to spoil more quickly than ⁽³⁾uncooked. Fish is usually cleaned and cut into pieces.

The food should be sealed in an airtight container. (4), the evaporation*³ from the water in the food may cause “package ice,” or crystals of ice, to form over the food. Airtight containers also prevent freezer “burn,” that is, dried spots in the food caused by evaporation.

A common mistake in home freezing is to overload the freezer space. If the freezer compartment is too packed, the refrigerator cannot keep the temperature in the freezer compartment at the recommended level of less than minus 18 . Frozen food should generally not be refrozen after thawing because refreezing can cause reduction in the quality of the food and possible contamination*⁴ by bacteria. The standard recommended temperature for each compartment of a refrigerator is as follows: the partial freezing compartment is minus 3 ; the chilling compartment is 0 ; the provisions compartment is 3 ; and the vegetable compartment is 3 .

To prevent food poisoning, foods should be placed in the freezer immediately after preparation or cooking. The best way to thaw frozen food is in a microwave oven.

⁽⁵⁾The more quickly the food goes from freezer to cooking, the safer and tastier the

food will be. Nowadays, some companies are even selling food in special “boil-in-the-bag” pouches.

- *¹microorganism 微生物 *²thaw 解凍する *³evaporation 蒸発
*⁴contamination 腐敗

問1 下線部(1)の最も強く発音する音節を，ア～エの中から一つ選びなさい。

me - chan - i - cal
ア イ ウ エ

問2 下線部(2)が指している内容について最も適切なものを，ア～エの中から一つ選びなさい。

- ア. 解凍された食品でおいしく料理することはC. バーズアイさんが紹介したこと
- イ. 冷凍保存することは微生物の増殖を防ぐことができること
- ウ. 冷凍してもバクテリアを完全に死滅させることができないこと
- エ. 解凍後は冷凍する前より，バクテリアの復活と増殖が急速になること

問3 下線部(3)のあとに省略されている語を，ア～エの中から一つ選びなさい。

- ア. meat イ. fish ウ. vegetables エ. soups

問4 文中の空所(4)に入る最も適切な語(句)を，ア～エの中から一つ選びなさい。

- ア. Previously イ. Otherwise ウ. In contrast エ. To repeat

問5 下線部(5)の意味・内容として最も近いものを，ア～エの中から一つ選びなさい。

- ア. 食べ物は料理をしてから冷凍室に入れるのが早ければ早いほど，より安全でおいしくなるだろう。
- イ. 食べ物は冷凍室から料理までが早ければ早いほど，より安全でよりおいしくなるだろう。
- ウ. 食べ物は料理をしてから冷凍室に入れるのが早ければ早いほど，より安全になるが，おいしさは変わらないであろう。
- エ. 食べ物は冷凍室から料理までが早ければ早いほど，より安全になるが，おいしさは変わらないであろう。

問6 次の1～3は問いに答え，4，5は文を完成しなさい。答えは最も適切なものを，それぞれア～エの中から一つ選びなさい。

1. Why was Clarence Birdseye's invention important?
 - ア. It was a slow method of freezing food.
 - イ. It was the first process to use commercials.
 - ウ. It made frozen food which tasted better.
 - エ. It made frozen food which was cheaper.
2. What is a common problem with home freezing?
 - ア. storing food colder than 18
 - イ. bacteria contaminating the freezer compartment
 - ウ. packing too much food into the freezer
 - エ. not following standard recommended temperatures
3. How can we make home freezing safer?
 - ア. keep meat and vegetables in separate compartments
 - イ. freeze food straight after washing and preparing
 - ウ. thaw food as slowly as possible
 - エ. try to avoid using "boil-in-the-bag" pouches
4. Blanching involves

ア. freezing food.	イ. cutting food.
ウ. flavoring food.	エ. boiling food.
5. The best title of this passage is
 - ア. "Practical Advice for Home Freezing."
 - イ. "The Dangers of Bacteria in Frozen Food."
 - ウ. "The History of Home Freezing of Food."
 - エ. "Technical Considerations for Freezers."

問7 次の1～5の英文を読み，本文の内容と一致していればTを，一致していなければFを選びなさい。

1. Preserving food by freezing is a modern invention.
2. Freezer "burn" happens because frozen food is in temperatures lower than minus 18 .
3. Thawing and then cooking the food immediately improves the taste.
4. If thawed food is not cooked quickly, bacteria can grow.
5. It is dangerous to thaw food in a microwave oven.

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. They listened to her () with a professor.
ア. to speak イ. was spoken ウ. speaking エ. spoke
2. In spite of his fear, Mike found () the helicopter ride.
ア. him enjoyed イ. him enjoying
ウ. himself to enjoyed エ. himself enjoying
3. If you don't care for this music, try something ().
ア. other イ. else ウ. few エ. too
4. Cars and airplanes use more energy per passenger ().
ア. with trains do イ. than trains do
ウ. so trains do エ. for trains do
5. The potato is an important crop used in () food production and industrial processes.
ア. either イ. both ウ. and エ. neither
6. () is to blame for the fire last night?
ア. Do you think who イ. Do who think
ウ. Who think you エ. Who do you think
7. I can't remember () told me Mary had gone to Tokyo.
ア. what イ. that ウ. who エ. whose
8. When you go abroad, do you () take your passport?
ア. have to イ. ought to ウ. need エ. must
9. We expected about twenty girls, but there were () people there.
ア. another イ. others ウ. any エ. more
10. Brenda likes going to the theater, and ().
ア. so do I イ. so go I ウ. so like I エ. so am I

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. When did the accident take place?
ア. happen イ. consist ウ. find エ. exchange
2. She opposes the new proposal.
ア. disagrees with イ. suspects
ウ. examines エ. has experience in
3. That old shirt needs to be thrown away.
ア. repaired イ. discarded ウ. washed エ. ironed
4. If you are in doubt about where to have lunch, try the Japanese restaurant over there.
ア. certain イ. amused ウ. upset エ. unsure
5. She can't put up with his insults any longer.
ア. understand イ. involve ウ. return エ. tolerate
6. Our company wants to take part in that research project.
ア. join イ. end ウ. look in エ. fit in
7. Nobody likes to be made fun of in public.
ア. found イ. enjoyed ウ. ridiculed エ. solved
8. Caroline is a bright girl.
ア. stubborn イ. beautiful ウ. reserved エ. clever
9. Everyone at the office appreciates her ability to deal with difficult problems.
ア. doubts イ. gives up ウ. values エ. worries about
10. He is familiar with the Tokyo subway system.
ア. knows イ. forgets ウ. rides エ. praises

4 次の1~5の会話文の空所に入る最も適切なものを，それぞれア～エの中から一つ選びなさい。

1. A: ()
B: Oh, that's too bad. Maybe my friend Mike can fix it.
A: Could you ask him for me? It takes almost an hour to get to school if I walk.
ア. My piano doesn't sound right.
イ. I can't find anybody who can fix my radio.
ウ. There was a bad water leak in my room.
エ. The chain on my bicycle is broken.
2. A: Can I exchange this shirt for a slight larger one? It is actually too small for me.
B: ()
A: I'm sorry, I think I lost it.
B: Well, I'm afraid we cannot exchange things without one.
ア. Do you have the receipt?
イ. We don't exchange items in this shop.
ウ. It doesn't look small on you.
エ. Did you try it on?
3. A: So you're looking for a romantic restaurant.
B: Yes, if possible, one with a nice night view.
A: ()
B: That sounds good. And I won't need to take the car.
ア. You're right. That's my view, too.
イ. Try the basement. There are lots of restaurants.
ウ. If I were you, I'd try the Reno near the station.
エ. I was satisfied with your choice last time.

4. A: Why were you absent yesterday, Maki?
B: I had a touch of the flu, so I stayed home to be on the safe side.
A: ()
B: I feel much better, thank you.
ア. I hope to see you tomorrow.
イ. How are you feeling now?
ウ. Was it the flu or just a cold?
エ. How did things go yesterday?
5. A: Oh my, I'm really sorry. I spilled coffee on your shoes.
B: Did you? I didn't even notice.
A: Hope it didn't spoil the leather.
B: ()
A: Are you sure? You really don't mind?
ア. That's great. Thanks for the coffee.
イ. You're right. I'll tidy up the office.
ウ. Don't worry about it. It's really OK.
エ. That's OK. I don't like coffee anyway.

5 次の問1と問2に答えなさい。

問1 次の会話の状況に合うよう下線部に最も適切なものを、ア～エの中から一つ選びなさい。

Ann: I am moving to a new apartment this Saturday, and I don't have a car. Do you think you could help me?

Dianne: I wish you had asked me earlier. I just made a doctor's appointment for this Saturday.

Dianne _____.

- ア. will help Ann move イ. needs to check her schedule
ウ. can't help Ann move エ. doesn't want to answer

問2 次の場面の状況に合うよう下線部に最も適切なものを、それぞれア～エの中から一つ選びなさい。

(1) At a party, Clark plays the guitar for everyone. Sherry says, "I didn't know you could play the guitar so beautifully. Your singing was lovely, too."

Sherry is _____.

- ア. impressed イ. disappointed ウ. worried エ. talented

(2) A job seeker receives a message on his answering machine to call the personnel department of a company where he interviewed. When he calls, the manager says, "Congratulations!"

The manager is _____ a job offer.

- ア. accepting イ. turning down ウ. looking for エ. making

6 次の問1~3の英文を読み、意味が通るように並べ替えた場合、最も適切なものはどれか。それぞれア~エの中から一つ選びなさい。

- 問1
1. Make a right on Main and follow it 2 blocks to Seventh Avenue.
 2. Go between them, and bookstore is there in the back.
 3. Then, you'll see a bank and a post office.
 4. First, go out onto Fifth Avenue and go up to Main Street.

ア. 4 → 3 → 1 → 2

イ. 4 → 1 → 2 → 3

ウ. 4 → 2 → 1 → 3

エ. 4 → 1 → 3 → 2

- 問2
1. In particular, it is important not to waste water as we do our daily activities.
 2. We can do many things at home everyday to reduce water consumption.
 3. We can also take shorter showers in order to save more water.
 4. For example, when we brush our teeth, it is better to turn off the water.

ア. 2 → 3 → 4 → 1

イ. 2 → 1 → 4 → 3

ウ. 2 → 4 → 1 → 3

エ. 2 → 4 → 3 → 1

- 問3
1. There are two American cities that I especially like.
 2. However, they are both famous for their beautiful beaches.
 3. One of them is Honolulu, and the other is Los Angeles.
 4. When you compare them, they may seem quite different.

ア. 1 → 3 → 4 → 2

イ. 1 → 2 → 4 → 3

ウ. 1 → 2 → 3 → 4

エ. 1 → 4 → 3 → 2

解答

1	問1	問2	問3	問4	問5	問6					問7				
						1	2	3	4	5	1	2	3	4	5
	イ	エ	ア	イ	イ	ウ	ウ	イ	エ	ア	F	F	F	T	F

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

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

4	1	2	3	4	5
	エ	ア	ウ	イ	ウ

5	問1		問2	
		1		2
	ウ	ア	ア	

6	問1	問2	問3
	エ	イ	ア

7	問1	問2	問3	問4
	ア	エ	イ	エ

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。

Open learning is a general term for any education or training scheme that tries to make learning available to more people. With open learning, people take responsibility for what they learn, how they learn, where they learn, how quickly they learn, who helps them and when they have their learning assessed.

Distance learning is a special type of open learning where tutors and learners are far away from each other. This was sometimes called 'home-study' or '(1)correspondence courses.' Originally relying on the postal system, distance learning now uses television, telephone and the computer. E-mail and the Internet also offer exciting new possibilities.

The concept of distance learning is not a new one. The first structured distance learning or correspondence courses were probably the shorthand courses offered by the Pitman organization at the end of the 19th century.

In 1969, the Open University (OU) was created in the United Kingdom. This firmly established in the West the principle of access for all to quality education. The idea originally came from the former Soviet Union where distance learning had run for many years on a large scale. In the 30 years since the OU was established, an important lesson has been learned. Distance learners need much more than tutors who mark assignments and send (2)them back. Course providers must have excellent administration systems and give their students access to accreditation* and qualifications. Many organizations also provide summer schools and social events for students. This helps to create a virtual learning community. This kind of networking is good for all learners, but it is especially helpful for students of distance learning.

(3)Although print is still the most popular and flexible way to deliver open learning, new technology has started to play a key role. Radio and television have been an essential part of OU courses. Many distance learning programs include computer-based packages. E-mail and the Internet are rising in popularity. The time is coming when many learners will use only multi-media and communicate with their tutors only by e-mail. In the USA, the University of Wisconsin-Madison, is already using new technology for (4)a course in disaster management. This course is offered over the Internet to students in disaster areas where all postal and telecommunications systems have broken down.

Distance learning has changed from being the last choice for people who couldn't attend college or university (5) being the first choice for people who want flexibility and quality. A few decades ago, few people would have understood the terms

‘distance learning’ or ‘open learning’; now they are part of the educational vocabulary. It seems certain that in the future, learning boundaries will disappear, and distance learning opportunities will continue to expand.

*accreditation 認定

問1 下線部 (1) の最も強く発音する音節を，ア～エの中から一つ選びなさい。

cor - re - spond - ence
ア イ ウ エ

問2 下線部 (2) が指している最も適切なものを，ア～エの中から一つ選びなさい。

- ア. distance learners イ. assignments
ウ. tutors エ. administration systems

問3 下線部 (3) の意味・内容として最も近いものを，ア～エの中から一つ選びなさい。

- ア. 印刷物がまだ公開学習を行うには最も人気のある対応できるやり方であるが，新しい応用科学が問題解決への重要な部分となってきた。
イ. 印刷物がまだ通信教育を行うには最も普及した融通性のある方法であるが，新しい技術が重要な役目を果たし始めている。
ウ. 活字がまだ公開学習にとっては最も普及した変更のきくやり方であるが，新しい応用科学が問題解決の重要な鍵となってきた。
エ. 活字がまだ通信教育にとっては最も人気のある選択できる方法であるが，新しい技術が重要な要素となり始めている。

問4 下線部 (4) の意味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. 耐震構造コース イ. 災害財政コース
ウ. 災害管理コース エ. 耐震診断コース

問5 文中の空所 (5) に入る最も適切な語を，ア～エの中から一つ選びなさい。

- ア. but イ. nor ウ. while エ. to

問6 次の1~3は問いに答え, 4~5は文を完成しなさい。答えは最も適切なものを, それぞれア~エの中から一つ選びなさい。

1. According to the passage, what kind of people choose distance learning?
 - ア. people who want to study about computers
 - イ. people who want to get a better paid job
 - ウ. people who do not have enough money for college
 - エ. people who do not live near their teachers
2. According to the passage, what will happen to distance learning in the future?
 - ア. Distance learning will start to offer computer-based packages.
 - イ. Many learners will only communicate with their tutors by e-mail.
 - ウ. People will study about multi-media technology.
 - エ. Technology will start to play a key role.
3. What do people think about distance learning now?
 - ア. They think that it is mainly for people who can't go to college.
 - イ. They think that it offers more flexibility for learners.
 - ウ. They think that it will help people get into university.
 - エ. They think that it is an excellent choice for people in rural areas.
4. Distance learning organizations offer summer schools and social events.
 - ア. to give access to accreditation.
 - イ. to provide classes for the local community.
 - ウ. to help students form a network for study.
 - エ. to improve the qualifications of tutors.
5. The best title for this passage is
 - ア. "The Advantages and Disadvantages of Distance Learning."
 - イ. "The Past, Present, and Future of Distance Learning."
 - ウ. "The Need for Technology in Distance Learning."
 - エ. "The History of the Open University and Distance Learning."

問7 次の1~5の英文を読み, 本文の内容と一致していればTを, 一致していなければFを選びなさい。

1. Correspondence courses are a type of open learning.
2. The Open University started in the former Soviet Union.
3. Courses are offered through radio and television at the Open University.
4. The Internet can be more reliable than the postal system in disaster areas.
5. Distance learning is likely to be less popular in the future.

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. The doorbell rang when Jill () a shower.
ア. was taking イ. take ウ. has taken エ. will take
2. He sets () a sum of money every week for his old age.
ア. off イ. in ウ. along エ. aside
3. Many students could not solve the problem, but () could.
ア. few イ. a few ウ. little エ. a little
4. I feel () when I go out with my girlfriend.
ア. the happy イ. more happier ウ. happiest エ. most happiest
5. Put on your sweater, () you will catch cold.
ア. or イ. so ウ. then エ. if
6. () learn during their sleep by listening to tape recordings.
ア. People rare can イ. Rarely can people
ウ. Can people rarely エ. Can rare people
7. John has a friend () house is near mine.
ア. who イ. whose ウ. of whom エ. in which
8. They () there three years ago.
ア. must go イ. have to gone
ウ. must have gone エ. have to be going
9. Would you like some more coffee? There's () some left.
ア. still イ. already ウ. despite エ. too
10. Mary went the cinema last night. So ().
ア. I go イ. went I ウ. I do エ. did I

3 次の1～10の英文を読み，下線部の意味に最も近い語を，ア～エの中から一つ選びなさい。

1. Sometimes you have to go through hardship in life.
ア. endure イ. enjoy ウ. entertain エ. explain
2. He turned out to be a good player.
ア. wanted イ. started ウ. proved エ. tried
3. It is difficult to keep up big old houses like these.
ア. maintain イ. buy ウ. build エ. sell
4. The new plan is being carried out now at three research centers.
ア. proposed イ. changed ウ. implemented エ. stopped
5. Most of the committee members were in favor of the plan.
ア. opposed イ. supported ウ. understood エ. misunderstood
6. The government took for granted that the people would agree to a new tax system.
ア. assumed イ. hoped ウ. doubted エ. promised
7. Susie is on good terms with Jenny.
ア. funny イ. busy ウ. friendly エ. upset
8. You can't write two reports at the same time.
ア. simultaneously イ. quickly ウ. strictly エ. remarkably
9. Tom met his old friend by chance when he dropped in at the bookstore.
ア. reluctantly イ. finally ウ. carefully エ. unexpectedly
10. In the long run, she found reading English more important than speaking it.
ア. Gradually イ. Patiently ウ. Ultimately エ. Completely

4 次の1~5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。

1. A: I can't wait to hear about your trip to New York.
B: () It's such an exciting city!
A: Did you see any good musicals?
B: Yes, of course. I saw three, in fact.
ア. I didn't have time to see anything.
イ. There's not a lot to do.
ウ. I don't know where to begin.
エ. It's nothing but a big city.
2. A: Who's making that terrible noise? I can't stand it anymore.
B: ()
A: Let's go to the administration office to report it.
ア. So can I.
イ. Neither can I.
ウ. But I can't.
エ. Can you stand?
3. A: Wow, you're using your cell phone to make a payment.
B: Yes, all you have to do is put it over the scanner like this.
A: ()
B: I know what you mean. Everything changes so quickly.
ア. My brother has lost at least three cell phones.
イ. Do you want to pay by cash?
ウ. I can't follow all this new technology.
エ. I shouldn't have used my cell phone.
4. A: Hello, may I speak to Mr. Ogawa?
B: He is out for lunch right now. Shall I take a message?
A: ()
B: Then I suggest you can again in 30 minutes.
ア. Thank you, but I'll call back later.
イ. Yes, if you could.
ウ. I'm leaving a message for you now.
エ. No, I'll probably call tomorrow.

5. A: Would you like to come to our party on Sunday?
 B: I'd love to, but I'm afraid I can't make it this time.
 A: That's too bad. We always enjoy your company.
 B: ()
 A: Great. We'll have another one soon.
 ア. I promise to come to the next one.
 イ. I don't enjoy your company, though.
 ウ. No problem. You'll be okay.
 エ. Actually I don't have a company.

5 次の問1と問2に答えなさい。

問1 次の会話の状況に合うよう下線部に最も適切なものを、ア～エの中から一つ選びなさい。

Mary: Why don't we stop here and take a break?
 Anne: Sure. It's about time. It's been a while.

Anne is _____ the idea.

ア. rejecting イ. accepting ウ. proposing エ. recording

問2 次の場面の状況に合うよう下線部に最も適切なものを、それぞれア～エの中から一つ選びなさい。

1. Kathy broke her grandmother's favorite vase. She said to her, "While I was cleaning, I bumped into the table. Your vase fell and broke. I feel just terrible about it."

Kathy is _____ what happened.

ア. grateful for イ. sorry about
 ウ. making up エ. satisfied with

2. Michael runs into his friend Stacy at school. He asked her for a big favor, "I was sick for a week, and I couldn't come to class. I was wondering if you could lend me your notes."

Michael is _____.

ア. suspecting her イ. taking notes
 ウ. asking for help エ. lending her a notebook

6 次の問1~3の英文を読み、意味が通るように並べ替えた場合、最も適切なものはどれか。それぞれア~エの中から一つ選びなさい。

- 問1
1. Pour the mixture into a baking pan.
 2. Put the cake mix and milk in a bowl and blend for 1 minute with a mixer.
 3. Cool for about half an hour before serving.
 4. Bake for about 45 minutes or until the top is golden brown.

- ア. 2 → 3 → 4 → 1
イ. 2 → 1 → 4 → 3
ウ. 2 → 4 → 1 → 3
エ. 2 → 4 → 3 → 1

- 問2
1. One effect is that pronunciation and intonation can be improved.
 2. Most importantly, students will be exposed to a wide range of speech.
 3. Moreover, students can learn various skills for communication.
 4. Watching television can have positive effects on learning languages.

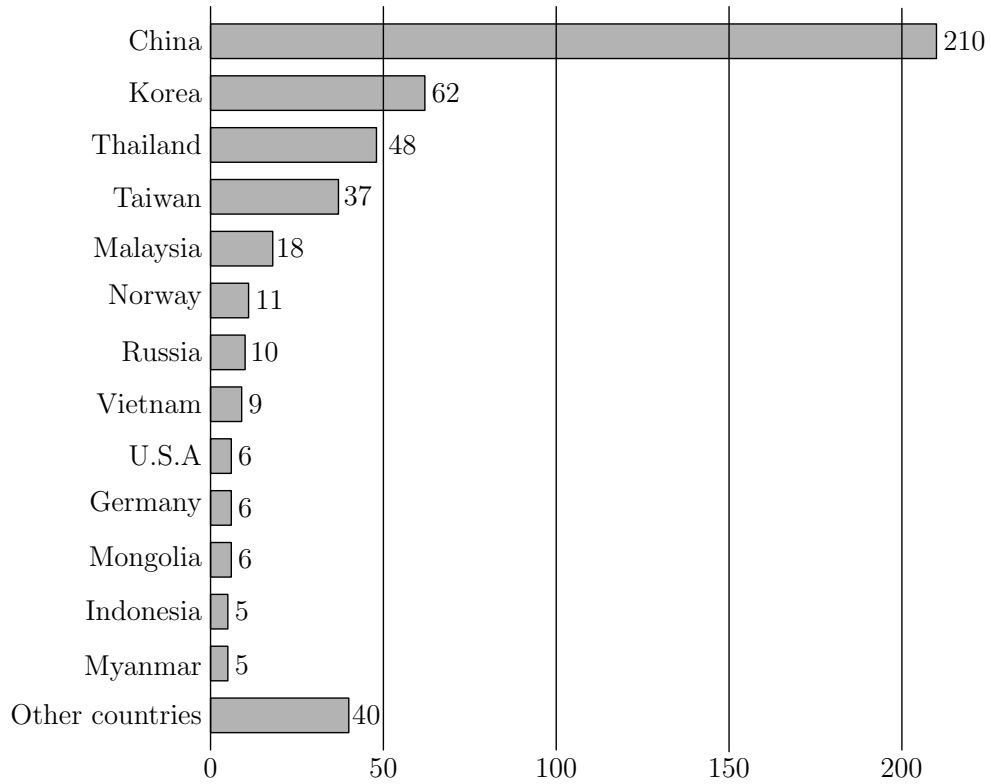
- ア. 1 → 3 → 4 → 2
イ. 2 → 1 → 4 → 3
ウ. 3 → 2 → 1 → 4
エ. 4 → 1 → 3 → 2

- 問3
1. Jessica, my roommate, does not care about the feelings of other people.
 2. If she doesn't change some of her ways, I am going to look for another roommate.
 3. She always leaves the kitchen in a mess.
 4. Yesterday, for example, Jessica made a sandwich and left mayonnaise all over the counter.

- ア. 1 → 3 → 4 → 2
イ. 2 → 1 → 4 → 3
ウ. 3 → 2 → 1 → 4
エ. 4 → 1 → 3 → 2

- 7 次のグラフを見て，問1～4の下線部に入る最も適切なものを，それぞれア～エの中から一つ選びなさい。

The Number of International Students at Tokai University in 2007



- 問1 The graph shows the number of international students at Tokai University by _____.
 ア. community イ. nationality ウ. continent エ. language
- 問2 There are about _____ students from Taiwan as there are from Malaysia.
 ア. as many イ. half as many
 ウ. three times as many エ. twice as many
- 問3 The majority of international students come from _____.
 ア. the United States イ. Asian countries
 ウ. Canada エ. European countries
- 問4 _____ of international students comes from Thailand.
 ア. A third イ. The third smallest group
 ウ. The third largest group エ. The next third

解答

1	問1	問2	問3	問4	問5	問6					問7				
						1	2	3	4	5	1	2	3	4	5
	ウ	イ	イ	ウ	エ	エ	イ	ウ	ウ	イ	T	F	T	F	F

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

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

4	1	2	3	4	5
	ウ	イ	ウ	ア	ア

5	問1		問2	
		1		2
	イ	イ	ウ	

6	問1	問2	問3
	イ	エ	ア

7	問1	問2	問3	問4
	イ	エ	イ	ウ

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。

Non-governmental organization (NGOs) have several important features. First, NGOs are not businesses and they do not make products to sell for profit. They are not part of governments, nor are they connected with political parties. However, NGOs are involved with many things, such as the environment, health, and the protection of people and animals. They may be large and well known, like the World Wildlife Fund, and have offices in many countries, or they may be small and run by volunteers, ⁽¹⁾that is, people who work without payment in their free time because they want to. Often they are groups of citizens who want to work together to change the way the world is.

People who work for NGOs have strong beliefs about what they are doing. They usually have ideas about the kind of changes in the world they want to make. They are certainly hard-working people who believe that they can make a positive difference in the world, even if only in a small way. Because of this, NGOs are not interested in making a profit for their members.

There are several different types of NGOs, and they do different kinds of work. Some are (2) humanitarian actions. That means they give food, clothing, or medicine to people in need, perhaps during an emergency situation. Service NGOs provide health, family planning, or education as a way of improving the quality of people's future lives.

NGOs also work at different levels: locally, nationally, and internationally. Big organizations like Greenpeace can be active anywhere in the world and are known as international NGOs. National NGOs, like the Red Cross, work in their own countries, or focus on particular countries or regions. Other NGOs ⁽³⁾concentrate on local issues such as protesting against a polluted river or damaged forest in their area.

NGOs are interested in the challenges faced by the world today. Our environment is under great pressure. The population of the world continues to grow, and there are serious worries for the health of millions who live in poverty. NGOs are helping to solve these problems. They are helping people to develop their societies in ⁽⁴⁾sustainable ways, that is, using their resources in ways that don't destroy those resources. In addition, they help people to develop themselves by teaching them how ⁽⁵⁾gender roles affect them. NGOs also active in trying to prevent war through conflict resolution.

Governments around the world are finding it difficult to respond to these problems. They have realized that they cannot succeed by themselves, but need the help of

NGOs. If governments and NGOs, together with the business world, can cooperate together, there is a chance we can make real progress in solving these problems.

問1 下線部(1)と置き換えられ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。

ア. on the other hand イ. all in all ウ. in other words エ. as long as

問2 文中の空所(2)に入る最も適切な語句を、ア～エの中から一つ選びなさい。

ア. opposed to イ. involved in ウ. giving up エ. waiting for

問3 下線部(3)の語と同じ意味の語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. live イ. bring ウ. put エ. focus

問4 下線部(4)の意味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. 補修可能な方法 イ. 交渉可能な方法
ウ. 開発可能な方法 エ. 持続可能な方法

問5 下線部(5)の例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. Poor children cannot receive formal education because they have to work.
イ. Women do not receive equal opportunity in society.
ウ. The environment is being damaged as societies develop.
エ. Minorities have fewer chances of getting well-paid jobs than others.

問6 次の1～3は問いに答え、4と5は文を完成しなさい。答えは最も適切なものを、それぞれア～エの中から一つ選びなさい。

1. According to the passage, what do NGOs taking part in humanitarian actions do?

ア. They only take actions in their own countries.
イ. They make a profit for their members in many parts of the world.
ウ. They give food, clothing, or medicine to people who need them.
エ. They protest against a polluted river or damaged forest.

2. According to the passage, which word does NOT describe the people who work for NGOs?
ア. busy イ. religious ウ. helpful エ. determined
3. How many levels do NGOs work at?
ア. one イ. two ウ. three エ. four
4. The passage mentions that
ア. population increase should be controlled by only NGOs, not by governments.
イ. governments around the world find it hard to solve problems affecting society.
ウ. NGOs are not supposed to prevent local conflicts or war.
エ. the business world does not usually support NGOs.
5. The best title for this passage is
ア. “The History of NGOs” イ. “The Roles of NGOs.”
ウ. “The Problems of NGOs.” エ. “The Limitations of NGOs.”

問7 次の1～5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. NGOs make products to sell for profit.
2. People working for NGOs have strong beliefs that they can change the way the world is.
3. Some NGOs help people with family planning.
4. International NGOs, such as Greenpeace, limit their activities to certain countries and regions.
5. The biggest problem for NGOs is working in countries which are suffering from wars.

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. My family () to see my piano concert tomorrow night.
ア. going イ. to go ウ. may be go エ. will go
2. You can't rely () him to do the job properly.
ア. to イ. with ウ. in エ. on
3. His ambition to become a politician is () to be realized.
ア. likely イ. capable ウ. lovely エ. probable
4. This car is superior in design () other cars.
ア. than イ. to ウ. as エ. that
5. The driver couldn't start the engine of her car () how hard she tried.
ア. no matter イ. even though ウ. after all エ. at once
6. Even though I have (), I often go to the library.
ア. a lot of unread books イ. unread of books a lot
ウ. books a lot of unread エ. unread a lot of books
7. Do you know () Jim came home last night?
ア. who イ. where ウ. what エ. how
8. When he gets back, his father () out of the hospital.
ア. will be being イ. will be
ウ. would have being エ. would have been
9. I've brought you () flowers for your birthday.
ア. least イ. a few ウ. much エ. a little
10. He's been very successful, ()?
ア. hasn't he イ. wasn't he ウ. isn't he エ. doesn't he

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. Some interesting legends have been passed on from one generation to the next.
ア. given イ. taken ウ. made エ. lost
2. It was hard for the diplomats to cope with the dispute between the two nations.
ア. finish イ. deal ウ. agree エ. argue
3. I couldn't catch what she said.
ア. believe イ. repeat ウ. define エ. hear
4. Tom was brought up in the south of Spain.
ア. raised イ. interested ウ. born エ. left
5. He is accustomed to hard work.
ア. tired from イ. ready for ウ. used to エ. happy with
6. I don't like people who speak ill of others.
ア. say bad things about イ. follow the actions of
ウ. don't like to discuss エ. want to fight with
7. I think they will be able to take advantage of his good nature.
ア. praise イ. insist on ウ. depend on エ. exploit
8. The boy seems to be suffering from an unknown disease.
ア. sickness イ. despair ウ. silence エ. advantage
9. Jim's wife thinks Jim hasn't spent sufficient time with their son.
ア. enough イ. efficient ウ. early エ. late
10. What is that wonderful scent?
ア. clothing イ. melody ウ. smell エ. personality

4 次の1~5の会話文の空所に入る最も適切なものを，ア～エの中から一つ選びなさい。

1. A: Does your sister sometimes call from the States?
B: No, but we consider “no news is good news.”
A: ()
B: She creates videos introducing Japan for a tourist agency.
ア. But surely you must be concerned.
イ. What does she like about California?
ウ. What does she do there?
エ. Is she satisfied with her life there?
2. A: I heard you went to Australia. How was it?
B: It was great. ()
A: I hope to go there some day.
ア. Why didn't you like it there?
イ. And how was your holiday?
ウ. I wish I'd never gone.
エ. The scenery was wonderful.
3. A: I'm really sorry to be late for the meeting, boss.
B: You're always punctual. What happened today?
A: ()
B: I hope no one was hurt.
ア. I left home earlier than usual.
イ. I have to pick up an urgent call now.
ウ. There is only one bus service available in my area.
エ. The subway stopped due to an accident.
4. A: Are you busy today? Would you like to go shopping?
B: Okay, what do you want to buy?
A: Nothing in particular. ()
B: That sounds good.
ア. I just want to look around the shops.
イ. I have to buy a new suit.
ウ. I have to work all day.
エ. I can't stand shopping, actually.

5. A: What's your schedule like today?
 B: I have a few things to do in the morning, but my afternoon is free.
 A: Do you mind helping me make a homepage?
 B: ()
 ア. Not at all. Do you have the software to create one?
 イ. Of course, if I have some free time.
 ウ. No problem. I know nothing about the Internet.
 エ. Yes, I do. Please drop by my office anytime.

5 次の問1と問2に答えなさい。

問1 次の会話の状況に合うよう下線部に最も適切なものを、ア～エの中から一つ選びなさい。

Nancy: How do you like this restaurant, John?

John: Everything is good, but I'm not sure about this soup.

Nancy: It tastes fine to me.

_____ the soup.

- ア. Both John and Nancy like
 イ. Nancy likes the soup, but John doesn't like
 ウ. Neither John nor Nancy likes
 エ. John likes the soup, but Nancy doesn't like

問2 次の場面の状況に合うよう下線部に最も適切なものを、それぞれア～エの中から一つ選びなさい。

- (1) A figure skater has been practicing a difficult jump with her coach. Finally, she skates over to the side of the ice rink to her coach and shouts, "I did it! I did it!"

She is _____.

- ア. tired of doing the jump again and again
 イ. angry about making the same mistake
 ウ. excited about her successful jump
 エ. happy about taking a break

- (2) Tim and his friend have just seen an award-winning movie. As they come out of the theater, Tim says, "I can't believe that movie got an award! I wouldn't give it more than two stars if I were the movie critic."

Tim is _____ the movie.

- ア. nervous about イ. satisfied with
 ウ. confused about エ. disappointed with

6 次の問1～3の英文を読み，意味が通るように並べ替えた場合，最も適切なものはどれか。それぞれア～エの中から一つ選びなさい。

- 問1
1. As you go out the gate, turn left.
 2. You will then arrive at the museum you are looking for.
 3. Next, go straight two blocks to the first traffic light.
 4. First, go to the main gate of the university.

- ア. 4 → 3 → 1 → 2
 イ. 4 → 1 → 2 → 3
 ウ. 4 → 2 → 1 → 3
 エ. 4 → 1 → 3 → 2

- 問2
1. An Olympic athlete must be strong not only in body but also in mind.
 2. Therefore, it requires a lot of self-control to be in top condition both physically and mentally.
 3. The athlete has to train for years to achieve the necessary strength and control over his or her sport.
 4. Similarly, the athlete has to train his or her mind in order to compete under great pressure.

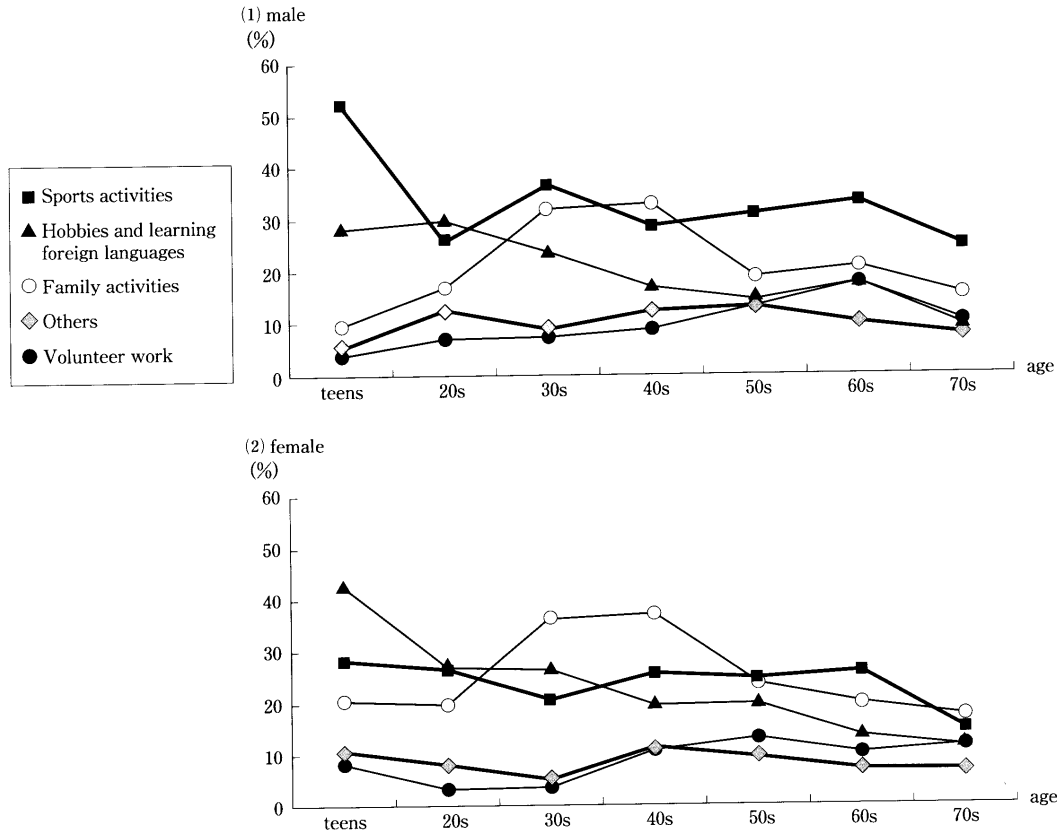
- ア. 1 → 3 → 4 → 2
 イ. 2 → 1 → 4 → 3
 ウ. 3 → 2 → 1 → 4
 エ. 4 → 1 → 3 → 2

- 問3
1. It came to be known as St. Patrick's Day in Boston in the 18th century.
 2. That day was not his birthday but the day of his death in 493A.D.
 3. On March 17, many Americans, Irish or not, wear something green to honor St. Patrick.
 4. The holiday then spread to other American cities also, with dinners and parades to celebrate the day.

- ア. 1 → 3 → 4 → 2
 イ. 2 → 1 → 4 → 3
 ウ. 3 → 2 → 1 → 4
 エ. 4 → 1 → 3 → 2

7 次の線グラフを見て，問1～4の下線部に入る最も適切なものを，それぞれア～エの中から一つ選びなさい。

Free-time Activities of Japanese People



平成18年度内閣府国民生活白書より抜粋し改写

- 問1 The graph show _____ of free-time activities between men and women in different age groups.
 ア. the combination イ. a growth ウ. the progress エ. a comparison
- 問2 The percentage of male teens participating in sports activities is _____ males in their 20s.
 ア. as high as イ. half the number of
 ウ. about double that of エ. a smaller percent than
- 問3 The percentage of both men and women spending their free time to learn foreign languages and enjoy their hobbies generally _____ as they get older.
 ア. declines イ. goes up ウ. stays the same エ. multiplies

解答

1

問1	問2	問3	問4	問5	問6					問7				
					1	2	3	4	5	1	2	3	4	5
ウ	イ	エ	エ	イ	ウ	エ	ウ	イ	イ	F	T	T	F	F

2

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

3

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

4

1	2	3	4	5
ウ	エ	エ	ア	ア

5

問1	問2	
	1	2
イ	ウ	エ

6

問1	問2	問3
エ	ア	ウ

7

問1	問2	問3
エ	イ	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 次の英文を読んで下の問いに答えなさい。

Some of the earliest diamonds known came from India. In the eighteenth century, they were found in Brazil, and in 1866, large deposits were found near Kimberly in South Africa. Though evidence of extensive diamond deposits has been found in Siberia, the continent of Africa still produces nearly all the world's supply of these stones.

The most valuable diamonds are large, individual crystals of pure crystalline carbon.*¹ Less perfect forms, known as “boart,” are groups of tiny crystals. Until diamonds are cut and polished, they do not sparkle like those you see on a ring—they just look like small, blue-grey stones.

In rather basic form, the cutting and polishing of precious stones was an art known to the ancient Egyptians, and in the Middle Ages it became widespread in northwest Europe. However, a revolutionary change in the method of cutting and polishing was made in 1476, when Ludwig Van Berquen of Bruges in Belgium invented a swiftly-revolving wheel coated with fine diamond powder. The name “boart” is given to this fine powder as well as the natural crystalline material already mentioned. It is also given to imperfect or broken diamond crystals, useless as jewels, that are broken into powder for grinding purposes — the so-called “industrial” diamonds.

“Boart,” diamond powder, is the only material hard enough to cut and polish diamonds, (1) high-intensity light beams called lasers are now used to make holes in them. It may also be necessary to split large stones before they are cut and polished. Every diamond has a natural line where it breaks, along which it may be split by a sharp blow with a cutting edge.

A fully cut “brilliant” diamond has 58 sides, or faces, regularly arranged. For cutting or splitting, in order to make the cut precise, the stones are fixed into copper holders and held against a wheel, which is coated with a mixture of oil and fine diamond powder, and rotated at about 2,500 times a minute. Amsterdam and Antwerp, in Holland and Belgium respectively, have been the centers of the diamond cutting and polishing industry for over seven centuries.

The jewel value of brilliant diamonds depends greatly on their color, or “water,” as it is called. The usual colors of diamonds are white, yellow, brown, green, or blue-white. These blue-white stones are of the finest quality. (2), they command the highest prices. During their formation, some diamonds absorb metallic oxides*² from the surrounding rocks and take on their color. Thus black, red, and even bright pink diamonds have occasionally been found.

The diamond trade involves not only valuable jewel stones, but also the industrial diamonds mentioned above. The Democratic Republic of Congo*³ produces 70% of such stones. They are fixed into the rock drills used in mining and civil engineering, and they are also used for edging band saws to cut stone. Furthermore, diamond-faced tools are used for cutting and drilling glass and fine china and for dentist drills. Diamonds are also used as parts in watches and other finely-balanced instruments. Perhaps you own some diamonds without knowing it — in your wristwatch!

*¹crystalline carbon 結晶炭素 *²metallic oxides 金属製の酸化物

*³The Democratic Republic of the Congo コンゴ民主共和国 (旧ザイール)

問1 次の1～9の問いに対する最も適切な答えを、それぞれア～エの中から一つ選びなさい。ただし、7は文を完成するために最も適切なものをア～エの中から一つ選びなさい。

1. When were diamonds first found in Brazil?
 ア. in the eighteenth century イ. in 1476
 ウ. in 1866 エ. in the Middle Ages
2. Where have most of the diamonds in the world been produced since 1866?
 ア. India イ. Brazil ウ. Siberia エ. Africa
3. What is true about diamonds after they have been cut and polished?
 ア. They do not sparkle.
 イ. They look very different from their original form.
 ウ. They cannot be used for a ring.
 エ. They are apt to absorb oxides quickly.
4. What is “boart?”
 ア. diamonds made in South Africa イ. the very best diamonds
 ウ. fine diamond powder エ. lumps of pure-white carbon

5. What was the revolutionary change in the method of cutting and polishing diamonds?
- ア. inventing diamond-coated tools in 1476
 - イ. finding huge deposits of diamonds near Kimberley in South Africa
 - ウ. breaking diamonds into powder for grinding purposes
 - エ. using high-intensity light beams called lasers to make holes
6. How are large diamonds split?
- ア. by high-intensity laser beams
 - イ. by a swiftly-revolving wheel
 - ウ. by a sharp blow with a cutting edge
 - エ. by cutting and polishing
7. When making the “faces,” diamonds are held in copper holders to
- ア. help make accurate cuts.
 - イ. make them shine more brilliantly.
 - ウ. rotate diamonds more easily.
 - エ. avoid damage to the diamonds.
8. What is the main idea of this passage?
- ア. Diamonds are found all over the world and used only for jewelry.
 - イ. The ancient Egyptians knew how to cut and polish diamonds.
 - ウ. Lasers can make holes in diamonds, and these holes come in different shapes.
 - エ. Diamonds come in different forms and have been used and processed in different ways.
9. What is the best title for this passage?
- ア. Diamonds — Africa’s Main Wealth
 - イ. Diamonds — History and Production
 - ウ. Diamonds — The Source of Light Beams
 - エ. Diamonds — Their Natural Lives

問2 本文の空所(1)と(2)に入る最も適切な語を,それぞれア~エの中から一つ選びなさい。

1. (1)に入る最も適切な語を選びなさい。

ア. because イ. though ウ. if エ. where

2. (2)に入る最も適切な語を選びなさい。

ア. However イ. Therefore ウ. Surprisingly エ. Because

問3 次の1~4の英文を読み,本文の内容と一致するのはT,一致しないものはFを選びなさい。

1. The method of cutting and polishing precious stones was unknown until the 20th century.
2. The jewel value of brilliant diamonds depends on their color.
3. Some diamonds get their color from surrounding rocks.
4. The Democratic Republic of the Congo produces 70% of the finest drinking water.

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. The widespread use of oil and gas to make chemicals () during the 1920s.
ア. has begun イ. began ウ. beginning エ. was began
2. () times volcanoes have affected world weather.
ア. With イ. Of ウ. for エ. At
3. I am a bad student because I ().
ア. study hardly イ. hardly study
ウ. lately study エ. study lately
4. My friend likes to go dancing () I do.
ア. the more イ. most ウ. than エ. as much as
5. I've studied this subject for 10 years, () I'm not improving.
ア. so イ. or ウ. nor エ. but
6. Not only () shade and beautiful landscape, but they also reduce carbon dioxide.
ア. do trees provide イ. provide trees
ウ. do provide trees エ. trees provide
7. This course is for students () native language is not Japanese.
ア. who イ. whom ウ. whose エ. which
8. () you help me do my homework.
ア. Can イ. May ウ. Able to エ. Ought to
9. () rain at all falls in the dry season in the savanna regions of Africa.
ア. Not イ. None ウ. No エ. Neither
10. I'll be busy tomorrow, ()?
ア. am I イ. aren't we ウ. won't I エ. shall we

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. It took me over a month to get over the flu.
ア. find イ. go on ウ. hurt エ. recover from
2. You'd better look over this lesson later.
ア. skip イ. review ウ. memorize エ. teach
3. Students must submit their homework by next Friday.
ア. turn in イ. turn away ウ. turn out エ. turn on
4. He ran into an old friend when he was in Paris.
ア. managed to find イ. planned to call
ウ. expected to introduce エ. happened to meet
5. I'm tied up until next Tuesday.
ア. busy イ. sick ウ. out of town エ. on the road
6. All in all, my trip to Australia was very enjoyable.
ア. Consequently イ. Overall ウ. Frankly エ. Particularly
7. All of a sudden, it started to rain heavily.
ア. All too often イ. Once in a while
ウ. At any moment エ. All at once
8. That professor's lectures are difficult to follow.
ア. comprehend イ. abandon ウ. question エ. ignore
9. Dr. Sharp explained the result in a science manner.
ア. experiment イ. way ウ. inquiry エ. mechanism
10. The college student depends upon his parents to pay for his educational expenses.
ア. falls on イ. relies on ウ. feeds on エ. puts on

4 次の1~5の会話文の空所に入る最も適切なものを，それぞれア～エの中から一つ選びなさい。

1. A: Guess what? My sister finally got married!
B: Congratulations to her! ()
A: Yes, I feel as though I lost my best friend.
ア. I bet you can't wait for the wedding.
イ. How does she feel about her new life?
ウ. But I guess you'll miss her a lot.
エ. You must be happy to see her go.
2. A: Are you an "outdoors" type?
B: ()
A: But don't you also like reading and listening to music at home?
ア. No, I'm an "indoors" type.
イ. What about you?
ウ. Definitely. I love to go hiking.
エ. No, I don't think so.
3. A: I love your new haircut.
B: Really? I don't like it.
A: Why? ()
ア. You should change your hairstyle.
イ. I think it looks great on you.
ウ. It's a small matter.
エ. I can't believe you like it.
4. A: Can I get you another cup of tea?
B: Yeah, thanks. That would be great.
A: ()
B: If possible, can I have English tea?
ア. Which is stronger, green tea or English tea?
イ. I'm afraid we are out of tea.
ウ. Everybody seems to like the service here.
エ. Which do you prefer, green tea or English tea?

5. A: I was really disappointed by this movie.
 B: How come? I thought it was pretty good.
 A: What did you like about it?
 B: ()
 ア. I told you I didn't like it so much.
 イ. They should have chosen a better main actor.
 ウ. It was thrilling with all that action.
 エ. It's not my kind of movie.

5 次の問1と問2に答えなさい。

問1 次の会話の状況に合うよう下線部に最も適切なものを、ア～エの中から一つ選びなさい。

Tom: Where's David?

Jack: He should be here any minute.

Tom: Yeah, he's pretty punctual, isn't he?

They _____.

- ア. expect David to arrive soon
 イ. cannot wait for David anymore
 ウ. are happy about David's arrival
 エ. have no idea when they should meet

問2 次の場面の状況に合うよう下線部に最も適切なものを、それぞれア～エの中から一つ選びなさい。

1. Jack and Donald are university students, and they are trying to finish their homework together at Jack's house. Donald starts talking non-stop about his new car. Jack frequently glances at his watch and says, "It's already midnight. We can't talk about your car all night."

Jack is _____.

- ア. jealous イ. curious ウ. frustrated エ. excited

2. A college student living away from home calls his father to ask him for more money. The father answers, "If you think you never have enough spending money, get a part-time job!"

The father is _____.

- ア. advising him to do a better job
 イ. sorry he cannot send him money
 ウ. gently making a suggestion
 エ. angrily telling him to earn some money

6 次の問1~3の英文を読み、意味が通るように並べ替えた場合、最も適切なものはどれか。それぞれア~エの中から一つ選びなさい。

- 問1
1. Add olive oil and vinegar to the bean mixture.
 2. First, mix beans, garlic, and chopped onions.
 3. Just before serving, top with sliced tomatoes and egg.
 4. Then put the mixture in the refrigerator for several hours.

ア. 1 → 3 → 4 → 2

イ. 1 → 4 → 2 → 3

ウ. 2 → 1 → 4 → 3

エ. 2 → 3 → 1 → 4

- 問2
1. Its first and foremost function is giving the meaning and the spelling of words.
 2. It can, for example, help you with many grammatical irregularities.
 3. Many people, however, are not aware that it is also useful for grammar.
 4. The dictionary can be a very valuable tool for anyone who is studying English.

ア. 3 → 2 → 4 → 1

イ. 3 → 1 → 4 → 2

ウ. 4 → 3 → 2 → 1

エ. 4 → 1 → 3 → 2

- 問3
1. Many young people may have problems when they study abroad.
 2. Finally, it might be very difficult for them to make new friends.
 3. First of all, they may feel isolated in a new environment.
 4. They will also miss their family and friends.

ア. 1 → 3 → 4 → 2

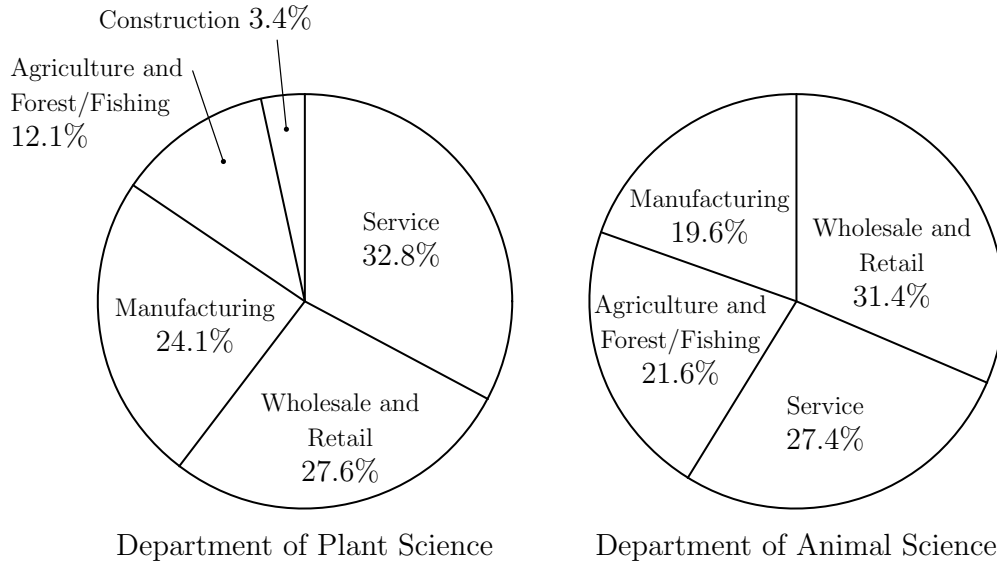
イ. 1 → 4 → 3 → 2

ウ. 3 → 2 → 1 → 4

エ. 3 → 1 → 2 → 4

- 7 次の円グラフを見て，問1～4の下線部に入る最も適切なものを，それぞれア～エの中から一つ選びなさい。

**Career Choices of Tokai University
School of Agriculture Graduates (2006)**



- 問1 The charts shows the _____ distribution of Tokai University School of Agriculture graduates in 2006.
 ア. students enrollment イ. departmental
 ウ. job placement エ. attendance
- 問2 Comparing the two departments in the school of Agriculture, the difference in the percentage of graduates choosing jobs in the service industry is _____.
 ア. between 3% and 10% イ. between 10% and 15%
 ウ. greater than 15% エ. less than 3%
- 問3 The _____ industry was chosen by the least number of graduates from the school of Agriculture.
 ア. manufacturing イ. agriculture and forest / fishing
 ウ. wholesale and retail エ. construction
- 問4 The _____ accounts for close to one-third of the employment of Plant Science graduates.
 ア. manufacturing industry
 イ. service industry
 ウ. agriculture and forest / fishing industry
 エ. construction industry

解答

問1										問2		問3			
1	2	3	4	5	6	7	8	9	1	2	1	2	3	4	
ア	エ	イ	ウ	ア	ウ	ア	イ	イ	イ	イ	F	T	T	F	

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

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

1	2	3	4	5
ウ	ウ	イ	エ	ウ

問1	問2	
	1	2
ア	ウ	エ

問1	問2	問3
ウ	エ	ア

問1	問2	問3	問4
ウ	ア	エ	イ

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。

Since 1945, we have witnessed years of unprecedented official development policies and impressive global economic growth. Yet the economic gap between the richest and poorest 20 percent of the global population has grown from 30:1 in 1960, to 61:1 in 1991. Poverty, hunger, and disease are still widespread throughout the world. Moreover, this situation is not confined to that part of the world (1) we term the ‘South’ or the ‘Third World,’ and poor living conditions and rising social inequalities are also evident in the Western world as a result of economic liberalization policies. Traditionally, the discipline of International Relations has focused (2) issues relating to interstate conflict, and has neglected the less dramatic challenges presented to human well-being by the existence of global underdevelopment. Some measure of the relative importance of these matters can perhaps be gained from the observation that in the first two years of the 1980s more people died from hunger than were killed as a result of World War I and World War II, and that during this period the number of people who died ① every two days of hunger ② was equivalent to the number of deaths (3) by the dropping of the atomic bomb on Hiroshima in 1945. In the mid-1990s, the number of people who died annually from hunger was even higher.

The appalling statistics of global hunger and poverty, and the even more appalling reality that they represent in the daily lives of much of the world’s population, clearly point to the need for further investigation by those who are concerned with human welfare. ③ This necessity should not be obviated* by the fact that the global media tends to direct attention away from the ever-present unvoiced crisis that hunger represents and towards crises of a more ‘newsworthy’ and sensational nature.

The attempts of governments, intergovernmental organizations and non-governmental organizations (NGOs) since 1945 to (4) global hunger and poverty can be categorized into two very broad types, depending (5) the explanations they provide for the existence of these problems and ④ the respective solutions that they prescribe. This can be illustrated by reference to the UN World Summit for Social Development in Copenhagen, March 1995, (6) was convened* primarily ⑤ to address the related matters of increasing global inequality and the continuation of widespread poverty and underemployment and unemployment. Various views were expressed at the formal Summit, and at the parallel Non-Governmental Forum, as to why an estimated 500 million to 1 billion people still had no access to clean water, sanitation,* or adequate nutrition, and why 30 percent of the global labor force was classified as underemployed or unemployed.

(注) obviate 取り除く, 回避する convene (会議を) 召集する, 開催する
 sanitation 衛生設備

問1 本文中の空所1~6に入る最も適切な語を, 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 ~

- | | | | | |
|------------------|-----------|-------------|-------------|--------------------------------|
| (1) ア. when | イ. why | ウ. that | エ. how | <input type="text" value="1"/> |
| (2) ア. to | イ. on | ウ. at | エ. for | <input type="text" value="2"/> |
| (3) ア. prevented | イ. caused | ウ. depended | エ. expected | <input type="text" value="3"/> |
| (4) ア. increase | イ. suffer | ウ. ignore | エ. tackle | <input type="text" value="3"/> |
| (5) ア. on | イ. at | ウ. for | エ. in | <input type="text" value="5"/> |
| (6) ア. who | イ. where | ウ. when | エ. which | <input type="text" value="6"/> |

問2 本文中の下線部①~⑤の意味・内容として最も適切なものを, それぞれ次のア~エの中から一つずつ選びなさい。解答番号は ~

①

- ア. 毎週2日
- イ. 毎日
- ウ. 2日ごとに
- エ. 2日間ずっと

②

- ア. was much more than
- イ. was equal to
- ウ. was contrasted with
- エ. was much less than

③

- ア. More attention should be paid to unsensational but important issues even though the media often neglects to report them.
- イ. We should not seek only sensational news such as poverty and hunger that the global media is eager to cover.
- ウ. The global media should not be directly involved in such immediate problems as poverty and hunger.
- エ. The global media should be more responsible for not only what it reports but what it remains silent about as well.

④

- ア. the solutions for medical problems that require respect
- イ. the individual solutions that they say should be implemented
- ウ. the individual solutions for medical problems
- エ. the solutions that are provided with respect

⑤

- ア. to find unassociated problems
- イ. to try to solve separate problems
- ウ. to find relevant problems
- エ. to try to solve connected problems

問3 次の(A)～(D)について、本文の内容と一致させるためにはどれが最も適切か。それぞれア～エから一つずつ選びなさい。解答番号は ～

(A) The gap between the richest and poorest from 1960 to 1991

- ア. widened by 20 percent.
- イ. shrank from one-thirtieth to one-sixtieth.
- ウ. more than doubled
- エ. was enlarged for 20% of the entire population.

(B) Traditionally, the discipline of International Relations

- ア. has focused more on global development than on interstate conflict.
- イ. has put more emphasis on theoretical studies than on case studies.
- ウ. has generally been useless.
- エ. hasn't paid enough attention to global underdevelopment.

(C) In the first two years of the 1980s

- ア. the number of people who died from hunger was equal to that of people who were killed by the atomic bomb dropped on Hiroshima.
- イ. the number of people who died from hunger was equal to that of people who were killed in World War I and World War II.
- ウ. the number of people who died from hunger was larger than that of people who were killed in World War I and World War II.
- エ. the number of people who died from hunger was larger compared to the same period of the 1990s.

(D) One of the topics discussed at the formal Summit in March 1995 was

- ア. why one half of the world's population was underemployed or unemployed.
- イ. why clean water, sanitation, and adequate nutrition were unavailable to over 500 million people.
- ウ. why women were still discriminated against in many countries.
- エ. why many children of the world did not have access to education.

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

- ア. Global Poverty and Hunger
- イ. Development of Atomic Bombs
- ウ. Limits of International Relations
- エ. Economic Growth of the World

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。解答番号は ~

1. She () her mother.
 ア. is resembling イ. resembles in
 ウ. resembles エ. is resembling in

2. Finally he decided to take () his father's job, so his father could retire.
 ア. under イ. over ウ. for オ. by

3. It was my () to be of assistance to you.
 ア. pleasure イ. fun ウ. interest エ. knowledge

4. Many people in foreign countries view the Japanese () being polite.
 ア. as イ. for ウ. by エ. in

5. You should turn () the report by the time I'm back from America.
 ア. around イ. out ウ. up エ. in

6. () it rain tomorrow, we will have to cancel the plan.
 ア. Were イ. Should ウ. Had エ. If

7. Don't forget () off the lights when you leave this room.
 ア. turn イ. turning ウ. to turn エ. turned

8. Thanks to the () I got from the teacher, I finally passed the exam.
 ア. many advices イ. many pieces of advice
 ウ. much piece of advice エ. much advices

9. I wish I () harder at that time.
 ア. had studied イ. studied ウ. had to study エ. were studied

10. Earthworms will convert () leaves into rich soil.
 ア. fell イ. felt ウ. fallen エ. falling

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～エの中から一つずつ選びなさい。解答番号は 27 ~ 36

1. While I was taking a bath, a good idea unexpectedly occurred to me.
ア. refreshed イ. struck ウ. pleased エ. disappointed 27
2. That little girl started screaming all at once. 28
ア. angrily イ. for the first time ウ. simultaneously エ. suddenly
3. In drawing class, he is second to none. 29
ア. the worst イ. the best ウ. the third エ. in the middle
4. I did my best to live up to the expectations of the class, only to fail. 30
ア. meet イ. awaken ウ. go beyond エ. escape from
5. The company has the responsibility to account for selling contaminated products. 31
ア. apologize for イ. investigate ウ. explain エ. criticize
6. Due to the heavy snow, we had to put off our trip by air. 32
ア. cancel イ. postpone ウ. change エ. pay for
7. This book is a must for university students. 33
ア. a requirement イ. unnecessary ウ. interesting エ. too difficult
8. I met one of my former high school friends by chance. 34
ア. purposefully イ. unwillingly ウ. possibly エ. accidentally
9. You need to prepare in advance for the long trip. 35
ア. positively イ. quickly ウ. beforehand エ. skillfully
10. I usually go to work by train, but I use my car once in a while 36
ア. always イ. rarely ウ. occasionally エ. often

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 ~

1. Jane: Hi, Tom! It's been a long time since I saw you last. How have you been?

Tom: Actually, I'm in the worst situation ever in my life.

Jane: ()

Tom: Well, my dad's company went bankrupt, and my mom got sick and is in the hospital.

ア. Are you crazy?

イ. Don't worry. I'm always on your side.

ウ. I'm afraid not.

エ. What's the matter?

2. Henry: Excuse me, could you tell me where the Student Office on campus is?

Ken: ()

Henry: Yes. I arrived here just a few days ago.

Ken: Don't worry. You'll get used to this place soon. The Office is on the second floor of that building.

ア. How may I help you?

イ. Are you a freshman?

ウ. Did you ask the person at the Information Center?

エ. I'm sorry, I don't know.

3. Paul: Excuse me, sir. You are not allowed to smoke here.

David: Oh, is this a non-speaking area? I didn't know that!

Paul: You can see the 'No Smoking' sign over there. You should have noticed it.

David: () Sorry.

ア. I'm afraid I didn't.

イ. Have you noticed it, too?

ウ. I removed it yesterday.

エ. Why didn't you let me know earlier?

4. Brian: Professor Schneider, I'd like to talk to you because I'm worried about my dissertation.
Prof. Schneider: OK, but you should have come to me much sooner. You have only three months left before you have to turn it in.
Brian: () I want to complete it.
Prof. Schneider: I'm happy to help you, but you must make your study a priority.
- ア. I know, but I don't want to give up.
イ. I've decided to give up.
ウ. I'm not concerned at all because there's still plenty of time.
エ. That's why we have met several times before.
5. Cathy: Do you think we can catch the last train?
Bob: Well, I can check the schedule with my cell phone. Oh! ()
Cathy: Great! Let's hurry to the station!
- ア. I mistook the holiday schedule for the weekday schedule.
イ. Unluckily, my cell phone battery has just run out.
ウ. It leaves in ten minutes.
エ. It's already left.
6. Mike: Takashi, I heard that your major was African studies. Could you do me a favor?
Takashi: Sure. I'm happy to.
Mike: One of our customers wants a research report on traditional African rituals, but the order came at short notice. We have only three days left.
Takashi: ()
Mike: I really appreciate it.
- ア. We should ask the customer to give us more time.
イ. I'm sure I can get it done in time.
ウ. No problem. I will finish it in just a week
エ. I could if it were related to politics, not rituals.

7. Sean: I'm going to move this weekend. I'm just wondering if you could drive a pickup truck for me to carry the heavy stuff.

Will: ()

Sean: Then, I'll try to rearrange my moving schedule. Thanks a lot.

Will: You're welcome.

ア. Sure. No problem.

イ. I'm going to be busy this weekend, but I can help you on some weekday.

ウ. I have a prior appointment this weekend, so I'm afraid I can't help you.

エ. Why don't you ask someone else for help?

8. Taro: Hello?

Mary: This is Mary. I'm calling to ask you to answer a couple of questions for my study about people's purchasing behavior.

Taro: ()

Mary: Oh. Thank you anyway.

ア. Sure. What do you want to know?

イ. How did you know my number?

ウ. Let me know the name of your school.

エ. I'm sorry, but I'm on my way out.

5 次の1~5の英文には間違いが一つずつあります。それぞれ下線部ア~エの中から選びなさい。解答番号は ~

1. The boy caught his mother by arm and kept crying.
ア イ ウ エ

2. A courageous man as he was, he felt scared at the sight of his enemy.
ア イ ウ エ

3. The police had been searching the missing girl for a week when she was
found.
ア イ ウ エ

4. Being a cold day, we decided not to go out and stayed at home all day long.
ア イ ウ エ

5. When I met her for the first time in twenty years, I found that she was
no longer that she used to be.
ア イ ウ エ

6 次の1~5の日本語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

1. インターネットのおかげで、私たちは海外にいる人々とコミュニケーションが取れるようになった。 50

The Internet [ア. us イ. with ウ. has 工. communicate オ. people abroad カ. enabled キ. to].

2. 彼は若い頃、優秀な医者だったといううわさである。 51

He [ア. an excellent doctor イ. to ウ. been 工. when オ. said カ. have キ. is] he was young.

3. 私を驚かせたのは、彼がその困難な仕事を一人でなしとげたという事実です。 52

[ア. me イ. what ウ. that 工. was オ. surprised カ. fact キ. the] he accomplished the difficult task by himself.

4. もう彼と一緒に外食したくない。彼はいつも口を食べ物でいっぱいにしたまま私に話すから。 53

I don't want to eat out with him anymore because he always [ア. mouth イ. with ウ. to 工. speaks オ. his カ. me キ. full]

5. その著名な画家が住んでいた家は3年前に取り壊された。 54

[ア. the house イ. in which ウ. had 工. artist オ. the famous カ. was キ. lived] torn down three years ago.

解答

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

- 50 The Internet has enabled us to communicate with people abroad.
- 51 He is said to have been an excellent doctor when he was young.
- 52 What surprised me was the fact that he accomplished the difficult task by himself.
- 53 I don't want to eat out with him anyone because he always speaks to me with his mouth full.
- 54 The house in which the famous artist had lived was torn down three years ago.

1.5 熊本学園大学

1.5.1 一般推薦試験 60分 全学科

【1】次の英文は、学校が行う海外研修プログラム (Overseas study program) について述べたものである。全文を読み、下の設問に答えなさい。

Overseas study between academic terms — in February-March or July-August — is a popular choice for Japanese students wishing to become more involved in a foreign language. However, some overseas study programs offered by universities, junior colleges and even high schools to their own trusting students are overpriced. Many parents seem to think that if a program is expensive, it must be good and safe, but that is not always true. Neither the students nor their parents know what to look for when it comes to program quality. The following are a few pointers.

Perhaps the most important sign of quality in a study-abroad program is the likely number of participants. The ideal number is anywhere between 7 and 16; 20 is *manageable; anything above 25 is unacceptable. Only relatively small programs can offer a *superior mix flexibility and individual attention.

The second most important sign of quality is the kind of instruction given abroad. Japanese students should never be placed together in the same classrooms. They should be assigned to several different classes, according to their various ability levels, and work with other, non-Japanese foreign students. A good program ought to feature at least 17 hours of classroom instruction a week, given mostly in the morning by several experienced native teachers; guided project work in the local community, mainly in the afternoon, following morning preparations; and some optional social activities and/or sightseeing trips, mainly in the evening or on weekends.

Housing is the next item one should look at carefully. A student may be offered on-campus housing, a home-stay or a combination of both. Again, program participants must not be placed together: in a university dormitory, the students' neighbors must not be Japanese, while host families should not take in more than two foreign students at one time — and never more than one Japanese student.

(Blanche, P., *Asahi Evening News*, 2000, Dec. 16., modified by the author)

(注) *manageable 管理しやすい *superior 優れた

設問 1. 本文のタイトルとして適当なものを、下の A ~ F から二つ選び、その記号を答えなさい。

- A. The cost of study-abroad programs
- B. The popularity of study-abroad programs
- C. Choosing where to stay while studying abroad
- D. The main features of a good study-abroad programs
- E. How to evaluate the quality of study-abroad programs
- F. The reasons why Japanese students should study abroad

設問 2. 本文の内容に一致するよう下の文を完成するのに、適切なものを A ~ D から選び、記号で答えなさい。

1. 海外研修プログラムは、
 - A. 参加費が高い方が内容が良い。
 - B. 参加費が安い方が内容が良い。
 - C. 参加費は中くらいのものが内容が良い。
 - D. 参加費ではよし悪しは判断できない。
2. 海外研修プログラムの参加者数が 28 名の場合
 - A. 参加者数は適正である。
 - B. 参加者数が多すぎる。
 - C. 参加者数が少なすぎる。
 - D. 参加者数で内容は判断できない。
3. 現地での授業は
 - A. 習熟度別に分かれているのが好ましい。
 - B. 学生が自分で選べる形が好ましい。
 - C. 日本人と他の国からの学生が分けられているのが好ましい。
 - D. 読む、話す、書く、聞くなどの技能別に分かれているのが好ましい。
4. 寮滞在の場合、
 - A. 日本人専用の寮があることが望ましい。
 - B. 日本人専用の階があることが望ましい。
 - C. 日本人と他の国の学生が隣部屋になることが望ましい。
 - D. 日本人と他の国の学生が同部屋になることが望ましい。

5. ホームステイの場合、各家庭の滞在学生(日本人以外を含む)は、最大で
- A. 4名が限度。
 - B. 3名が限度。
 - C. 2名が限度。
 - D. 1名が限度。

設問3. 本文中の各下線部の意味として適切なものを、A～Dから選び、記号で答えなさい。

1. a popular choice
 - A. 難しい選択肢
 - B. 一般的な選択肢
 - C. 避けるべき選択肢
 - D. 人気がある選択肢
2. when it comes to program quality
 - A. プログラムの質を良くするために
 - B. プログラムの質のことになると
 - C. プログラムの質に来たときには
 - D. プログラムの質が良くないので
3. The ideal number
 - A. よくある数
 - B. 人気のある数
 - C. 必要な数
 - D. 理想的な数
4. the local community
 - A. 田舎の地域社会
 - B. 現地の地域社会
 - C. 遠くの地域社会
 - D. 都会の地域社会
5. take in
 - A. 滞在させる
 - B. 食事を与える
 - C. 車に乗せる
 - D. 英語を教える

【2】 次の対話中の各空所に入る適語を、下の(A)～(N)から選び、記号で答えなさい。

(電話)

Toshi: Hello.

Rob: Hi, Toshi. How's it going?

Toshi: Hi, Rob. Good to hear your voice. I have been sick last weekend, and I really need (1) see a doctor.

Rob: I'm sorry to hear that. Do you have a fever? Is (2) a cold?

Toshi: I think I have a fever. And I am hurting all over, too. Maybe I've got *the flu. Do you know of a good doctor in your neighborhood?

Rob: Toshi, I have to tell you — I don't like seeing doctors, so I (3) know of anyone who could help you around here. But let me think now... Someone (4) me there's a pretty good doctor at the Downtown Clinic. That (5) is on 15th Avenue, right next to the Continental Bank. It's not very far (6) where you live, is it?

Toshi: No, it's not. The Continental Bank is only (7) five block from here. That's a ten-minute walk at the most.

Rob: Are you sure (8) want to walk? If you need a ride, I will be more than happy to (9) down to your place and pick you up.

Toshi: Yeah, that sounds like a (10) idea. Thanks, Rob. I'm in no shape to be walking in this cold (11) anyway.

Rob: Good. Do you think you can be ready in 20 minutes?

Toshi: I'm just about (12) now.

Rob: Excellent. I'll be there soon. And don't forget to call the clinic to (13) an appointment with them first.

Toshi: I sure won't. Thanks a million, Rob.

Rob: You're quite (14). OK, then, I'll see you soon. Bye.

Toshi: Bye now.

(KGU staff)

(注) *the flu インフルエンザ

- | | | | | |
|-----------|------------|-------------|-------------|----------|
| (A) about | (B) clinic | (C) don't | (D) drive | (E) from |
| (F) good | (G) it | (H) make | (I) ready | (J) to |
| (K) told | (L) you | (M) weather | (N) welcome | |

【3】 次の各意味に該当する単語を下の (A) ~ (I) から選び、記号で答えなさい。

1. a place where birds keep their eggs
2. a way into a place, for example a door or gate
3. an informal and usually friendly conversation
4. the gradual growth of something or somebody
5. the act of leaving a place at the beginning of a journey
6. a substance, such as water, that is not a solid or a gas and can flow
7. work involving careful planning over a period of time
8. a group of people consisting of one or two parents and their children
9. money that you have to pay to the government so that it can pay for public services

(A) chat (B) departure (C) development (D) entrance (E) family
(F) liquid (G) nest (H) project (I) tax

【4】()に入る正しい語句をそれぞれ(A)~(D)から選び、記号で答えなさい。

1. I told them () in such a place.
(A) not sleep (B) not to sleep (C) no to sleep (D) to sleep not
2. () far is it from here to the station?
(A) How (B) What (C) When (D) Where
3. You had better have this tooth () out.
(A) pull (B) pulled (C) pulling (D) pulls
4. Spanish is () in many of the Middle and South American countries.
(A) speak (B) spoke (C) spoken (D) spoken
5. If he () that train, he would have been late.
(A) had taken (B) has taken (C) took (D) would take
6. As he had () money then, he could not buy the book.
(A) few (B) little (C) many (D) much
7. Can you make yourself understood () English?
(A) at (B) by (C) for (D) in
8. Mary is () than Joe.
(A) better cook (B) a better cook (C) cook better (D) a cook better
9. I () home early yesterday to be in time for the 8:00 meeting.
(A) leave (B) leaved (C) left (D) lefted
10. Could you tell me ()?
(A) the post office is where (B) the post office where is
(C) where the post office is (D) where is the post office

【5】与えられた日本語の意味になるよう()に入る単語を正しい語順に並べ替え、()内で二番目と五番目にくる単語を記号で答えなさい。(文頭に来る単語も小文字で示してある。)

1. 熊本に住まれてどれくらいになりますか。
() in Kumamoto?
(A) have (B) how (C) lived (D) long (E) you
2. だれか事故が起こるところを見た人はいますか。
Did ()?
(A) accident (B) anybody (C) happen (D) see (E) the
3. この水、飲んで安全だと思いますか。
Do you think this ()?
(A) drink (B) is (C) safe (D) to (E) water
4. 招待されていたパーティーに行けなかった。
I couldn't go to the ().
(A) I (B) invited (C) party (D) to (E) was
5. これらの本は子供が読めるくらい簡単だ。
These books () to read.
(A) are (B) children (C) easy (D) enough (E) for

解答例

【1】設問1. D, E

設問2.

1	2	3	4	5
D	B	A	C	C

設問3.

1	2	3	4	5
B	B	D	B	A

【2】

1	2	3	4	5	6	7	8	9	10	11	12	13	14
J	G	C	K	B	E	A	L	D	F	M	I	H	N

【3】

1	2	3	4	5	6	7	8	9
G	D	A	C	B	F	H	E	I

【4】

1	2	3	4	5	6	7	8	9	10
B	A	B	D	A	B	D	B	C	C

【5】

1		2		3		4		5	
3番	5番	3番	5番	3番	5番	3番	5番	3番	5番
D	C	D	C	B	A	A	D	C	B

1. How long have you lived in Kumamoto?
2. Did anybody see the accident happen?
3. Do you think this water is safe to drink?
4. I couldn't go to the party I was invited to.
5. These books are easy enough for children to read.

1.5.2 A 日程 1 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】下記の英文の () 内の日本語に相当するものをア～エの中から選んで、
記号で答えなさい。

- 1) You should listen to (助言) from your family from now on.
ア demands イ lectures ウ notions エ suggestions
- 2) The young man took his (弓) and arrows and went off into the forest.
ア archery イ arrowhead ウ bow エ string
- 3) John Lennon was one of our most talented (音楽家).
ア composers イ musicians ウ pianists エ pop stars
- 4) The Romans built a (広大な) network of roads and bridges.
ア numerous イ rapid ウ tricky エ vast
- 5) Many efforts were made to (解決する) the problems in the nation's schools.
ア deal イ reply ウ settle エ solve
- 6) The Chinese (発明した) items such as paper and gunpowder.
ア discovered イ founded ウ invented エ manufactured
- 7) As people became better off, they committed fewer (犯罪).
ア crimes イ downfalls ウ robberies エ thefts
- 8) About six (百万) New Yorkers were listening to the radio that evening.
ア millenniums イ million ウ millionaires エ millions

【2】下記の英文の()に入れるのに最も適切なものをア～エの中から選んで、記号で答えなさい。

- 1) Nowadays, the king or queen doesn't () England, but the English people like to have a king or queen.
ア command イ provide ウ require エ rule
- 2) The Andes Mountains () all the way down to the Pacific side of South America.
ア are kept イ are surrounded ウ lie エ run
- 3) One big problem was the growing gulf between () and poor Japanese.
ア mighty イ prosperity ウ rich エ wealth
- 4) The () of a college education went up dramatically in this period.
ア closing イ cost ウ dormitory エ numbers
- 5) The results of this difference became () in a comparison of three high schools.
ア chief イ clear ウ smooth エ wide
- 6) The dictionary is (), because it has been updated recently.
ア regional イ relaxing ウ reliable エ returnable
- 7) After World War II, Japanese woman () the right to vote.
ア discounted イ nominated ウ turned エ won
- 8) Workers spent more and more () at a computer keyboard typing.
ア connection イ money ウ time エ web

【3】次の英文の()に入れるのに最も適切なものを語群から選んで、記号で答えなさい。ただし、同一語の使用は1回限りとする。

Dear Mom and Dad,

We have some exciting news for you. Maria is going to have a baby! We (1) tell you right away. At first the doctor said she might have (2) trouble with the baby. Now he says she is just fine. She's very (3) and happy — and large! She still works on her paintings every day. But she has (4) teaching art classes, because she gets tired more quickly now.

There is (5) to be another big change in our lives. We're moving back to New York! We (6) to be closer to you and to Jane. It's much nicer to be (7) the family for something important like a baby. Maria grew up in (8), California, and she doesn't have a family. So that makes you even more (9) to us.

Maria is a little worried about working in New York. She will (10) to start again there. In California, her paintings are already popular. But I'm sure people will like them in New York, too. My job won't be any problem. I'm still going to work for *The New York Times*. I'll be writing about the United Nations in New York.

We're planning to move next month. See you then!

Love,
Ted

[“Part III Passages for Faster Reading,” *Reading Power*. Addison-Wesley Publishing, 1986.]

語群: ア didn't イ disappear ウ going エ have
 オ healthy カ important キ near ク opposite
 ケ San Francisco コ some サ stopped シ wanted

【4】日本語の意味になるように、[]内の語句を並べ替えて、4番目と7番目に来るものを記号で答えなさい。なお、固有名詞は別にして、文頭に来る語も小文字で表示している。

1) ベルリンではあなたは何をし、何を見物する予定ですか。

[ア and イ are ウ do エ in オ planning カ see キ to ク what
 ケ you] Berlin?

2) スエズ運河を建設するのに彼らは長い期間を要した。

[ア a イ build ウ Canal エ it オ long カ Suez キ the ク them
 ケ time コ to サ took].

3) パリはヨーロッパで最も美しい都市の一つです。

[ア beautiful イ cities ウ in エ is オ most カ of キ one ク Paris
 ケ the] Europe.

【5】以下の英文を読んで，設問に答えなさい。

Very early one morning last June I was sitting outside the railway station at Poole, on the south coast of England. I had arrived on the night train from London half an hour before. Now I was having my breakfast: two of yesterday's British Rail cheese sandwiches and a cup of coffee. It was raining and I was waiting for the rain to stop, but it was summer so I knew it would be a long wait... My sandwiches were getting wet, so I ate them quickly. They tasted like wet *cardboard. "Why am I here? What am I doing in this place?" I asked myself. I didn't have a *clue, really. Suddenly my whole plan seemed a bit crazy...

You see, for years I'd had this plan to walk along part of the south coast from Poole, where I had lived for two years when I was a kid, to Land's End, *the point furthest west in England. Then six weeks before, in mid-April, I had lost my job in London — I was acting in a play, when the theater had suddenly gone out of business. Two days later my boyfriend had taken off to work at a theater in Canada for the summer. I had nothing to do...then I remembered my plan. It had seemed like quite a good idea at the time.

Some friends had been strangely quick to lend me a tent, some cooking *equipment and some money. Then my brother had turned up at my flat one evening with his awful little dog, its food bowl...and its *fleas. He had got word of my crazy plan to walk along the south coast. "Please, sister," he'd said, with that charming smile of his, "Please take him with you — he really needs a good long walk, you know." In the end, I'd given in and there I was at Poole station that morning with Fruitcake — that's the name of my brother's dirty, ugly dog. I don't know the fleas' names. We were ready to start on our 480-kilometer walk along the coast to Land's End. I finished my coffee, Fruitcake finished scratching his ears, I stood up and said to him, "Come on, you horrible little hound."

[“Walkies.” *Double Take*. Oxford U.P., 1996.]

注 cardboard 段ボール clue 手がかり the point furthest west 最西端
equipment 用具 fleas 蚤

設問 1) この著者は Poole から南岸沿いに徒歩旅行を計画している。その最終目的地の地名を英語で答えなさい。

設問 2) 徒歩旅行全行程の距離を日本語で答えなさい。

設問 3) この著者は以前 Poole に住んでいた。その時期はいつで、どのくらいの期間であったか、日本語で答えなさい。

設問 4) 本文の内容と 一致しないもの を 2 つ選んで、記号で答えなさい。

ア The writer received a tent for the walking trip.

イ The writer arrived in Poole very late in the evening.

ウ The writer has at least one brother.

エ The writer was waiting for the dog at the airport in London.

オ The writer didn't want to take the dog with her to Poole.

設問 5) 下線部を和訳しなさい。

解答例

【1】

1	2	3	4	5	6	7	8
エ	ウ	エ	エ	エ	ウ	ア	イ

【2】

1	2	3	4	5	6	7	8
エ	エ	ウ	イ	イ	ウ	エ	ウ

【3】

1	2	3	4	5	6	7	8	9	10
ア	コ	オ	サ	ウ	シ	キ	ケ	カ	エ

【4】

1		2		3	
4番目	7番目	4番目	7番目	4番目	7番目
オ	ア	ア	コ	カ	ア

1. What are you planning to do and see in Berlin?
2. It took them a long time to build the Suez Canal.
3. Paris is one of the most beautiful cities in Europe.

【5】設問 1) Land's End

設問 2) 480 キロメートル

設問 3) (時期) 子供の頃 (期間) 2年間

設問 4) イ, エ

設問 5) 私はある芝居に役者として出演していたが、その時に突然その劇場が閉館してしまった。

1.5.3 A 日程 2 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】次の英文を読んで，下の設問に答えなさい。

Does listening to Mozart make babies smarter? Many people think so. Today in the United States, Japan, and many other countries, CDs containing Mozart's music are sold to parents who hope they will make their children more intelligent. One series of CDs is called "The Mozart Effect." This phrase sounds very scientific, and indeed, some scientific research has been done on the topic. However, contrary to popular opinion, the scientific research does not indicate that playing Mozart for children is likely to make them smarter.

The idea that Mozart's music has a special effect on the human brain spread largely as a result of a paper published in the scientific journal *Nature* in 1993. The paper reported the results of an experiment in which university students took an intelligence test after listening to Mozart. According to the paper, the students scored significantly higher on the intelligence test immediately after listening to Mozart.

The results of the experiment on university students received some attention in major newspapers and magazines, but it was not until the publication of *The Mozart Effect* by Don Campbell in 1997 that large numbers of people in the United States got really excited about the idea that listening to classical music increases intelligence. In *The Mozart Effect*, Campbell discussed the study on university students and recommended playing classical music for babies in order to improve their mental development. In 1998, this recommendation was followed by politicians in Georgia, where \$105,000 was spent to send classical music CDs to the parents of small children. Politicians in Tennessee and Florida took similar actions.

The 1993 study differed in four important ways from the popular idea of a "Mozart effect." First, the study was done on university students, not babies. Second, the effect on the university students was temporary, not the kind of permanent or long-term increase that parents would want for their children. Third, after listening to Mozart the university students did better on test questions that measured their ability to imagine shapes and spaces, not their general intelligence. Finally, some more recent studies seem to confirm the 1993 results while others do not; what many have imagined to be a conclusion shared by all scientists is still an area of controversy.

The story of how the idea of a "Mozart effect" changed and spread should make us think about something we might call the "media effect." When this "media effect" occurs, facts and ideas change as they are repeated in the media. The "media effect"

is surprisingly similar to the way rumors change and grow as they are passed from person to person. Perhaps the most important lesson about human intelligence we should learn in regard to the “Mozart effect” is that, if we really want to be smart, we should not believe everything we read or hear in the media.

(KGU staff)

設問1. 本文の構成を示すものをア～エから選び、記号で答えなさい。

	(第一段落)	(第二段落)	(第三段落)	(第四段落)	(第五段落)
ア	序論	研究論文	比較	影響	結論
イ	序論	研究論文	影響	比較	結論
ウ	序論	影響	比較	研究論文	結論
エ	序論	影響	研究論文	比較	結論

設問2. 本文を通じて、著者が一番言いたいことをア～エから選び、記号で答えなさい。

- ア クラシック音楽は発育に良い。
- イ メディアを鵜呑みにしてはいけない。
- ウ モーツァルトの音楽には神秘的な力がある。
- エ 1993年に発表された研究の質が悪かった。

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

- ア 「モーツァルト効果」があると考えている人が多い。
- イ 「モーツァルト効果」を研究した人物の日記が1993年に公開された。
- ウ 1997年に出版された本の影響で、音楽のCDが幼児のいる家庭に送られるようになった。
- エ 大学生に見られた「モーツァルト効果」は一時的なものだった。
- オ 大学生対象の実験で、形や空間に関する問題の正答率が、モーツァルトの音楽を聴いた直後に上がった。
- カ 幼児に「モーツァルト効果」があるという研究効果を疑う科学者はいない。
- キ メディア情報は脳を刺激するので、「モーツァルト効果」と似たような効果が期待できる。
- ク 著者が指摘する“media effect”は憂慮すべき現象である。

【2】次の英文を読み，設問に答えなさい。

A while ago, a woman I know asked me if I would be interested in seeing an art exhibition. She had two extra tickets that had been given to her. There was a famous painting by Leonardo da Vinci, the “Annunciation,” on display at a museum in Tokyo. ⁽¹⁾Naturally, it was very crowded, but it was well worth seeing. Here’s ⁽²⁾the mistake that she made, and one that I have heard many other people make, too. She told me, “I have two tickets of the exhibition. Would you like to have them? All of you speak Japanese far better than I do, so you don’t need me to translate this. But I can tell you that “tickets of an exhibition” is something you can say in Japanese but not in English.

*Preposition can be used in various ways. My dictionary shows 21 different usages of “of,” but something like “ticket of an exhibition” is not one of them. There are two possibilities. One of them is “for.” You can say *a ticket for an exhibition, a ticket for a movie, a ticket for the train, two tickets for the eight o’clock performance,* and so on. There are perfectly natural phrases in English.

The other possibility is “to.” You can use “to” with most of the examples above: *a ticket to an exhibition, a ticket to a movie, two tickets to the eight o’clock performance,* and so on. Having a ticket *entitles you, gives you the right to enter the exhibition. But you can’t use “to” with the train. “To” is often used with a destination, a place to go, for example, *a train ticket to Osaka, a plane ticket to Seoul.* The train itself is not a destination; it’s a way to get there. I’d suggest memorizing a few of these phrases; sometimes it’s the best way to learn something.

(Based on Tschudy, J 週刊 *Student Times*, 9/14, 2007)

(注) *preposition 前置詞 *entitle 資格を与える

設問 1. 下線部 (1) を日本語に訳しなさい。

設問 2. 下線部 (2) が指す内容を表すように，下の文を完成しなさい。

その女性が _____ と言ったこと。

設問3. 本文をヒントに，下の(1)～(10)の中で文法的に正しい文を5つ選び 記号を記入しなさい。

- (1) I bought three tickets of the Saturday concert.
- (2) I bought three tickets for the Saturday concert.
- (3) I bought three tickets to the Saturday concert.
- (4) I bought two tickets of the train to Hiroshima.
- (5) I bought two tickets for the train to Hiroshima.
- (6) I bought two tickets to the train to Hiroshima.
- (7) Jim lost his ticket to the baseball game.
- (8) It was very difficult to get a ticket of the 7:25 flight.
- (9) What type of ticket do you want for the show?
- (10) I have two tickets of the tournament for you and me.

【3】 次の英文の空所(1)～(8)に入れるのに最も適切なものを下の語群 a～h から選び，記号で答えなさい。ただし，文頭にくる語も小文字で表記してあります。

June 6, 2008, when Japan's parliament recognized the Ainu people as (1) native people, was an important and historical day for the Ainu. (2) the Meiji government renamed the Island from Ezochi to Hokkaido and (3) developing the land in 1869, the Ainu have suffered from the (4) of their original names, traditions, and even language. Although the local (5) estimates 23,782 Ainu people live in Hokkaido as of 2006, the (6) could be much higher because some Ainu people may be hiding (7) identity for fear of discrimination. Many people hope that the recognition (8) the Ainu as Japan's native people will help improve their standards of living and education.

(KGU staff)

- | | | | |
|-----------|---------------|------------|----------|
| a. began | b. government | c. Japan's | d. loss |
| e. number | f. of | g. since | h. their |

【4】 次の英文 1～10 の空所に入れるのに最も適切な語(句)を(A)～(D)から選び、記号で答えなさい。

1. The heavy snow will stop () tomorrow.
(A) by (B) in (C) to (D) until
2. The man who showed up yesterday was () in our house.
(A) interest (B) interested (C) interesting (D) interests
3. Don't eat the cookies before I ().
(A) return (B) returned (C) returning (D) will return
4. The flower is very delicate, so be () when you touch it.
(A) care (B) careful (C) careless (D) caring
5. The lecture was difficult to follow () the lecturer's voice was too low.
(A) although (B) because (C) so that (D) unless
6. "How () does the bus run?" "Every five minutes."
(A) about (B) long (C) often (D) soon
7. I have never read () an exciting book as this.
(A) as (B) like (C) so (D) such
8. It doesn't matter () he comes from.
(A) how (B) what (C) where (D) which
9. There is little time left () us to think.
(A) after (B) before (C) for (D) forward
10. () in your place, I would accept the offer.
(A) Am I (B) Be I (C) Was I (D) Were I

【5】英文1～10の空所に入れるのに最も適当なものa～dから選び、記号で答えなさい。

1. My younger sister asks so many questions. She is really ().
a. curious b. dangerous c. honest d. original
2. This cake is from an old family ().
a. cook b. maple c. recipe d. type
3. Do you think this shirt () these pants?
a. appears b. disagrees c. matches d. separates
4. Which form should I fill out to () for the position?
a. apply b. display c. satisfy d. supply
5. The police () that the man was the thief.
a. connected b. hang c. proved d. twisted
6. She kicks her dog a lot. She is ().
a. cruel b. neat c. nice d. patient
7. He was happy because the magazine () his story.
a. afforded b. criticized c. published d. worried
8. This morning, the news () a forest fire in California.
a. came b. made c. reported d. said
9. In her white dress, Jill was a lovely ().
a. bride b. couple c. groom d. marriage
10. The poem is too long and complicated to learn by ().
a. brain b. heart c. mind d. soul

【6】次の日本文1と2の意味になるように、[]内の語句を並べかえ、3番目と8番目にくるものを番号で答えなさい。

1. ビデオを借りて家で見るほうが、映画館に行くよりずっと経済的だと思う。
I think [1. a video 2. at home 3. a movie theater 4. economical
5. going to 6. is 7. much more 8. renting 9. than 10. to watch].
2. 従業員は全員、職場では制服を着用しなければならない。
All [1. are 2. are in 3. employees 4. required 5. the office
6. their uniforms 7. they 8. to 9. wear 10. while].

解答例

【1】設問1. イ

設問2. イ

設問3. イ, カ, キ

【2】設問1. 当然ながら、その展覧会は非常に混雑していたが、見るだけの価値は十分にあった。

設問2. (その女性が)“tickets of an exhibition”(と言ったこと。)

設問3.

1	2	3	4	5	6	7	8	9	10

【3】

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

【4】

1	2	3	4	5	6	7	8	9	10
A	B	A	B	B	C	D	C	C	D

【5】

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

【6】

1		2	
3 番目	8 番目	3 番目	8 番目
10	9	4	7

1. I think renting a video to watch at home is much more economical than going to a movie theater.
2. All employees are required to wear their uniforms while they are in the office.

1.5.4 A 日程3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。

One of the most interesting national symbols is the symbol of New Zealand, the kiwi. The kiwi is a bird that cannot fly, and is about the size of a chicken, weighing from three to nine pounds. Using hearing and ^(A)smell, it finds and eats earthworms and other insects, but can also eat fruit, berries, fish and frogs. Even though it doesn't look like it can, the kiwi can run faster than a human! Its short, powerful legs can also be used to defend itself. There are several varieties, but the most common is the brown kiwi.

The feathers of the kiwi look like fur, and, because the bird does not fly, are designed to keep it warm rather than keep it in the air. The female is bigger than the male, and a kiwi egg is about 20% the size of the female, which is one of the biggest eggs in comparison to size. Kiwis live in the ground in holes called burrows.

Kiwis are nocturnal, which means that they sleep in the day and go out at night, so many New Zealanders have never seen a kiwi in the wild. Kiwis also have *whiskers to help them move around in the dark.

New Zealanders were called 'kiwis' by fellow Australian soldiers in World War I as a way of teasing them, but ^(B)they proudly accepted the name, and made the bird their national symbol. Since World War II, 'kiwi' has been used for anyone from New Zealand.

Unfortunately, the kiwi is disappearing because animals introduced to New Zealand such as cats and dogs often kill them. The government of New Zealand has been trying to help the kiwi survive by creating areas free from the animals that threaten them. One of the most successful places is Kapiti island, where people can visit to see the little spotted kiwi, a type of kiwi that has disappeared from the mainland, but survives on this island. However, in order to protect the kiwi and other birds that live on the island, only 50 people a day are allowed to visit.

(KGU staff)

(注) *whiskers ほおひげ

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. Kiwis cannot run as fast as humans.
2. The average weight of a kiwi is less than 10 pounds.
3. People from New Zealand are often called 'kiwi'.
4. Female kiwis are larger than male kiwis.
5. The feathers of the kiwi are designed for flying in the air.
6. The number of people who can visit Kapiti island is limited.
7. Kiwi usually go out both day and night.
8. Most people from New Zealand have never seen a kiwi in the wild.

設問 2. 下線部 (A)smell 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. 香 り B. 臭 覚 C. 雰 囲 気 D. 悪 臭

設問 3. 下線部 (B) を和訳しなさい。

【2】次の英文を読み，設問に答えなさい。

In the past, when parents wanted to have a relaxing time taking a vacation by themselves, they often sent their children to summer camp. Someone thought this was a good idea and decided to create a summer camp for dogs!

The summer camp for dogs is more like something for children than for animals. The campers can swim in the pool, and have special play times. They also have indoor dog runs and a big outdoor area so the campers can get to know each other and play.

The camp has some features that you wouldn't find at summer camps for kids. For example, it has television, and your dog can watch TV with his or her friends. The camp also tries to understand the personality of each dog. If your dog is active, one of the staff will make sure that *Fido gets lots of exercise. If your dog is shy, there will be a separate exercise area to be alone.

The camp is so popular that a second camp for cats has opened. Since cats are quite different from dogs, the situation is different. Cats have a private room with windows and can look outside and see birds and fish. Inside the room, there are lots of cat toys and classical music 24 hours a day! The owners are interviewed and detailed information about the pet's daily schedule is written down and the owner can bring treats, toys or even a special bed for the pet.

Someone pointed out that this is the natural result of having fewer children, because people are more willing to spend time, attention and money on the pets they own. You might be upset, but I think ().

(KGU staff)

(注) *Fido 犬の名前

1. What is this passage about?
 - a. A summer camp for children
 - b. A high-class vacation spot for busy people
 - c. A swimming pool
 - d. An all-season camp for your pet
2. How is this pet camp like a camp for children?
 - a. It allows you to play with your own toys.
 - b. It offers a place to stay and have lots of activities.
 - c. It has a TV room.
 - d. It opens only for summer.

3. If your dog does not like to play with other dogs.
- your dog will have a separate exercise area.
 - your dog will receive a fish bowl.
 - your dog will watch TV.
 - your dog will not stay at the camp.
4. 本文の()内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。
- that the pets don't mind!
 - they should have more children!
 - they should spend more money for their pets.
 - this is important because cats and dogs don't get along.

【3】 次の英文の空所 (1) ~ (10) に入れるのに最も適切なものを A ~ J から選び, 記号で答えなさい。ただし, 同一語の使用は 1 回限りとする。

All colors are not created equal. The most basic colors are what are (1) the 'primary colors', which are red, blue, and yellow. If you have only these three colors, and white, which is not considered a color, you (2) make almost all of your other colors by (3) them together. A color that is made by mixing two primary colors is called a (4) color. Green is one (5) of a secondary color, which is made by mixing yellow and blue. However, you have to (6) with true primary colors. The (7) is true for *tertiary colors, which are (8) of three colors in different amounts. If you mix the three colors in equal amounts, you will get black. If you want to make a color lighter, you add white and if you want to make it (9), you add black. Doing this, you can create all the (10) you need.

(KGU staff)

(注) *tertiary 三番目の

- | | | | | |
|------------|-----------|-----------|----------------|-----------|
| A. called | B. can | C. colors | D. combination | E. darker |
| F. example | G. mixing | H. same | I. secondary | J. start |

【4】日本文の意味に合うように、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. もっとお金をもっていたら、あのバッグが買えたのに。
If I had more money, I () buy that bag.
a. can b. could c. could have d. was able to
2. 今度の日曜日、晴れたら天草にドライブに行きませんか。
If it () fine next Sunday, would you like to go out for a drive to Amakusa?
a. is b. should have been c. will be d. will have been
3. この古い民家が私が買いたいと思っている家です。
This old private house is the one () I want to buy.
a. how b. what c. where d. which
4. その計画に反対している理由を教えてください。
Will you tell me () you are against the plan?
a. because b. how c. reason d. why
5. なぜ日本に留学しようと決めたのですか。
() made you decide to study in Japan?
a. How b. How come c. What d. Why
6. この村の人口はどれくらいですか。
() large is the population of this village?
a. How b. How many c. What d. Which
7. 裕美が言ったことが信じられない。
I can't believe () Yumi said.
a. how b. thing c. what d. which
8. どうしてこんなに沢山の人が食堂にいるんだろう。
() come there are so many people at the cafeteria?
a. How b. What c. Which d. Why

【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. I can't sleep () the room is completely dark.
a. however b. in c. otherwise d. unless
2. My daughter loves being the () of attention.
a. calling b. center c. central d. side
3. Underground means () the surface of the ground.
a. above b. below c. in d. on
4. The coach gave me () good advice.
a. a lot b. any c. some d. two
5. The school takes () of all the meals while you are there.
a. care b. careful c. pride d. time
6. I want to think () it before I gave you an answer.
a. about b. for c. in d. to
7. I hope the book I lost will turn () soon.
a. at b. in c. over d. up
8. () of the people voted, so it was close to 100%.
a. All b. Almost c. Almost all d. Almost every

【6】日本文の意味になるように [] 内の語句を並べかえ，[] 内で3番目と6番目に来る単語を書きなさい。

1. あなたの故郷について少しお聞きしてよろしいでしょうか。
Can [a / about / ask / few / hometown / I / questions / you / your]?
2. このクラスにはロック音楽があまり好きではない学生もいれば，好きな学生もいます。
Some students in this class [but / do / don't / love / much / music / others / rock / very].
3. 幹線道路はすべて保養地へ向かう車で混雑していた。
All [busy / cars / going / main / of / roads / the / to / were / with] the resorts.

解答例

【1】設問1. 1, 5, 7

設問2. B

設問3. 彼ら(ニュージーランド人)は、誇らしげにその名前を受け入れ、その鳥(キーウイ)を自分たちの国の象徴とした。

【2】

1	2	3	4
d	b	a	a

【3】

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

【4】

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

【5】

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

【6】

A		B		C	
3番目	6番目	3番目	6番目	3番目	6番目
you	questions	rock	much	main	busy

1. Can I ask you a few questions about your hometown?
2. Some students in this class don't love rock very much but others do.
3. All of the main roads were busy with cars going to the resorts.

1.5.5 A 日程 4 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。

‘Your boat leaves from London Docks in six days,’ the man at the head office said. ‘You get off at Mombasa. Your salary will be five hundred pounds a year and your *tour is for three years.’

I was twenty years old. I was off to East Africa where I would walk about in shorts every day and wear a *topi on my head! I was totally excited. I rushed home and told my mother. ‘And I’ll be gone for three years,’ I said.

I was her only son and we were very close. Most mothers, faced with a situation like ⁽¹⁾this, would have shown a certain amount of distress. Three year is a long time and Africa was far away. ⁽²⁾There would be no visits in between. But my mother did not allow even the tiniest bit of what she must have left to disturb my joy. ‘Oh, well done *you!*’ she cried. ‘It’s wonderful news! And ⁽³⁾it’s just where you wanted to go, isn’t it!’

The whole family came down to London Docks to see me off on the boat. ⁽⁴⁾It was a tremendous thing in those days for a young man to be going off to Africa to work. The journey alone would take two weeks, sailing through the Bay of Biscay, past Gibraltar, across the Mediterranean, through the Suez Canal and the Red Sea, calling in at Aden and arriving finally at Mombasa. ⁽⁵⁾What a prospect that was! I was off to the land of palm-trees and coconuts and coral reefs and lions and elephants and deadly snakes, and a white hunter who had lived ten years in Mwanza had told me that if one of those snakes bit you, you died within the hour, *foaming at the mouth. I couldn’t wait.

(Dahl, Road. *Boys: Tales of childhood*. New York: Puffin Books, 1984. 174-75. Modified)

(注) *tour 赴任機関 *topi (半球形の) 帽子 *foam 泡を吹く

設問1. 下線部(1)と(4)の代名詞の指す内容として最も適切なものを選び、番号で答えなさい。

(1) this

1. 親と同居して、ロンドンで働くこと。
2. 息子と一緒に東アフリカで住むこと。
3. 一人息子と三年間離ればなれになること。
4. 可愛がっている一人息子と二度と会えなくなること。

(4) It

1. 若者が仕事でアフリカまで行くこと。
2. ロンドンの本社で正式に採用されたこと。
3. ロンドンとアフリカの間を何度も往復すること。
4. ロンドンから何カ月もかけてアフリカへ行くこと。

設問2. 下線部(2)と(5)の和訳として最も適切なものを選び、番号で答えなさい。

(2) There would be no visits in between.

1. 途中で観光することはできないだろう。
2. 赴任期間中は会うことができないだろう。
3. 中間地点で落ち合うことはできないだろう。
4. 短い赴任期間では会いたい気持ちもおこらないだろう。

(5) What a prospect that was!

1. なんと長い船旅だったのか!
2. 家族と離れてこんな遠くにまで来てしまった!
3. これほど多くの美しい町があったとは知らなかった!
4. モンバサでの生活を思うと、なんとわくわくしたことが!

設問3. 下線部(3)を和訳しなさい。

設問4. 次のA~Gから、本文の内容に合ったものを3つ選び、記号で答えなさい。

- A. アフリカの赴任地が決まり、母は私を大変可愛がってくれていたもので、とても悲しんだ。
- B. 母の悲しみは、私の喜びを少し減らしてしまった。
- C. 家族全員が、出港する私の見送りにロンドンまでやってきた。
- D. 当時、アフリカの赴任地への旅程は、船旅だけでも二週間かかった。
- E. 東アフリカへの船旅は素晴らしいものだった。
- F. 毒蛇に会いたくはなかったが、アフリカには十年でも滞在したいと思った。
- G. 毒蛇の話聞いて、なおさら赴任地での生活が待ちきれなくなった。

【2】次の英文の空所 (A) ~ (G) に入れるのに最も適切なものをそれぞれ 1 ~ 7 から選び、番号で答えなさい。

John: Takako, did you hear the news? (A)

Takako: That's great! Is there anything you want to know about Japan before you go?

John: Well, what Japanese food do you recommend?

Takako: (B)

John: *Okonomiyaki*? I thought you might say *sushi*. (C)

Takako: Many people say it is Japanese pizza, because it is cooked while you wait and it is round, but the taste is quite different.

John: Wow, that sounds interesting.

Takako: A lot of *okonomiyaki* places are do-it-yourself, and they give you a bowl of ingredients and you can grill them at your table.

John: I'm not very good at cooking, do I have to cook it myself?

Takako: No, if you sit at the counter, the cook will usually prepare your dish.

John: (D)

Takako: There are two main kinds of *okonomiyaki*, Hiroshima style and Osaka style. Osaka style is like a pancake, which has flour, cabbage and *yamaimo*.

John: That's like the base of the pizza, right?

Takako: That's right. Then, it is topped with ingredients like squid, shrimp or cheese. And then it is covered with *okonomiyaki* sauce, and served with mayonnaise.

John: Can you choose the toppings?

Takako: (E) You can also have it with *soba* or *udon* noodles. That is called *modanyaki*.

John: (F)

Takako: In the Hiroshima style, the ingredients are like a cake, so the toppings are actually inside the *okonomiyaki*. Also, the Hiroshima style uses a lot more cabbage, which gets pushed down as it is cooked.

John: How do you know if a store is Osaka or Hiroshima style?

Takako: It's usually written on one of the signs, but if you see the cook piling up lots of cabbage, you know it is Hiroshima style.

John: (G)

Takako: Well, my favorite is actually *negiyaki*, which is a variation that is thinner and has a lot of green onions. But I hope you can try them all!

John: I'll do my best!

(KGU staff)

1. That's a relief!
2. Yes, of course!
3. What's *okonomiyaki*?
4. I'm going to visit Japan.
5. Which style do you like?
6. What about Hiroshima style?
7. I want you to try *okonomiyaki*.

【3】 次の英文の空所 (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 1 回限りとする。

Ernest Hemingway, an (A) author, was born in 1899 and is part of the 'Lost Generation,' a group of American authors who became (B) in the period immediately after the World War I.

He was raised in a small town in Illinois, and after graduating from high school, took a job as a newspaper writer. However, the United States entered World War I and young Ernest (C) to serve. He was rejected because of his (D) eyesight, so he joined the *Red Cross Ambulance Corps and served in Italy. There, the death and destruction made a (E) impression on him and when he returned, he began to write fiction that is now considered to be some of the most important in not only American, but also (F) literature.

What makes Hemingway special? Most of all, there is the Hemingway style, where all extra words and (G) are eliminated. He developed this style as a journalist, and the first newspaper he worked for had a style guide that said "Use (H) sentences. Use short first paragraphs. Use vigorous English. Be positive, not negative." He adopted these rules and created a (I) that was a huge change from previous fiction. It was for this style that he (J) the Nobel Prize for literature in 1954.

(KGU staff)

(注) *Red Cross Ambulance Corps 赤十字の救急輸送部隊

- | | | | | |
|-------------|----------|-----------|------------|----------|
| 1. American | 2. deep | 3. famous | 4. phrases | 5. poor |
| 6. short | 7. style | 8. wanted | 9. won | 10 world |

【4】 次の英文 1～10 の空所に入れるのに最も適切な語句を選び，記号で答えなさい。

1. Is this a friend of ()?
(A) you (B) your (C) yours (D) you're
2. The soccer players are having () lunch.
(A) for (B) his (C) its (D) their
3. This lake is dangerous to ().
(A) swim by (B) swim in (C) swim to (D) swim with
4. I go to the museum at least once () month.
(A) a (B) for (C) in (D) the
5. He () the novel by the end of next month.
(A) had written (B) has written (C) will have written (D) writes
6. I found () quite easy to solve the math question.
(A) being (B) it (C) of (D) that
7. This dog is () read your mind.
(A) as clever as (B) as clever for (C) clever as to (D) clever enough to
8. I'll never forget () at the very famous picture for the first time.
(A) looked (B) looking (C) to have looked (D) to look
9. His new song is known () most of the young people.
(A) at (B) for (C) to (D) with
10. The year has had ups and (), but on the whole, it has been fine.
(A) downs (B) ins (C) outs (D) times

【5】次の(A)~(F)の下線部の語の説明として最も適切なものをそれぞれ1~6から選び、番号で答えなさい。

- (A) She puts her right hand on her forehead.
- (B) He jumped over the garden gate.
- (C) It is an honor to receive the prize.
- (D) This form was filled with blanks.
- (E) We make a general survey of everyone's opinion.
- (F) The school was equipped with many new classrooms.

1. a door in a wall or fence
2. part of the face above the eyes
3. great respect, often publicly expressed
4. an area or a space with no writing or marks
5. supply with what is needed for special purpose
6. a set of questions that you ask people to find out information about something

【6】日本文の意味になるよう、()内の与えられた語を並べかえ、3番目と5番目に来るものを番号で答えなさい。ただし、文頭の語も小文字で示してある。

- A. 体重を気にする人が増えてきた。
(1. been 2. have 3. increasing 4. people 5. their 6. watch
7. weight 8. who).
- B. 小学校で英語を教えることには、反対がある。
(1. are 2. elementary 3. English 4. in 5. objections 6. schools
7. teaching 8. there 9. to).
- C. その小説は、100万部以上売れている。
(1. copies 2. has 3. million 4. novel 5. one 6. over 7. sold
8. the).

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。

Acquiring good pronunciation is the most difficult part of learning a new language. As you improve your *articulation you have to learn to listen and imitate all over again. You have to learn to make new movements with your tongue, lips, jaw, and other organs of articulation in order to make the new sounds and even old ones in a new way. You are developing a new skill.

We know there are certain movements that are important to the production of any given sound. For example, everyone's handwriting is different. However, we know that each letter has to have a certain form, otherwise we will not be able to recognize it and will have difficulty understanding the written word. So it is with pronunciation. If you don't shape the sound with the necessary movements, there may be difficulty in understanding the spoken word.

One can also compare speaking to playing the piano or singing a song. We can recognize the same piece of music played by two different pianists as well as the same song sung by two different singers. Even though each may play or sing in his own style, there are still certain notes that must be played or sung for us to recognize the tune as being the same. So it is with pronunciation. There are those necessary movements the speaker has to make for the production of any given sound and there are also certain "notes" the speaker must combine in order to give () to his or her words.

Some of you may be reluctant to speak because of your "foreign accent." Foreign accents can be very charming as long as the person speaking is able to communicate. So losing your foreign accent or trying to sound like a native speaker of English is not the goal for which to reach. Everyone's handwriting is not exactly the same; neither is everyone's pronunciation. What we are aiming for is easily understandable conversational speech.

How do we achieve this? A concert pianist may practice a piece of music for two years, eight hours a day. The same holds true for a person learning to speak a new language. As with any activity you wish to do well, you have to practice, practice, practice, and then practice some more.

Remember that you cannot accomplish good pronunciation overnight. Improvement takes time. Some students may find it more difficult than others and will need more time than others to improve. However, with practice, you can reach your goal.

(Orion, Gertrude. *Pronouncing American English*. Boston: Heinle & Heinle Publisher, 1988. xxiii-xxiv. Modified.)

設問 1. 本文の内容と一致するものを2つ選び、番号で答えなさい。

1. Listening and imitating pronunciation is the hardest part of learning a new language.
2. It's important to make only new sounds when acquiring good pronunciation.
3. Like handwriting, each person has their own way of pronouncing English.
4. We need to practice our handwriting to get a better pronunciation.
5. To pronounce English well, you should practice music at least two years.
6. You can accomplish good pronunciation with practice.

設問 2. 本文中の空所に入る語を選び、番号で答えなさい。

1. accent 2. meaning 3. pronouncing 4. sound

設問 3. 英語を母国語としない人が目指すべき話し方を示している4語の表現を、本文から抜き出さなさい。

設問 4. 下線部を和訳しなさい。

設問 5. How do you practice your English pronunciation? Please write at least three sentences in English.

解答例

【1】設問 1. (1) 3 (4) 1

設問 2. (2) 2 (5) 1

設問 3. そこはまさにあなたが行きたかった所でしょ。

設問 4. C, D, G

【2】

A	B	C	D	E	F	G
4	7	3	1	2	6	5

【3】

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

【4】

1	2	3	4	5	6	7	8	9	10
C	D	B	A	C	B	D	B	C	A

【5】

A	B	C	D	E	F
2	1	3	4	6	5

【6】

A		B		C	
3 番目	5 番目	3 番目	5 番目	3 番目	5 番目
6	7	5	7	2	6

A. People who watch their weight have been increasing.

B. There are objections to teaching English in elementary school.

C. The novel has sold over one million copies.

【7】設問 1. 3, 6

設問 2. 2

設問 3. easily understandable conversational speech.

設問 4. 同じことが新しい言語を話す能力を身につけようとしている人にも当てはまる。

設問 5. I'd like to improve my English pronunciation by paying much attention to the movements of the mouth. That is because there exist necessary movements and certain sounds required to make myself understood well. Without being so much worried about my foreign accent, I'd like to practice tirelessly.

1.5.6 A 日程5日目 70分 全学科

【1】次の英文を読んで，設問に答えなさい。

In the middle of the first week of Matilda's first term, Miss Honey said to the class, 'I have some important news for you, so listen carefully. You too, Matilda. Put that book down for a moment and pay attention.'

Small eager faces looked up and listened. 'It is the *Headmistress's custom,' Miss Honey went on, 'to take over the class for one period each week. She does this with every class in the school and each class has a fixed day and a fixed time. Ours is always two o'clock on Thursday afternoons, immediately after lunch. So tomorrow at two o'clock Miss Trunchbull will be taking over from me for one lesson. I shall be here as well, of course, but only as a silent witness. Is that understood?'

'Yes, Miss Honey,' they all answered together.

'A word of ^(A)warning to you all,' Miss Honey said. 'The Headmistress is very strict about everything. ^(B)Make sure your clothes are clean, your faces are clean and your hands are clean. Speak only when spoken to. When she asks you a question, stand up at once before you answer it. Never argue with her. Never answer back. Never try to be funny. If you do, you will make her angry, and when the Headmistress gets angry you had better ^(C)watch out.'

'You can say that again,' Lavender *murmured.

'I am quite sure,' Miss Honey said, 'that she will be testing you on what you are meant to have learnt this week, which is your *two-times table. So I strongly advise you to *swot it up when you get home tonight. Get your mother or father to hear on it.'

'What else will she test us on? Someone asked.

'Spelling,' Miss Honey said. 'Try to remember everything you have learnt these last few days. And one more thing. A *jug of water and a glass must always be on the table here when the Headmistress comes in. She never takes a lesson without that. Now who will be responsible for ^(D)seeing that it's there?'

'I will,' Lavender said at once.

'Very well, Lavender,' Miss Honey said. 'It will be your ^(E)job to go the kitchen and get the jug and fill it with water and put it on the table here with a clean empty glass just before the lesson starts.'

'What if the jug's not in the kitchen?' Lavender asked.

'There are a dozen Headmistress's jugs and glasses in the kitchen,' Miss Honey said. 'They are used all over the school.'

'I won't forget,' Lavender said. 'I promise I (F).'

- (注) *headmistress 女性の校長 *murmur つぶやく
 *two-times table 掛け算の2の段 *swot up 猛勉強する
 *jug 水差し

設問1. 本文中の(A)～(E)の意味として、最も適切なものを選び、番号で答えなさい。

- (A) warning:
 1. 前兆 2. 注意 3. 予告 4. 連絡
- (B) make sure:
 1. 着替える 2. 洗濯する 3. 確かめる 4. 身ざれいにする
- (C) watch out:
 1. 時間を測る 2. じっと待つ 3. 短く答える 4. 用心する
- (D) see that:
 1. 監視する 2. 想像する 3. 配慮する 4. 予知する
- (E) job:
 1. 順番 2. 職業 3. 役目 4. 理由

設問2. 次の文を読んで、本文の内容に一致するものを3つ選び、番号で答えなさい。

1. 先生は Matilda に本を片付けるように指示した。
2. 明日は、お父さんやお母さんが授業参観にやってくる日である。
3. 校長は週に1回どのクラスでも担任の代わりに授業を行う。
4. この学校では、午後の最初の授業は1時に始まる。
5. 担任の先生は、明日は用事があり学校には来ない。
6. 校長は、大変きれい好きである。
7. 校長と話せるのは、担任の先生から許可されたときだけである。
8. 校長は明日の授業で、掛け算とつづりについて尋ねる。
9. 先生は Lavender に自分の家の台所からコップを持ってくるように、指示した。

設問3. 文中の(F)に入れるのに最も適切な語を選び、番号で答えなさい。

1. didn't 2. will 3. won't 4. would

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

The British like simple food. They do not like to (A) the taste, so they do not often add spices or herbs to their food; usually only salt and pepper. The British often get their meals ready very quickly. Many wives go out to (B), so they do not have much (C) to spend in the kitchen.

In supermarkets there are a lot of tins and packets. The (D) only has to open a tin or a packet, cook the food for a few minutes, and the meal is (E). On Sundays, there is usually a bigger, better lunch. It is usually a big piece of roast meat with potatoes and green vegetables; and after that, pudding.

So many British wives do not spend long in the (F), and their husbands do not spend a long time at the dinner (G). Some people think that British men only eat (H) they are hungry, not because they enjoy (I). Some families eat their meals in front of the television and the meal is not a time for the (J) to talk to each other as it is in many other countries of the world.

West, C.(1981). *Spotlight on British Food*. London: Cassel, p.1.

- | | | | | |
|------------|-----------|-----------|-----------|--------------|
| 1. because | 2. change | 3. eating | 4. family | 5. housewife |
| 6. kitchen | 7. ready | 8. table | 9. time | 10. work |

【3】次の英文中の () に入る最も適切なものを (A) ~ (D) から選び、記号で答えなさい。

- I can't find my shoes. Do you know where ()?
(A) are they (B) is it (C) it is (D) they are
- I didn't mind () because I was in no hurry.
(A) to wait (B) to waiting (C) wait (D) waiting
- You () have told Mark about this. You know it's a secret.
(A) can (B) didn't (C) do (D) shouldn't
- When I saw that big blue fly in my soup, I told the waitress I () to speak to the manager.
(A) having (B) wanted (C) wanting (D) were
- Don't you hate () to the dentist?
(A) having to go (B) if going (C) need to go (D) when going
- We arrived late () the rain.
(A) because of (B) considering that (C) in spite of (D) thinking of
- Laura loves watching baseball, and ()
(A) Ai loves also (B) So Ai does it (C) So Ai likes (D) so does Ai

8. Even Japanese scientists haven't () a sure way to predict earthquakes.
 (A) found if (B) found in (C) never found (D) yet found
9. What's the name of the hotel ()?
 (A) about you told me (B) what you told me
 (C) you told about me (D) you told me about
10. This washing machine is fully automatic, so all you () is push this button.
 (A) come to do (B) have to do (C) must (D) need

【4】 次の英文中の () に入る最も適切なものを (A) ~ (D) から選び、記号で答えなさい。

1. () is the opposite of rude.
 (A) Clean (B) Generous (C) Polite (D) Soft
2. For many people today, the easiest () of communication is through e-mail.
 (A) point (B) sign (C) way (D) work
3. If you make a () to someone, you should keep it.
 (A) bet (B) choice (C) fool (D) promise
4. The restaurant on the corner has a good ().
 (A) dishes (B) memory (C) plate (D) reputation
5. When children () themselves, they do as they are expected to do.
 (A) act (B) behave (C) follow (D) introduce

【5】 日本語の意味になるように、() 内に与えられた単語を並べかえ、その中の3番目と6番目に来る単語を、番号で答えなさい。ただし、文頭の語も小文字で示してある。

1. 私のパソコンはいつ修理できますか。
 (1. be 2. computer 3. fixed 4. going 5. is 6. my 7. to 8. when)?
2. ジャックはこの文の意味が理解できないらしい。
 Jack (1. doesn't 2. meaning 3. of 4. seem 5. sentence 6. the
 7. this 8. to 9. understand)
3. アメリカにいる間、日本語で話をしないようにした。
 I (1. I 2. Japanese 3. not 4. speak 5. to 6. tried 7. was
 8. while) in the USA.
4. もし留守中に電話があったら、二時に帰ると言ってもらえませんか。
 If anybody calls me while I'm out, (1. at 2. back 3. be 4. could
 5. I'll 6. tell 7. them 8. two 9. you)?

次の問題は、「英米学科」の受験者のみ解答すること。

【6】次の英文を読んで、設問に答えなさい。

When Karl Kim immigrated to the United States from Korea as a teenager ten years ago, he had a hard time learning English. Now he speaks it fluently, and recently had a unique (A) opportunity to see how our brains adapt to a second language. Kim is a graduate student in the laboratory of Joy Hirsch, a *neuroscientist in New York. He and Hirsch have recently found evidence that children and adults don't use the same parts of the brain when learning a second language.

The researchers used an instrument called an *MRI (magnetic resonance imager) to study the brains of (ア) two groups of bilingual people. One group consisted of those who had learned their second language later in life. People from both groups were placed inside the MRI *scanner. This (B) allowed Kim and Hirsch to see which parts of the brain were getting more blood and were more active. They asked people from both groups to think about what they had done the day before, first in one language and then the other. They couldn't speak out loud, because any movement would disrupt the scanning.

Kim and Hirsch looked specifically at two language centers in the brain — *Broca's area, believed to control speech production, and *Wernicke's area, thought to process meaning. Kim and Hirsch found that both groups of people used the same part of Wernicke's area no matter what language they were speaking. But how they used Broca's was different.

People who learned a second language as children used the same region in Broca's area for both languages. People who learned a second language later in life used a special part of Broca's area for their second language — near the one activated for their (C) native tongue. How does Hirsch explain this difference? Hirsch believes that when language is first being programmed in young children their brains may mix all languages into the same area. But once that programming is complete, a different part of the brain must (D) take over a new language.

A second possibility is simply that we may acquire languages differently as children than we do as adults. Hirsch thinks that (イ) mothers teach a baby to speak by using different methods such as touch, sound, and sight. And that's very different from sitting in a high school class.

Richards, J. and S. Eckstut-Didier. (2003). *Strategic Reading 2*.
Cambridge: Cambridge UP. p110.

- (注) *neuroscientist 神経科学者
 *MRI 磁気による断層撮影装置
 *scanner スキャナー (身体の内部を調べる装置)
 *Broca's area ブローカ領 (脳の一部)
 *Wernicke's area ヴェルニッケ野 (脳の一部)

設問 1. 下線部 (ア) について, どんな 2 グループであるか, 日本語で簡潔に述べなさい。

設問 2. 下線部 (A) ~ (D) の意味に最も近いものを選び, 番号で答えなさい。

(A) opportunity:

1. charity 2. event 3. fortune 4. occasion

(B) allow:

1. ask 2. enable 3. force 4. make

(C) native tongue:

1. first language 2. fluent speech
 3. good communication 4. moving lips

(D) take over:

1. come around 2. move to
 3. take control of 4. take inside of

設問 3. 次の日本文を読んで, Broca's area に関係しているものは B と, Wernicke's area に関係しているものには W と, 両方に関係のないものは x と書いて, 答えなさい。

1. 意味処理をする。 ()
 2. 読む時, 眼球の動きを管理する。 ()
 3. 話す言葉にかかわらず, 無視される。 ()
 4. 年齢により, 言語次第で別な部分が使用される。 ()

設問 4. 下線部 (イ) を和訳しなさい。

設問 5. 本文の内容に合うものを 2 つ選び, 番号で答えなさい。

1. Karl mastered English before coming to the United States.
 2. Children and adults use different parts of their brains in learning a second language.
 3. Learning a second language causes some confusion in a person's brain.
 4. The part of the brain that people use when learning a language after childhood is located outside the Broca's area.
 5. Hirsch thinks that the brain of a child learning two languages uses the same area to process both languages.

解答例

【1】設問1.

A	B	C	D	E
2	3	4	3	3

設問2. 3, 6, 8

設問3. 3

【2】

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

【3】

1	2	3	4	5	6	7	8	9	10
D	D	D	B	A	A	D	D	D	B

【4】

1	2	3	4	5
C	C	D	D	B

【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
6	7	8	2	5	2	6	3

1. When is my computer going to be fixed?
2. Jack doesn't seem to understand the meaning of this sentence.
3. I tried not to speak Japanese while I was in the USA.
4. If anybody calls me while I'm out, could you tell them I'll be back at two?

【6】設問1. 生まれながらに2ヶ国語を学んだグループと後に2番目の言語を学んだグループ

設問2.

A	B	C	D
4	2	1	3

設問3.

1	2	3	4
W	×	×	B

設問4. 母親は触れたり, 聞かせたり, 見せたりするなどの異なる方法を用いて, 赤ちゃんに話し方を教える

設問5. 2, 5

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。

Many students of English enjoy music and therefore are interested in studying English by studying the words to English songs (that is, song lyrics). Studying song lyrics can be a very good way to improve your English, if the lyrics are easy to understand, if you can hear them clearly, and if you enjoy listening to the song. On the other hand, if the lyrics are difficult to understand, the words cannot be heard clearly, or you don't enjoy listening to the song, you probably will not improve your English much by studying it. Accordingly, if you want to study the lyrics of a song, you should first check to make sure that it satisfies each of these conditions.

The first condition is that the lyrics are not too difficult. Song lyrics are often more difficult to understand than stories or news articles. This is because song lyrics are poetry. In poetry, meaning is often expressed indirectly or with very little context that might help you understand the exact meaning. Written English is not poetry (for example, stories, essays, news articles, letters, etc.) is called "prose." In prose, meaning is usually expressed more directly and in more detail. So, generally speaking, if you are looking for something to read that will be easy to understand, you should look for prose, not song lyrics or other kinds of poetry.

Some song lyrics, however, are quite easy to understand. The following lyrics are from a famous Beatles song called "She Loves You":

You think you've lost your love,
Well, I saw her yesterday.
It's you she's thinking of
And she told me what to say.
She says she loves you,
And you know that can't be bad.

These song lyrics sound like ordinary conversation. They are very easy to understand; so, if you like this song and if the recording is good enough to allow you to hear the words clearly, it would be a good choice for English study.

Here's an example of a song that would not help you learn English very much because the lyrics are too hard to understand.

I am he as you are he as you are me and we are all together.
See how they run like pigs from a gun, see how they fly.
I'm crying.

These lyrics are from another Beatles song called "The Walrus." The words are not difficult but the way they are used makes meaning of the lyrics very difficult, if not impossible, to understand.

The second condition is that you can hear the words of the song clearly. Some singers do not pronounce words clearly. Sometimes, words are yelled or screamed in a way that makes it difficult for even native speakers to understand them. Or, it may be difficult to hear the words if other instruments are too loud or if the recording quality is poor. If you cannot hear the words clearly, listening to the song may be enjoyable but will probably not help you learn much English.

Finally, the third condition is that you like the song. Language learning requires repetition. If you like a song well enough to listen to it many times, you will have a much better chance of actually learning the language in the lyrics by listening to it. Unfortunately, you may find that the lyrics to many of the songs that you like to listen to are not easy enough or sung clearly enough to be appropriate for English study. Still, if you can find some songs that satisfy all three of the conditions I have explained in this essay, studying their lyrics should help you improve your English as you enjoy listening to music.

(KGU staff)

設問 本文の内容に合うように，1～4の()に入れるのに最も適切なものを a)～d) から1つ選び，記号で答えなさい。

1. The main message that the author is trying to communicate is that ().
 - a) it is not a good idea to study songs because poetry is different from prose
 - b) studying songs is a particularly good way to improve one's pronunciation
 - c) Beatles songs make very good study materials for people who are interested in learning English
 - d) songs can help one learn English but students need to be careful about what songs they choose to study

2. The author seems to be saying that the lyrics to "The Walrus" would () most students.
 - a) bore
 - b) confuse
 - c) impress
 - d) interest

3. The author does NOT believe that ().
- a) it is difficult to hear the words to some songs
 - b) “She Loves You” might be a good song to study
 - c) it is better to study songs that you enjoy listening to
 - d) song lyrics tend to be easier to understand than stories and essays.
4. The three conditions mentioned in the essay are related to ().
- a) pleasure, meaning, and sound
 - b) price, meaning, and sound
 - c) price, pleasure, and meaning
 - d) price, pleasure, and sound
5. 下線部を日本語に訳しなさい。

【2】 次の空所 (A) ~ (h) に入れるのに最も適切な語をそれぞれ 1 ~ 8 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。

How to Take Someone's Pulse

Blood is moved around the body by pumping action of the heart. At certain points of the body you can (a) a pulse which tells you how regular the pumping action is. A rapid and weak pulse is a sign of shock; (b) irregular pulse signals a possible heart attack.

The easiest place to feel a pulse is on the wrist. Place your fingers (c) below the thumb joint on the wrist of your other hand. Move your fingers around until you find the pulse, then (d) the number of beats in 30 seconds. Multiply the number by two: this gives the rate per minute.

Take your pulse again (e) some exercise and it will almost certainly be higher. The average adult pulse rate when resting is 60-80 beats (f) minute. The rate is higher in children: between 90 and 100 beats a minute. The rate varies from person to person. The (g) reason for taking a pulse is to see that it is regular and strong. The neck pulse can sometimes be easier (h) find, so try taking the pulse at the neck.

Outdoor Guides: First Aid & Emergencies. 12-13, 1979, Usborne Pocketbook

- | | | | |
|----------|---------|----------|---------|
| 1. after | 2. an | 3. count | 4. feel |
| 5. just | 6. main | 7. per | 8. to |

【3】次の英文(1)～(10)の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) The teacher was very happy () that all the students raised their hands.
a. by seeing b. seeing c. seen d. to see
- (2) Both Karen and () enjoy playing tennis.
a. I b. me c. mine d. myself
- (3) Patricia insisted that the umbrella left in the car was ().
a. her b. hers c. her's d. she's
- (4) Tom's hand is () than his sister's.
a. more big b. more bigger c. much big d. much bigger
- (5) I can't take your call () the moment. Please leave your message after the tone.
a. at b. by c. in d. on
- (6) I wish I () a computer and email my friends every day.
a. can use b. could use c. will be able to use d. will use
- (7) The novel *A Christmas Carol* () by Charles Dickens in 1843.
a. has written b. was written c. will be written d. wrote
- (8) When you travel abroad, you shouldn't carry () cash.
a. a lot b. many c. too many d. too much
- (9) This watch was () to me on my 18th birthday.
a. gave b. give c. given d. gives
- (10) Although Suzan always tries to give her brother some () he never listen to her.
a. advice b. advices c. advise d. advisers

【4】 次の (1) ~ (6) の下線部の語の説明として、最も適切なものを (a) ~ (f) から選び、記号で答えなさい。

- (1) I really enjoyed your company.
 - (2) Margaret prefers conservative clothing.
 - (3) You don't need to justify your actions to me.
 - (4) The students asked the teacher to put off the quiz until next week.
 - (5) Jason was unwilling to tell the police what really happened that night.
 - (6) The New Zealand unemployment rate in 2006 was lower than those of Japan, the United States, and Canada.
- (a) being out of work
 - (b) being with someone else
 - (c) not very modern, traditional
 - (d) not wanting to do something
 - (e) arranged to do something later
 - (f) give an explanation or excuse for doing something

【5】次の英文 (1) ~ (5) の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) I'd like a red one. That's my () color.
 a. favorite b. fearful c. festival d. love
- (2) I'm trying to increase my (), so I always look up words that I don't know.
 a. luxury b. valuable c. vocabulary d. voice
- (3) My blue jeans were dark blue when I bought them, but they have () so now they are light blue.
 a. faded b. failed c. fated d. veiled
- (4) December 31 is called New Year's ().
 a. Day b. Eve c. Even d. Evening
- (5) These socks will fit anyone because they ().
 a. draw b. pull c. stretch d. strict

【6】次の日本文 (1) ~ (3) に合うように、[] 内の語 (句) を正しく並べかえ、[] 内で3番目と5番目にくるものを記号で答えなさい。

- (1) ひどい腹痛があったので、薬を飲んだ。
 I [ア. I イ. a ウ. had エ. medicine オ. so カ. some キ. stomach ache, ク. terrible ケ. took]
- (2) 君に言いたいと思っていることがあるだ。
 There [ア. I イ. been ウ. have エ. is オ. something カ. tell キ. that ク. to ケ. wanting コ. you].
- (3) ケイトは態度を改めれば、もっとたくさんの友だちができるだろう。
 If Kate [ア. able イ. be ウ. changed エ. friends オ. her attitude, カ. make キ. more ク. she ケ. to コ. would].

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。

Every March, the country celebrates the *accomplishments of woman in American History. Even though these accomplishments go back a long way, most schools didn't start focusing on women pioneers and their achievements until recently. Today, most colleges offer classes in women's history and most schools teach kids about the many contributions women have made to our country's history. How did this start come about? The answer lies in the history books, of course.

On March 19, 1911, a German woman named Klara Zetkin organized the very first International Women's Day. Inspired by American working women, the annual event took on the causes of peace (in an effort to end World War I) as well as women's ^(a)rights. Over the years, interest in International Women's Day *dwindled until the 1960s, when the women's movement caused women to wonder why they weren't included in the history books.

By the 1970s, more female historians began to look back at the contributions of women in history. In 1978, a California school district started Women's History Week to promote the teaching of women's history. School officials picked the week of March 8 to include International Woman's Day. It was so popular that, in 1981, Congress passed a ^(b)resolution making the week a celebration for the entire country. The concept of studying women's history continued to grow in *popularity and in 1987, a group of women (supported by people working in museums, schools and libraries) asked Congress to expand the celebration. That same year, Congress declared the entire month of March National Women's History Month.

Today, schools and communities across the country celebrate the month with special lessons and activities designed to teach the ways women have helped shape U.S. history. Last year, the first-ever national women's history museum opened in Dallas, Texas. "The Woman's Museum: An Institute for the Future" brings to life the stories and achievements of 3,000 *amazing American women. Besides *paying tribute to women of the past and present, the museum runs ^(A)Girlstart, a program that encourages young women to consider working in math, science and computer technology. These fields have been traditionally ^(C)dominated by men.

The women who have worked hard to make Women's History Month a reality have ^(B)an important wish. They'd like to see women's history studied all year-round, and not just every March.

Based on *TIME for Kids*, February 21, 2001

(注) *accomplishment 功績 *dwindle 少なくする *popularity 評判

*amazing すばらしい *pay tribute ~ ~を賞賛する

設問 1. 下線部 (a) ~ (c) の意味に最も近いものを (ア) ~ (工) から 1 つ選び, 記号で答えなさい。

(a) rights

(ア) 右 手 (イ) 正当性 (ウ) 権 利 (工) 健 康

(b) resolution

(ア) 解 決 (イ) 決議案 (ウ) 決 意 (工) 目 的

(c) dominated

(ア) 指示された (イ) 開発された (ウ) 支配された (工) 研究された

設問 2. 下線部 (A) と (B) について, 日本語で説明しなさい。

設問 3. 本文の内容と 一致しないもの を, ア ~ カの中から 2 つ選び, 記号で答えなさい。

ア. アメリカでは毎年 3 月に女性の功績を称えるための行事がある。

イ. 最初の国際女性デーを実現させたのはドイツの女性である。

ウ. 1911 年以降 1970 年代まで女性への関心は高まり続けた。

エ. 1978 年テキサス州のある校区が, 女性の歴史週間を始めた。

オ. 1987 年に連邦議会は 3 月を女性の歴史月間に指定した。

カ. 女性博物館では, 3000 人ものすばらしい女性の話や活躍を伝えている。

解答例

【1】

1	2	3	4
d	b	d	a

5 このエッセイの中で私が説明した3つの条件をすべて満たすような歌が見つければ

【2】

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

【3】

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

【4】

1	2	3	4	5	6
b	c	f	e	d	a

【5】

1	2	3	4	5
a	c	a	b	c

【6】

(1)		(2)		(3)	
3 番目	5 番目	3 番目	5 番目	3 番目	5 番目
ク	オ	キ	ウ	ク	イ

- (1) I had a terrible stomach ache, so I took some medicine.
 (2) There is something that I have been wanting to tell you.
 (3) If Kate changed her attitude, she would be able to make more friends.

【7】設問 1.

(a)	(b)	(c)
ウ	イ	ウ

- 設問 2. (A) 若い女性が、数学・科学・コンピューター技術の分野で活躍することを後押しするプログラム
 (B) 毎年3月だけでなく、年間を通して女性の歴史が研究されることを望んでいること。

設問 3. ウ, エ

1.6 熊本保健科学大学

1.6.1 一般推薦試験

5 次の各単語の動詞の意味として最もふさわしいものを，一つ選び記号で答えなさい。解答番号は□1～□10。

問1 argue 解答番号は□1。

ア 傷つける イ 従う ウ 主張する エ 代表する

問2 attempt 解答番号は□2。

ア 改良する イ 試みる ウ 逃げる エ 貼り付ける

問3 contain 解答番号は□3。

ア 影響する イ 欠ける ウ 供給する エ 含む

問4 continue 解答番号は□4。

ア 置く イ 連絡する ウ 助ける エ 続ける

問5 decide 解答番号は□5。

ア 決める イ 避ける ウ 手当てする エ 測る

問6 describe 解答番号は□6。

ア 選ぶ イ 投票する ウ 下げる エ 描写する

問7 involve 解答番号は□7。

ア 起こる イ 比べる ウ 巻き込む エ 無駄にする

問8 reduce 解答番号は□8。

ア 受け入れる イ 準備する ウ 頼る エ 減らす

問9 refuse 解答番号は□9。

ア 断る イ 証明する ウ 達成する エ 励ます

問10 suffer 解答番号は□10。

ア 苦しむ イ 加える ウ 出版する エ 満たす

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 [11] ~ [20]。

問1 Jane got [11] to Jack last week.

ア married イ marry ウ marrying 工 to marry

問2 She was so tired that she remained [12] for some time.

ア silence イ silent ウ silently 工 so silently

問3 Would you [13] coming earlier next time?

ア care イ like ウ mind 工 say

問4 He [14] British history since he was a graduate student.

ア has been studying イ is studying
ウ studied 工 studies

問5 The student [15] is going to sing the school song is Mary.

ア what イ which ウ who 工 whose

問6 He says [16] is dangerous to swim in this river.

ア he イ it ウ that 工 this

問7 She works harder [17] any other student in her class.

ア as イ in ウ of 工 than

問8 She kept us [18] for an hour or more, but she didn't come

ア to be waited イ wait ウ waited 工 waiting

問9 "Oh, it's begun to rain. I missed the [19] forecast this morning."

ア climate イ future ウ TV 工 weather

問10 It was very warm inside, so I [20] my coat.

ア put off イ put on ウ took off 工 turned on

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 ~ 。

(1) one source, almost 500,000 earthquakes occur every year. Approximately one-fifth of these are felt by humans, and between 50 and 100 are strong (2) to cause serious damage.

Dr. Zhonghao Shou, a scientist in China, is interested in predicting earthquakes before they happen. He believes he can do ⁽³⁾ this by using an ancient practice of studying clouds. (1) this theory, a certain kind of cloud will appear in the sky days before a major quake hits. Dr. Shou says he has used this method to predict several large earthquakes. However, many scientists are ⁽⁴⁾ skeptical about this.

問1 2か所の(1)に共通して入る最も適切なものを，下のア～エの中から1つ選びなさい。解答番号は 。

ア According to イ In addition to ウ In spite of エ Thanks to

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 。

ア as イ enough ウ so エ very

問3 下線部(3)の内容として最も適切なものを，下のア～エの中から1つ選びなさい。解答番号は 。

ア 雲の研究 イ 地震の発生 ウ 地震の予知 エ 被害を与えること

問4 下線部(4)の意味に近い語を，下のア～エの中から1つ選びなさい。解答番号は 。

ア asking イ doubtful ウ thankful エ worrying

問5 本文の内容に一致するものを，下のア～オの中から1つ選びなさい。解答番号は 。

ア 人間が感じる地震は年間約750,000回起こる。

イ Dr. Shou は地震がもたらす被害を調査する専門家である。

ウ Dr. Shou は大地震が発生する前に，ある決まった雲が現れると考える。

エ Dr. Shou の方法には科学的根拠があると考えられる。

オ ある方法を使って Dr. Shou は大地震を防いだことがある。

解答

5

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

6

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

7

問1	問2	問3	問4	問5
1	2	3	4	5
ア	イ	ウ	イ	ウ

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 weather forecast said () would be a typhoon coming next week.

ア it イ that ウ there エ we

問2 In those days the children () playing baseball after school.

ア enjoy イ enjoyed ウ have enjoyed エ are enjoying

問3 I'm sorry. I didn't mean () on your foot.

ア having stepped イ stepping ウ to have stepped エ to step

問4 On hearing my name () from behind, I looked back.

ア call イ called ウ calling エ calls

問5 () he will be able to attend the meeting is doubtful.

ア If イ What ウ Unless エ Whether

問6 My hometown is no longer () it used to be twenty years ago.

ア as イ that ウ what エ which

問7 If only I () more money with me when I left home.

ア had taken イ take ウ took エ would take

問8 Please () me to go to the library. I have a book to return.

ア recall イ recollect ウ remind エ remember

問9 Oh, you've got a new cell phone. That's the () model.

ア late イ later ウ latest エ latter

問10 He solved the problem on the () because he had prepared for it.

ア place イ sight ウ spot エ view

2 インドのトラについて述べられた次の英文を読み，各問い(問1～6)に答えなさい。

The number of wild tigers in India has dwindled* to little more than 1,400, less than half the previous estimate, in an alarming decline blamed by wildlife experts on poaching* and urbanization*.

The last major survey, in 2002, recorded 3,642 tigers. Until this census*, India was thought to be home to 40% of the world's tigers, with 23 tiger reserves in 17 states.

Rajesh Gopal, of the National Tiger Conservation Authority*, said: "The tiger has suffered due to direct poaching, loss of quality habitat*, and loss of its prey."

The government authority said ⁽¹⁾its monitoring methods had changed; it now relied on video cameras rather than footprint counts. But it is clear that tiger numbers have dropped. Some reserves, such as Sariska in Rajasthan, have been cleared by poachers. Others, such as Bandhavgarh in Madhya Pradesh, have seen sharp drops due to encroachment* on the forest. The only (A) has been Tamil Nadu, where the numbers have risen to 76 from 60 five years ago.

A century ago India had a population of more than 40,000 tigers.

Valmik Thapar, a leading campaigner, said it was now "time to act and save tigers from (B)", adding: "We have to create inviolate* areas for tigers and provide modern weapons to forest guards."

Experts have said not enough is being done to crack down on poachers and the illegal trade in tiger skins. Tigers are killed for their body parts, with their skins (2) for fashion reasons and bones (3) in medicines. Pelts* are sold for more than £8,000 each in China.

To stop the trade, the Wildlife Protection Society of India* has called for (C) between India, Nepal and China, where demand for tiger body parts is strongest. Last year the society successfully lobbied the Dalai Lama* to urge Tibetans not to wear tiger fur.

The Indian government, attacked by conservationists for "⁽⁴⁾overseeing" the cats' demise*, said it would now create eight new tiger reserves. Under the plan, about 250 villages, probably accounting for 200,000 people, would be relocated, with each family given 1 million rupees (about £12,500). But ⁽⁵⁾this would take five years to set up, at a cost to taxpayers of about £80 million.

Laws to protect the Sumatran tiger are not preventing cat body parts from being sold openly in Indonesia, said a report released yesterday. Teeth, claws, skin, whiskers and bones were on sale in one in 10 of the 326 retail outlets in 28 cities and towns across Sumatra surveyed during 2006 by Traffic, the wildlife trade monitors.

Its report, *The Tiger Trade Revisited in Sumatra*, found tiger parts being sold by

goldsmiths* and in souvenir and traditional medicine shops. Trade was concentrated in Medan, the capital of North Sumatra province, and nearby Pancur Batu.

Adapted from *The Guardian*, February 14, 2008

dwindle だんだん少なくなる poach 密猟する urbanization 都市化 census 一斉調査 the National Tiger Conservation Authority インドトラ保護委員会 habitat 生息地 encroachment 不法侵入 inviolate 侵害されていない pelt 生皮 the Wildlife Protection Society of India インド野生生物保護協会 the Dalai Lama ダライ=ラマ (チベット仏教の教主) demise 消滅 goldsmith 金細工師

問1 下線部(1)の具体的内容を表すものを, ア~エの中から1つ選びなさい。

- ア Its counting system has changed from monitoring poaching to monitoring habit.
- イ Its counting system has changed to monitoring tiger reserves.
- ウ They have begun to check tiger levels by counting their footprints.
- エ They now monitor tiger levels with video cameras instead of counting footprints.

問2 空所(A),(B),(C)に入る語(句)の組み合わ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。

	(A)	(B)	(C)
ア	example	human beings	competition
イ	exception	human beings	cooperation
ウ	example	other tigers	competition
エ	exception	other tigers	cooperation

問3 空所(2),(3)に入る語の組み合わ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。

	(2)	(3)
ア	prized	using
イ	prizing	using
ウ	prized	used
エ	prizing	used

問4 下線部(4)の本文中での意味に最も近いものをア～エの中から1つ選びなさい。

- ア criticizing
- イ directing
- ウ investigating
- エ preventing

問5 下線部(5)が指す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。

- ア インド政府が新たに8か所のトラの保護区を建設すること。
- イ 合計で20万人が住む250の村が移住させられること。
- ウ 移住対象の家族に、一家族あたり100万ルピーが支払われること。
- エ 納税者が全部で8,000万ポンド負担すること。

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 インドにおける野生のトラの生息数は、2002年よりも1,400頭減少している。
- イ Sariska 保護区では、森林がすでに消滅してしまっている。
- ウ インドにおいて野生のトラが減少している原因に、密猟と密貿易がある。
- エ インド野生生物保護協会によるトラを保護するための活動は、インド国内に限定されている。
- オ インドネシアではトラのさまざまな部位が公然と売買されている。
- カ インドネシアではトラはもっぱら薬として利用されている。

3 次の対話文を読み，各問い(問1～5)に答えなさい。

At a travel agency.

Agent: Good morning, sir. May I help you?

Mr. James: I'm William James. Yesterday I phoned Mr. Robertson about a trip to Austria.

Agent: Yes, I'm Robertson. We've gathered all the information necessary for your trip. Please be seated.

Mr. James: Thank you. As I mentioned on the phone, my wife and I would like to leave on the 22nd of next month.

Agent: (1) Vienna, Austria, or are you planning to stop somewhere else along the way?

Mr. James: We don't have time for stopovers. I have some business there and have to cut our stay short. So make it direct, please.

Agent: Certainly. Do you want to fly business class or economy?

Mr. James: Business, if possible.

Agent: And should we also make reservations for your return?

Mr. James: Yes, please.

Agent: Certainly. Also, would you like us to make hotel reservations for you?

Mr. James: Yes. One night in Vienna and (2) the rest in the mountains.

Agent: In the mountains? Do you have any particular place in (3)?

Mr. James: Well, (4) this will be our () visit to Austria, but we have () stayed in Tyrol. We'd like to spend our vacation in the mountains, the Alps.

Agent: I see. In Tyrol, there are lots of beautiful hotels, each of which commands a magnificent view of the Alps. Here are some hotel brochures.

Mr. James: OK. I'll read them over lunch. Is it all right if I come back to see you around 1 p.m.?

Agent: No problem, sir. We'll get your itinerary ready soon after you have decided on (5).

Mr. James: Thank you. Then I'll see you in the afternoon.

問1 空所(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 Do you want to leave for

イ Do you want to take a nonstop flight to

ウ Would you like to do some work in

エ Would you like to take a rest in

問2 下線部 (2) の意味に最も近いものをア～エの中から1つ選びなさい。

- ア one day
- イ relaxation
- ウ the leisure
- エ the other nights

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。

- ア first — once
- イ first — never
- ウ third — once
- エ third — never

問5 会話の内容から考えて、空所 (5) に入る最も適当な語 (句) を、ア～エの中から1つ選びなさい。

- ア hotels
- イ the route
- ウ the time
- エ transportation

4 次の英文の空所 1 ~ 5 に入れるのに最も適当なものを、それぞれア～エの中から1つ選び、記号で答えなさい。

In the business world, it's especially important to understand cultural differences. An important meeting can fail 1 a simple misunderstanding. 2, in the West, it's important to look at the person you are speaking to. It shows you are direct and honest. However, in other cultures, this can be quite 3. In a meeting, a Chinese businessperson may not say anything for a long time. He wants to show he is thinking carefully. However, a Westerner might think he is not very interested. A businessperson in Japan may say 'yes' to mean "Yes, I understand." However, a Westerner may think this means "Yes, I agree." This can 4 cause problems. That's why many companies today 5 cross-cultural training for their workers.

- | | | | | |
|---|----------------|---------------|---------------|-----------------|
| 1 | ア because | イ because of | ウ instead | エ instead of |
| 2 | ア Even so | イ For example | ウ In addition | エ Until then |
| 3 | ア nice | イ polite | ウ rude | エ wise |
| 4 | ア also | イ both | ウ either | エ neither |
| 5 | ア are provided | イ provide | ウ provided | エ were provided |

解答

1

問1	問2	問3	問4	問5	問6	問7	問8	問9	問10
ウ	イ	エ	イ	エ	アまたはウ	ア	ウ	ウ	ウ

2

問1	問2	問3	問4	問5	問6
エ	イ	ウ	イ	ア	ウオ

3

問1	問2	問3	問4	問5
イ	エ	mind	エ	ア

4

1	2	3	4	5
イ	イ	ウ	ア	イ

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 21 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 次の英文を読んで以下の質問に答えなさい。

Louis Armstrong was born in New Orleans in 1901 when jazz was becoming popular. He learned music in a church choir (①) first, but he got his first lesson in playing *cornet in a reform school for black young people, where he was sent as punishment. After being released from that reform school, he wanted to continue to learn music. But he did not have to go to school to learn music. Music was everywhere in New Orleans. (②) that time, there were a lot of marching bands in New Orleans and Louis used (③) follow them when they paraded down the street. One day young Louis asked the great band leader and the great cornet player Joe “King” Oliver to teach him how to play cornet better. Fortunately King Oliver liked young Louis and not only he promised to teach him but he gave him his own cornet. Later on, Louis joined Joe “King” Oliver’s band and played trumpet. Louis also added color (④) the band with his unique *scat singing. It is said Louis is the person who created scat singing. Even after leaving Joe Oliver’s band, Louis was active as a jazz musician and created his own style of jazz. Louis Armstrong’s contribution to jazz music is (⑤) description. He now was the most famous jazz musician in the world. People all over the world loved his music and his happy personality. People called him “Satchmo” for his satchel-size mouth, meaning “big mouth.” Many of the people still remember his unique vocals. The whole world grieved when he died in 1971.

*cornet: コルネット (トランペット類似の管楽器)

*reform school: 更生施設

*scat: スキャット, 意味のない音 (「ダバダバ」「ドゥビドゥビ」…)
をメロディーにあわせて即興的に歌うこと

問1 次の1～10の文が本文の内容にあっていれば○を、そうでなければ×を解答用紙に記入しなさい。

1. Louis Armstrong was born in New Orleans where jazz was later born.
2. Louis Armstrong wanted to go to a reform school to learn music.
3. Louis liked to follow the marching bands when they paraded along the street.
4. Joe “King” Oliver had a music school.
5. Joe “King” Oliver was a great musician.
6. Louis Armstrong joined Joe “King” Oliver’s band.
7. Louis Armstrong started singing.
8. Louis is one of the greatest jazz musicians.
9. Louis invented jazz by mixing his own music.
10. People liked Louis and gave him a nickname “Satchmo.”

問2 本文中の(①)～(⑤)にあてはまる最も適当な語を a～d から選んでその記号を解答用紙に記入しなさい。

1. (a. for b. at c. on d. in)
2. (a. At b. On c. After d. With)
3. (a. on b. in c. to d. at)
4. (a. to b. with c. in d. such)
5. (a. before b. after c. over d. beyond)

問3 下線部を日本語にして、解答用紙に記入しなさい。

4 次の日本語の意味になるように()内の語を並べ替え、並べ替えた単語の中で2番目と4番目に来る語を記号で解答用紙に記入しなさい。カンマは省略。

1. バスに間に合うかしら。

I (a. bus b. we c. for d. if e. be f. wonder g. time h. in
i. the j. will)

2. あなたの国は日本の3倍の広さがあります。

Your country (a. large b. three c. as d. is e. times) as Japan.

3. 今度の夏にカンボジアに行こうと思っています。

I (a. thinking b. to c. of d. am e. Cambodia f. going) next
summer.

4. 約束を破ってごめんなさい。

I (a. promise b. my c. am d. that e. broke f. I g. sorry).

5. 私は一度に二つのことはできません。

I (a. time b. things c. cannot d. at e. do f. two g. a).

5 次の各会話文の下線部に最も適したものを a～dの中から選び、その記号を解答用紙に記入しなさい。

1. A: _____ something to drink?

B: Thank you. Coffee is fine with me.

- a. Would you
- b. Would you like
- c. How you like
- d. How would you

2. A: _____?

B: I think it weighs 25kg.

- a. How much does it weigh
- b. How many 25kg weights do you have
- c. Do you know if it's weight
- d. Do you think you have some weights

3. A: _____?

B: I have been here since 1997.

- a. How since have you been here
- b. How many did you live here
- c. How long have you been here
- d. How long are you lived

4. A: What was your lunch?

B: I haven't eaten _____ all day.

- a. something
- b. anything
- c. nothing
- d. everything

5. A: Beth, come on here. Quick!

B: Yes, Mom.

- a. I'll go
- b. I'll wait
- c. I'm going
- d. I'm coming

解答例

1 問1

1	2	3	4	5	6	7	8	9	10
×	×		×					×	

問2

①	②	③	④	⑤
b	a	c	a	d

問3 世界中の人々が彼(ルイ・アームストロング)の音楽とその明るい人柄が好きだった。

2

1	2	3	4	5
b	c	c	a	b

3

1	2	3	4	5
b	c	a	c	d

4

	2 番目	4 番目
1	d	j
2	b	c
3	a	f
4	g	f
5	c	b

5

1	2	3	4	5
b	a	c	b	d

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21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 次の英文を読んで以下の質問に答えなさい。

Even if you don't go to the movie theater often, you probably know the name of Jodie Foster. Jodie Foster, born as Alicia Christian Foster, started her acting career (①) the age of three. Jodie's parents took her elder brother to a *casting call for a TV commercial. Jodie was just taken with him as there was nobody to take care (②) her (③) home. This is the moment she stepped forward to her acting career. Her brother did not get that job but she (④). She appeared in more than 40 TV commercials by the time she became eight. She then started to play minor roles in TV programs. Her film *debut was 1972 and four year later, she acted a memorable role, not only for her but also for the world, as *Iris* in "*Taxi Driver*." In the film she played a thirteen-year-old *prostitute. She also did well at school. She graduated from her high school as a top student and made a graduation speech in French. Then she went to Yale University. Jodie received her first *Oscar for Best Actress in 1988 for her role as *Sarah* in "*The Accused*." Two years later she got another Oscar for her role as an FBI agent in "*The Silence of the Lambs*." Later (⑤) she started to direct films. In the movie "*Nell*," she both played the central role and directed the film.

*casting call: オーディション

*debut: デビュー

*prostitute: 売春婦

*Oscar: アカデミー賞の各部門のトップに贈られるオスカー像

問1 次の1～10の文が本文の内容にあっていれば○を、それではなければ×を解答用紙に記入しなさい。

1. Jodie Foster's real name is Alicia Christian Foster.
2. Jodie Foster appeared in a TV commercial when she was three years old.
3. Jodie Foster started her acting career by accident.
4. When Jodie was eight years old, she already appeared in 40 commercials on TV.
5. Jodie Foster appeared in a movie for the first time in 1972.
6. Jodie was not a good student at high school as she was very busy.
7. Jodie made her graduation speech in French as she did not study English at high school.
8. Jodie has won the Academy Award for the Best Actress twice.
9. Jodie gave up acting and started to make films.
10. Jodie Foster directed the movie "Nell" and also appeared in it.

問2 本文中の(①)～(⑤)にあてはまる最も適当な語を a～d から選んでその記号を解答用紙に記入しなさい。

1. (a. in b. for c. at d. with)
2. (a. after b. in c. of d. with)
3. (a. for b. in c. of d. at)
4. (a. was b. did c. too d. in)
5. (a. on b. now c. of d. in)

問3 下線部を日本語にして、解答用紙に記入しなさい。

2 次の1~5の英文の空欄に入れるのに最も適当な語を下のa~dから選んで、その記号を解答用紙に記入しなさい。

1. Please give me something to write ()
a. of b. to c. with d. by
2. How much is the () fee to that art gallery? It's seven dollars.
a. admission b. sight c. looking d. going
3. You may come () it is convenient.
a. whichever b. whatever c. whenever d. whoever
4. We found a boy () with other boys under a tall tree.
a. to be sit b. to sit c. sat d. sitting
5. He studied chemistry () he was in America.
a. that b. during c. through d. while

3 次の英文の下線部 a~d の中には誤りが1個あります。その記号を解答用紙に記入しなさい。

1. The sun will rise earlier in summer than in winter.
a b c d
2. Please remember mailing this letter on the way to school.
a b c d
3. She tells the story whomever will listen.
a b c d
4. When she was young she was in a very good health.
a b c d
5. Each of the children are doing well at school.
a b c d

4 次の日本語の意味になるように()内の語を並べ替え、並べ替えた単語の中で2番目と4番目に来る語を記号で解答用紙に記入しなさい。カンマは省略。

1. 私はその仕事を明日までに終わらせるのは無理だと気付きました。
I (a. by b. finish c. impossible d. the e. it f. to g. found
h. work) tomorrow.
2. 私はきっとあなたがお仕事で成功を収めるだろうと思っています。
I (a. business b. you c. sure d. your e. in f. that g. will
h. am i. succeed).
3. 大阪は日本で三番目に大きな都市です。
Osaka (a. largest b. is c. third d. Japan e. city f. in g. the).
4. 窓を開けていただけませんか。
Would (a. mind b. window c. opening d. you e. the)?
5. 私は昨日新しい自転車を盗まれました。
I (a. new b. had c. bicycle d. my e. stolen) yesterday.

5 次の各会話文の下線部に最も適したものを a ~ d の中から選び, その記号を解答用紙に記入しなさい。

1. A: Can I speak to Mr. Brown?
B: I'm sorry, but he is out for lunch. _____
 - a. I'll see you later.
 - b. Do you want to leave a message?
 - c. Thank you for calling.
 - d. Can I leave a message?
2. A: _____
B: Sure. The fitting room is over there.
 - a. Can I try this on?
 - b. I'd like this shirt.
 - c. Excuse me. Where is the cashier.
 - d. Excuse me. How much is this shirt.
3. A: Joy, how do you like your school?
B: _____. I've made some good friends.
 - a. It takes more than two hours from home
 - b. I don't know how much
 - c. It's an old school
 - d. I like it
4. A: _____?
B: In about 10 minutes.
 - a. When does the next train leave
 - b. How long does it take to the train station
 - c. How often do you take the medicine
 - d. How far is it from here to the train station
5. A: What are your plans for the summer?
B: I am thinking to go to Kyoto.
A: _____. Let's go together.
 - a. That's nice. I will go to New York
 - b. That's nice. I had the same idea
 - c. Very good. I have no idea
 - d. Oh, really? My sister also wants to go to Kyoto

解答例

1 問1

1	2	3	4	5	6	7	8	9	10
					×	×		×	

問2

①	②	③	④	⑤
c	c	d	b	a

問3 彼女(ジョディー・フォスター)は高校をトップの成績で卒業し、フランス語で卒業のスピーチを行った。

2

1	2	3	4	5
c	a	c	d	d

3

1	2	3	4	5
b	b	b	d	b

4

	2 番目	4 番目
1	e	f
2	c	b
3	g	a
4	a	e
5	d	c

5

1	2	3	4	5
b	a	d	a	b

1.7.3 一般試験(看護学科・リハビリテーション学科)

入学試験問題

英語 I・II

(看護学科・リハビリテーション学科)

本学会場

平成 21 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 次の英文を読んで設問に答えなさい。

William E. Boeing was born in 1881 (①) the son of the wealthy family owing a timber business in Michigan. He went to Seattle, Washington on business when he was young. There he experienced a *seaplane ride. He was *fascinated with the plane. As he was a fisherman, he thought of making fishing trips to the lakes in Canada by the seaplane. He bought a plane in California and also he took lessons to fly it there. He was not satisfied with (②) having a plane but was interested in building planes as business. He started building seaplanes using piano wire, lumber, and fabric with Conrad Westerveldt who was a Navy engineer. Soon they hired other engineers and started building more planes. Their first customer was the New Zealand government. They wanted seaplanes (③) delivering mail. They were also asked (④) train pilots for the U.S. Army. After World War II, they built a new plane called Model 40. The plane could carry passengers as well as heavy mail and freight. Boeing's planes began to carry airmail for the government. This business became the passenger service of United Airlines. During World War II, the company produced hundreds of bombers, like the B-17. After the war, the company returned (⑤) building passenger planes. Their first passenger jet plane was the B-707 that first flew in 1954. The company is still one of the largest manufacturers of commercial planes.

*seaplane: 水上飛行機

*fascinate: 魅了する

問1 次の1～10の文が本文の内容にあっていれば○を、そうでなければ×を解答用紙に記入しなさい。

1. William Boeing was born in a poor family living in a forest.
2. William Boeing tried a seaplane ride in Michigan.
3. William Boeing made a living by fishing when he was young.
4. William Boeing wanted to use a seaplane for his fishing trips.
5. William Boeing bought a plane and learned to fly it.
6. William Boeing started building seaplanes with his family.
7. Boeing's planes were made with light materials like piano wire, lumber and fabric.
8. The New Zealand government bought Boeing's seaplanes and asked them to give their pilots flight training.
9. Boeing's Model 40 was designed to carry passengers as well as freight.
10. Boeing's company built a lot of bombers during the World War II.

問2 本文中の(①)～(⑤)にあてはまる最も適当な語をa～dから選んでその記号を解答用紙に記入しなさい。

1. (a. as b. of c. for d. at)
2. (a. after b. only c. if d. but)
3. (a. for b. to c. in d. from)
4. (a. in b. on c. at d. to)
5. (a. and b. for c. to d. in)

問3 下線部を日本語にして、解答用紙に記入しなさい。

2 次の1~5の英文の空欄に入れるのに最も適当な語を下のa~dから選んで、その記号を解答用紙に記入しなさい。

1. My sister is younger than you () two years.
a. of b. for c. by d. as
2. He had to leave home early so () to be in time for the meeting.
a. as b. much c. that d. not
3. Because of his illness the writer could not go through () the work.
a. for b. with c. in d. upon
4. It was () that we decided to have a picnic.
a. a such fine day b. such fine day
c. such a fine day d. such fine a day
5. He does not care what () think of him.
a. others b. the other c. another d. other

3 次の英文の下線部a~dの中には誤りが1個あります。その記号を解答用紙に記入しなさい。

1. She was waiting for long when he came.
a b c d
2. Please return this to me when you will have done with it.
a b c d
3. The house where George Washington was born in is open to the public.
a b c d
4. We could not afford buying such an expensive sport car.
a b c d
5. We lived here for the last ten years.
a b c d

4 次の日本文の意味になるように()内の語を並べ替え、並べ替えた単語の中で2番目と4番目に来る語を記号で解答用紙に記入しなさい。カンマは省略。

1. 山田さんは暗闇で何か白いものを見ました。

Mr. Yamada (a. something b. saw c. in d. the e. dark f. white).

2. 健康よりも大切なものはありません。

(a. important b. our c. is d. than e. nothing f. health g. more).

3. お待たせして申し訳ありません。

Sorry (a. you b. to c. have d. waiting e. kept).

4. バスは10分後に出発します。

The bus (a. ten b. will c. in d. minutes e. leaving f. be).

5. 今日は昨日よりもずっと寒い。

It (a. much b. is c. today d. than e. colder) yesterday.

5 次の各会話文の下線部に最も適したものを a ~ d の中から選び, その記号を解答用紙に記入しなさい。

1. A: Dad, can you drive me to school after breakfast?
B: Sorry, I can't. _____.
 - a. I have to leave now
 - b. I won't be eating
 - c. I don't like driving
 - d. I'll be waiting in the car

2. A: I am very hungry.
B: OK. _____?
A: What about Chinese.
 - a. When do you feel hungry
 - b. What would you like to eat
 - c. Where did you have lunch
 - d. Which do you like better

3. A: _____ do you play tennis after school?
B: Maybe once a week.
 - a. How many
 - b. How much
 - c. How often
 - d. How far

4. A: How did you like the party last night?
B: _____
 - a. I wanted to drink
 - b. I would like to have some sandwich
 - c. It was great
 - d. It was a birthday party for Kim

5. A: What does your father do?
B: _____
 - a. He goes fishing every Sunday
 - b. He likes playing tennis very much
 - c. He takes a walk in the park
 - d. He runs a convenience store

解答例

1 問1

1	2	3	4	5	6	7	8	9	10
×	×	×			×		×		

問2

①	②	③	④	⑤
a	b	a	d	c

問3 このビジネスはユナイテッド航空の乗客輸送部門となった。第二次世界大戦中、この会社(ボーイング社)はB-17のような爆撃機を何百機も製造した。

2

1	2	3	4	5
c	a	b	c	a

3

1	2	3	4	5
a	c	b	b	a

4

	2 番目	4 番目
1	a	c
2	c	a
3	c	a
4	f	c
5	a	c

5

1	2	3	4	5
a	b	c	c	d

1.7.4 一般試験(社会福祉学科)

入学試験問題

英語 I・II

(社会福祉学科)

本学会場

平成21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 次の英文を読んで以下の質問に答えなさい。

Coca-Cola was invented in 1886 by J. S. Pemberton in Atlanta, Georgia. He himself did not die rich, however, Pemberton's secret formula made in Atlanta alone (①) least a thousand (②) millionaires. Many people wanted to create another best-selling drink. C. D. Bradham in North Carolina was one of them. He tries to mix up several different flavored sodas. In 1898 he created a new cola (③) sugar, vanilla, oils, cola nuts and other ingredients in *carbonated water. As it became popular among his friends, he decided to sell it as a medicine (④) *dyspepsia. He took the middle letters of "dyspepsia" and named the drink "Pepsi." Like Coca-Cola, Bradham sold his Pepsi syrup to operators of soda shops. The soda shop operators added soda water and ice then sold the Pepsi-Cola to customers. Ten years (⑤) inventing, Bradham was producing over four millions of liters of syrup a year. After his death, Pepsi-Cola began to compete vigorously against Coca-Cola. The war between Coca-Cola and Pepsi-Cola is still going on. Pepsi-Cola bought some fast food restaurants, like Taco Bell and Pizza Hut. Of course these restaurants became major sellers of Pepsi-Cola. It is said even in the White House, vending machines of Coca-Cola and Pepsi-Cola change when President changes.

*carbonated: 炭酸入りの

*dyspepsia: 消化不良

問1 次の1～10の文が本文の内容にあっていれば○を、そうでなければ×を解答用紙に記入しなさい。

1. J. S. Pemberton became very rich when he made Coca-Cola.
2. Only in Atlanta, a thousand of people who bought the formula of Coca-Cola became millionaires.
3. C. D. Bradham wanted to make a best-selling drink like Coca-Cola.
4. C. D. Bradham created a new carbonated soft drink by mixing some different ingredients like sugar, vanilla, and cola nuts.
5. Bradham's friends did not like his new drink at first.
6. Bradham sold his new drink as a medicine named Pepsi.
7. In ten years, Bradham was selling more than four million liters of Pepsi syrup a year.
8. Bradham told his company people to compete against Coca-Cola.
9. The war between Coca-Cola and Pepsi-Cola ended when Bradham died.
10. Pepsi-Cola bought some fast food restaurants to make them sell Pepsi-Cola.

問2 本文中の(①)～(⑤)にあてはまる最も適当な語を a～d から選んでその記号を解答用紙に記入しなさい。

1. (a. at b. to c. in d. of)
2. (a. at b. of c. for d. after)
3. (a. with b. of c. in d. and)
4. (a. for b. at c. to d. in)
5. (a. after b. later c. since d. through)

問3 下線部を日本語にして、解答用紙に記入しなさい。

4 次の日本語の意味になるように()内の語を並べ替え、並べ替えた単語の中で2番目と4番目に来る語を記号で解答用紙に記入しなさい。カンマは省略。

1. ネルソンは息子を有名な作家の名をとってジェームズと名づけました。

Nelson (a. after b. son c. writer d. a e. named f. his g. famous h. James).

2. 残念ながら彼女は試験には合格できないと思います。

I (a. pass b. not c. afraid d. she e. to f. be g. will h. that i. able j. am) the examination.

3. こうして私は彼と知り合いになったのです。

This (a. I b. know c. came d. him e. is f. to g. how).

4. 私は日曜日にはいつも家にいるとは限りません。

I (a. Sundays b. on c. home d. am e. at f. always g. not).

5. 私は忙しくてめったに釣りに行くことができません。

I am (a. that b. so c. go d. seldom e. busy f. I g. fishing).

5 次の各会話文の下線部に最も適したものを a ~ d の中から選び, その記号を解答用紙に記入しなさい。

1. A: Ken, why didn't you come to my class yesterday?
B: _____.
a. I had a fever
b. I thought I didn't
c. I didn't know where to go
d. I wanted to see you
2. A: I have been to Spain three times.
B: _____.
A: Three years ago.
a. Do you want to go there again
b. How long did you stay there
c. When was the last time you went
d. How often do you go there
3. A: Excuse me. _____ to the nearest bus stop?
B: Not more than half a mile.
a. How far is it
b. How far does it take
c. How long does it take
d. How long is it
4. A: Excuse me. My suitcase has not come out yet.
B: OK. Let me check. _____?
a. How long are you going to stay here
b. Can you tell me what it looks like
c. How much did you have inside
d. What is it
5. A: _____?
B: It's a very nice day here.
a. How's the weather there
b. When do you play tennis there
c. Do you have a good time there
d. Is it a good place

解答例

1 問1

1	2	3	4	5	6	7	8	9	10
×				×			×	×	

問2

①	②	③	④	⑤
a	b	a	a	a

問3 ホワイト・ハウスでさも，大統領が変わるとコカ・コーラの自動販売機とペプシ・コーラの自動販売機が代わると言われている。

2

1	2	3	4	5
d	a	b	c	a

3

1	2	3	4	5
b	d	b	b	c

4

	2 番目	4 番目
1	f	h
2	c	d
3	g	c
4	g	e
5	e	f

5

1	2	3	4	5
a	c	a	b	a

1.7.5 一般後期(看護学科・リハビリテーション学科・社会福祉学科)

入学試験問題

英語 I・II

(後期日程)

看護学科・リハビリテーション学科・社会福祉学科

平成21年3月8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 次の英文を読んで以下の質問に答えなさい。

Do you know where the name Frisbee comes from? The name Frisbee came the name Frisbie Pie Company in Connecticut. They were making pie plates that students used to fly. Early in the 20th century, college students used to fly tin pie plates. They turned them *upside down and threw them (①) the air. Soon they learned how to spin the plates in order (②) fly them well. It was not easy to make them fly straight and the pie plates (③) bent easily. There was a man watching students enjoy throwing tin pie plates back (④) forth. He made a similar shape out of plastic. He tried with many different shapes and found a shape that would fly well. He named it Frisbee by changing just a letter from the name Frisbie. The Frisbie has been in use for more than a half century in every part (⑤) the world. Now the popularity of the Frisbee is not limited among college students. When you visit the National Frisbee Festival held on the grass just in front of the *Washington Monument, you will see people of all age groups enjoying themselves with the Frisbee. This festival is held in early September and is the largest *noncompetitive festival in the U.S.A.

*upside down: 上下をさかさまにして

*Washington Monument: ワシントン・モーニュメント

*noncompetitive: 非競技の, 競争でない

問1 次の1～10の文が本文の内容にあっていれば○を、そうでなければ×を解答用紙に記入しなさい。

1. The name Frisbee came from its inventor.
2. The Frisbee was made by a college student in Connecticut.
3. College students used to fly pie plates early in the 20th century.
4. The pie plates did not fly straight.
5. Students learned to spin the plates to fly them far.
6. Students turned the pie plates upside down when they flew them.
7. Students bought a lot of pie to get pie plates.
8. The Frisbee has been popular especially among the old people.
9. A man who had been watching the students fly pie plates made many different shapes with plastic and found a good shape to fly.
10. Today not only college students but also people of all age groups enjoy Frisbee.

問2 本文中の(①)～(⑤)にあてはまる最も適当な語を a～d から選んでその記号を解答用紙に記入しなさい。

1. (a. to b. through c. of d. on)
2. (a. to b. of c. for d. at)
3. (a. had b. have c. were d. are)
4. (a. and b. to c. in d. or)
5. (a. to b. from c. through d. of)

問3 下線部を日本語にして、解答用紙に記入しなさい。

2 次の1~5の英文の空欄に入れるのに最も適当な語を下のa~dから選んで、その記号を解答用紙に記入しなさい。

- His uncle has been in () as a lawyer for more than fifteen years.
a. exercise b. duty c. performance d. practice
- Did he paint his bike pink () purpose?
a. in b. on c. of d. with
- My father was in his () when my younger brother was born.
a. fifties b. fiftieth c. fifty years d. fifty
- A young volunteer repaired () chairs and desks.
a. the broken b. the breaking c. to be broken d. to breaking
- This car reminds me () the one which my father used to drive.
a. to b. of c. for 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。その記号を解答用紙に記入しなさい。

- At first I could hard recognized him as I haven't seen him for many years.
a b c d
- The population of that country was very few.
a b c d
- Kathy told me that she has never been to Europe.
a b c d
- There is something wrong with my car engine. It needs to repair.
a b c d
- She had her hair cutting last week.
a b c d

4 次の日本文の意味になるように()内の語を並べ替え、並べ替えた単語の中で2番目と4番目に来る語を記号で解答用紙に記入しなさい。カンマは省略。

1. 彼は成長して立派な科学者になりました。

He (a. be b. up c. a d. scientist e. to f. fine g. grew).

2. 彼女は休暇のための十分なお金をためるために一生懸命に働きました。

She worked hard (a. holiday b. save c. in order d. enough e. for f. a g. to h. money).

3. 遅く着いたので、私たちには座る椅子がありませんでした。

As we got there late, there (a. on b. was c. sit d. no e. for f. chair g. to h. us).

4. 私たちは霧の中で迷ったみたいです。

It (a. the b. got c. that d. lost e. in f. we g. seems h. fog).

5. 例外なしの規則はありません。

There (a. no b. some c. is d. has e. rule f. exceptions g. but).

5 次の各会話文の下線部に最も適したものを a~d の中から選び, その記号を解答用紙に記入しなさい。

1. A: Excuse me. _____?
B: You are here on the Elm Street.
 - a. Can you tell when you go to the Elm Street
 - b. How long does it take to the Elm Street
 - c. Can you tell me where we are on the map
 - d. Could you show me the way
2. A: OK, students, please pass your homework to the front.
B: I'm sorry, Mr. Smith. _____.
 - a. I would not pass it
 - b. I could not finish it
 - c. I cannot tell you why
 - d. I won't bring it tomorrow
3. A: Ken, I am getting hungry. _____?
B: Yes. Should we try that Chinese restaurant?
 - a. Do you want to go and eat lunch
 - b. Do you want me to go shopping
 - c. What would you like for lunch
 - d. What should we drink
4. A: Where is Nancy?
B: She has been talking on the phone _____ at eight o'clock.
 - a. since
 - b. since her
 - c. since she came home
 - d. since she had come home
5. A: You don't want dinner?
B: _____. I have a stomach ache.
 - a. Yes, please
 - b. Yes. Thank you
 - c. No. Thank you
 - d. No. I never have

解答例

1 問1

1	2	3	4	5	6	7	8	9	10
×	×					×	×		

問2

①	②	③	④	⑤
b	a	c	a	d

問3 ワシントン・モニュメントのすぐ前の芝生で開催されるフリスビー全国大会を訪れると、あらゆる世代の人々がフリスビーを楽しんでいるのがわかるでしょう。

2

1	2	3	4	5
d	b	a	a	b

3

1	2	3	4	5
b	d	b	d	c

4

	2 番目	4 番目
1	b	a
2	g	d
3	d	e
4	c	b
5	a	g

5

1	2	3	4	5
c	b	a	c	c

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(1)~(10)の英文に入る最も適切な語句を(ア)~(エ)の中からひとつずつ選び、その記号を解答欄に書きなさい。

- (1) Under the new government proposal, heavy taxes will be _____ on luxury goods.
(ア) disposed (イ) exposed (ウ) imposed (エ) transposed
- (2) The computer is _____ of completing in seconds what once took people weeks to do by hand.
(ア) enabled (イ) capable (ウ) possible (エ) flexible
- (3) The speech left everyone in the _____ as to what the president would actually do about the problem.
(ア) rain (イ) shadow (ウ) light (エ) dark
- (4) Sooner or later, we'll have to _____ of this old air conditioner. It's starting to make strange noises.
(ア) catch sight (イ) make fun (ウ) take hold (エ) get rid
- (5) Harrison _____ fame as an actor through his first adventure movie.
(ア) admired (イ) accepted (ウ) gained (エ) caught
- (6) The electricity in our house was _____ yesterday because we hadn't paid the bill for six months.
(ア) pulled out (イ) set down (ウ) taken back (エ) cut off
- (7) Cocoa is a key _____ in making chocolate-chip cookies.
(ア) recipe (イ) technique (ウ) ingredient (エ) aspect
- (8) Would you please _____ the line for a second? I'll transfer your call.
(ア) hold (イ) hand (ウ) keep (エ) continue
- (9) Your plan may be excellent, but whether it will be _____ or not will depend on how much money is available.
(ア) potential (イ) particular (ウ) prospective (エ) practicable
- (10) You're in my _____! I can't see the TV.
(ア) direction (イ) course (ウ) front (エ) way

II 次の(1)~(10)の英文に入る最も適切な語句を(ア)~(エ)の中からひとつずつ選び、その記号を解答欄に書きなさい。

- (1) After the accident, the car doors _____ open. So the driver had to climb out through the window.
(ア) hadn't (イ) won't (ウ) shouldn't (エ) wouldn't
- (2) I'm not going to the concert tonight, and my sister isn't _____.
(ア) too (イ) either (ウ) neither (エ) also
- (3) In the famous play *Romeo and Juliet*, Romeo, _____ that Juliet is dead, decides to kill himself.
(ア) believed (イ) has believed (ウ) to believe (エ) believing
- (4) It wasn't _____ Koji said that annoyed me, but the way he said it.
(ア) what (イ) as (ウ) that (エ) which
- (5) Ichiro noticed that _____ crowd had gathered around the entrance to the baseball stadium.
(ア) large (イ) a large (ウ) many (エ) a great many
- (6) Mr. Honda is quick to make good decisions, and that's why he is _____ his colleagues.
(ア) looking up to by (イ) looked up by
(ウ) looked up to by (エ) looked up to
- (7) The cause of the power breakdown last week _____ a complete mystery.
(ア) keeps (イ) leaves (ウ) stops (エ) remains
- (8) Yumi went out with her boyfriend and hadn't come home by midnight, _____ made her parents worry.
(ア) which (イ) that (ウ) what (エ) it
- (9) Be sure to keep the receipt for your new jeans. Otherwise, you _____ be able to exchange them.
(ア) should not (イ) may hardly (ウ) must not (エ) might not
- (10) I saw the glasses I thought I had lost _____ on my bed.
(ア) lying (イ) lay (ウ) laying (エ) lies

III 次の英文中の (1) ~ (10) に入る最も適切な語句を下の語群の中から選びなさい。また動詞は時制に注意して、必要ならば適切な語形に直してから解答欄に書き入れなさい。

Last year I decided to go on a (1)_____. I wanted to lie in the sun and swim in the sea for a (2)_____. I went on my own, so I called a hotel and (3)_____ a (4)_____ room. My (5)_____ was very early in the morning. While I was waiting in the (6)_____ after checking in, I (7)_____ myself a (8)_____ so that I could read about the area I was going to. I put it in my (9)_____ so that I could look at it on the plane. Actually, I finished reading it before (10)_____ — we had to wait two hours before we could leave because the pilot was ill.

beach holiday	book	buy	change	departure lounge
flight	guidebook	hand luggage	single	take-off

IV 次の英文の意味が通るように (1) ~ (10) の () 内の語句を、必要ならば適切な語形に直してから解答欄に書き入れなさい。

Advanced Communications

It's amazing. Only a few years ago most people (1)(can / not) even use a computer. Now they use the (2)(incredible) technology every day of their (3)(life). If they want to send videos to each other, they can send them by mobile phone and now they (4)(be able to) buy a mobile phone plays all their music. And for several years now, thanks to the Internet, people (5)(be able to) work from home. Many parents like being able to spend more time with their children and many would (6)(love) to be able to give up (7)(go) to the office (8)(complete). There's no problem with the technology. Even now, we can get all the information we (9)(need) online and we can communicate with anyone we (10)(want) to at the press of a button.

V 次の英文中の (1) ~ (10) に入る最も適切な語句を下の語群の中から選び、その記号を解答欄に書きなさい。

Thanksgiving Day is a very special day for people in the United States of America. They celebrate Thanksgiving Day on the last (1)_____ in November. Canadians also celebrate Thanksgiving Day, but they do so on the second Monday of October. In Britain, where this festival is known as the Harvest Festival, people (2)_____ it in September.

A harvest is the fruits that one takes from the trees and the crops that one takes from the (3)_____. In North America, Europe and Britain harvest time for most fruits and crops is in the fall. In these countries, and other Christian (4)_____, people give thanks to God on a special day of the year. They thank God for their prosperity and for their good harvest.

The first Thanksgiving service in North America took place on December 4, 1619 when 38 English people arrived in the new country. They held this service not to thank God for the harvest, but to thank God for their safe journey. The next year, many more English people (5)_____. Fortunately, even though the winter was bad, the harvest was (6)_____ and so there was an abundant supply of (7)_____. They decided to celebrate with a feast to which about 90 Indians also came. Everyone ate at tables outside their houses and (8)_____ games together. The festival continued three days.

From that time on, a Thanksgiving Day celebration has been held every (9)_____, though not always on the same day of the year. Nowadays North Americans around the world gather with their (10)_____ on this day to eat good food, have a happy time, and give thanks to God.

(adapted form *New Century Readers*, by Ken Method, Heater Jones and Naomi Waterman. Macmillan Languagehouse. 2000.)

prosperity financial well-being

hold a service to have a religious ceremony

abundant plentiful, more than enough

feast a big meal for many people

(ア) arrived	(イ) celebrate	(ウ) families	(エ) food	(オ) good
(カ) ground	(キ) places	(ク) played	(ケ) Thursday	(コ) year

VI 次の会話文を読み、下の設問に英語で答えなさい。

Carol: This is a lovely house!

Martha: Thank you, Carol. We call it home.

Carol: It's very close to work, isn't it?

Martha: Yes, it is. I always walk to work even when it rains!

Carol: I usually take the bus. It takes so long!

Martha: How long does it take?

Carol: Oh, it takes about 20 minutes.

Martha: That's a long time. Well, have some cake.

Carol: (taking a bite of some cake) This is delicious! Do you bake all of your own cakes?

Martha: Yes, I usually bake something on the weekend. I like having sweets in the house.

Carol: You bake well!

Martha: Thank you, it's nothing really.

Carol: I never cook. I'm just hopeless. My husband, David, usually does all the cooking.

Martha: Do you often go out to eat?

Carol: Yes, when he doesn't have time to cook, we go out to eat somewhere.

Martha: There are some nice restaurants in the city.

Carol: Too many! You can eat at a different restaurant every day. Monday–Chinese, Tuesday–Italian, Wednesday–Mexican, and on and on...

- (1) Who does the cooking in Carol's house?
- (2) What are the two women doing while having this conversation?
- (3) Why does Martha like to bake?
- (4) Where does this conversation take place?
- (5) When do Carol and David go out to eat?

解答例

(得点は合計点 90 点を 100 点に換算したもの)

I (1 点 × 10 = 10 点)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
ウ	イ	エ	エ	ウ	エ	ウ	ア	エ	エ

II (1 点 × 10 = 10 点)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
エ	イ	エ	ア	イ	ウ	エ	ア	エ	ア

III (2 点 × 10 = 20 点)

(1)	beach holiday	(6)	departure lounge
(2)	change	(7)	bought
(3)	booked	(8)	guidebook
(4)	single	(9)	hand luggage
(5)	flight	(10)	take-off

IV (2 点 × 10 = 20 点)

(1)	couldn't / could not	(6)	love
(2)	most incredible	(7)	going
(3)	lives	(8)	completely
(4)	are able to	(9)	need
(5)	have been able to	(10)	want

V (2 点 × 10 = 20 点)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
ケ	イ	カ	キ	ア	オ	エ	ク	コ	ウ

VI (2 点 × 5 = 10 点)

(1)	David / Carol's husband / her husband
(2)	eating cake
(3)	She likes having sweets in the house.
(4)	Martha's home
(5)	when David doesn't have time to cook

1.8.2 一般I期試験 70分

I 次の(1)~(10)の英文に入る最も適切な語句を(ア)~(エ)の中からひとつずつ選び、その記号を解答欄に書きなさい。

- (1) You should _____ to Ms. Kato for your rude behavior the other day. She was very hurt by it.
(ア) permit (イ) express (ウ) apologize (エ) explain
- (2) Miki returned home early from school with a _____ headache.
(ア) severe (イ) strict (ウ) heavy (エ) hard
- (3) Mr. Roberts is a famous designer, and in his _____ long skirts will be in fashion this fall.
(ア) opinion (イ) voice (ウ) order (エ) point
- (4) Every day many people _____ up in front of this restaurant during lunchtime.
(ア) line (イ) make (ウ) pass (エ) take
- (5) At home we have three televisions. One of them is a small _____ television, so we can easily move it into whichever room we choose.
(ア) visible (イ) reversible (ウ) portable (エ) considerable
- (6) They moved their bags to make _____ on the bench for the elderly lady to sit down.
(ア) chair (イ) seat (ウ) room (エ) spot
- (7) Our teacher always tells us that keeping _____ with world events by reading the newspaper is very important.
(ア) up (イ) to (ウ) on (エ) out
- (8) Since Takashi has made several important errors, his teammates have lost all _____ in his ability to lead their team.
(ア) preference (イ) innocence (ウ) confidence (エ) independence
- (9) Please let us know at least two weeks _____ if you are going to cancel the trip.
(ア) on demand (イ) in advance (ウ) on time (エ) to the front
- (10) The police were _____ of Simpson's alibi because someone saw him near the crime scene.
(ア) ambiguous (イ) cautious (ウ) suspicious (エ) confusing

II 次の(1)～(10)の英文に入る最も適切な語句を(ア)～(エ)の中からひとつずつ選び、その記号を解答欄に書きなさい。

- (1) The children played by _____ in the park while their mothers watched.
(ア) them (イ) themselves (ウ) it (エ) itself
- (2) This is a dangerous intersection. Last night there was _____ car accident.
(ア) another (イ) other (ウ) the other (エ) others
- (3) We _____ use our credit card at the store because their computers weren't working.
(ア) shouldn't (イ) ought not (ウ) wouldn't (エ) couldn't
- (4) Professor Higgins has _____ for his students outside of class.
(ア) a time (イ) times (ウ) some times (エ) a lot of time
- (5) Yuki, this is the restaurant _____ your mother and I had our first date.
(ア) when (イ) where (ウ) which (エ) what
- (6) Please don't sit on the bench. It _____ just five minutes ago.
(ア) was painted (イ) has painted
(ウ) had painted (エ) had been painted
- (7) _____ Daisuke's plan to go to Spain after graduation, I asked him if he would go to England with me.
(ア) Not to know (イ) Not known
(ウ) Not knowing (エ) Neither knowing
- (8) The baseball game _____ at 1:30 if it hadn't started raining.
(ア) would have begun (イ) had to begin
(ウ) would begin (エ) had begun
- (9) Tomoko used to _____ breakfast every morning, but now she just prepares hot coffee.
(ア) making (イ) make (ウ) have made (エ) be making
- (10) Koji lent me a digital camera, but I didn't know how to use it, and _____ my father.
(ア) either did (イ) so did (ウ) neither did (エ) so didn't

III 次の英文中の (1) ~ (10) に入る最も適切な語句を下の語群の中から選びなさい。
また動詞は時制に注意して、適切な語形に直してから解答欄に書き入れなさい。

I was out shopping when I remembered I was supposed to call my friend about going out that evening. I looked everywhere for a (1)_____ phone, but couldn't find one anywhere. Then I remembered I had my (2)_____ phone in my bag. The first few times I called it was (3)_____. I thought she was probably talking to her boyfriend. They're always calling each other. The next time I tried there was no (4)_____, so I left a (5)_____ on the answering (6)_____, telling her to call me. I waited and waited, but she didn't call, so I tried again. Finally someone (7)_____ up the phone and said "Hello." "Could I speak to Yoko, please?" I asked. "Who's (8)_____, please?" the person asked. "It's Mayumi," I said. Then to my surprise, he just said, "Sorry, I think you've got the (9)_____ number." And then he just (10)_____.

answer	call	engaged	hang up	machine
message	mobile	pick	public	wrong

IV 次の会話文の意味が通じるように (1) ~ (10) の () 内の動詞を適切な時制に直し、解答欄に書き入れなさい。

A: Do you do much traveling?

B: Yes, I like to travel.

A: What countries have you visited?

B: Well, I (1)(be) in India, Turkey, Afghanistan, and Nepal, among others.

A: I (2)(be / never) in any of those countries. when (3)(be / you) in India?

B: Two years ago. I (4)(visit / also) many of the countries in Central America.

I (5)(take) a tour of Central America about six years ago.

A: Which countries (6)(visit / you)?

B: Guatemala, El Salvador, Honduras, and Nicaragua.

A: I (7)(want / always) to travel to other countries, but I (8)(have / not) the opportunity to travel extensively. I (9)(go) to England six years ago, but I (10)(go / not) anywhere since then.

V 次の英文中の (1) ~ (10) に入る最も適切な語句を下の語群の中から選び、その記号を解答欄に書きなさい。

McDonald's

There were two McDonalds – Mac and Dick. They were brothers. In 1948 they owned a restaurant in California, USA. They liked working in the restaurant, but they got tired of (1)_____ ordering so many different things to eat.

“If we gave customers a smaller menu, we could prepare some of the (2)_____ in advance and they wouldn't have to (3)_____ so long for their meals,” said one of the brothers. The other brother (4)_____ and added. “If we made the customers come to the counter, we wouldn't need any waiters or waitresses. We could also use disposable plates so that there wouldn't be any washing any washing-up.

These were such good ideas that the brothers used them, and the customers were very pleased. They got their meals (5)_____ — in less than a minute — and paid only 15 cents for hamburgers and 10 cents for fries. The first McDonald's restaurant had no seats for customers to sit on. This meant that people had to take their food away and that no one had to (6)_____ any tables after them.

Then a man called Ray Kroc came to see the brothers. He wanted to purchase their (7)_____. They agreed to sell it to him for US\$27 million. After that, people paid Ray Kroc for the right to open their own restaurants using the McDonald's (8)_____. Before long there were McDonald's restaurants throughout the United States, and (9)_____ they are all over the world — even in China and Russia.

McDonald's restaurants are (10)_____ because children enjoy going to them. They give out toys and games and children like the food.

(adapted from *New Century Readers*, by Ken Method, Heater Jones and Naomi Waterman. Macmillan Languagehouse. 2000.)

disposal designed to be thrown away after use

(ア) agreed	(イ) business	(ウ) clean up	(エ) customers
(オ) food	(カ) name and menu	(キ) nowadays	(ク) quickly
(ケ) successful	(コ) wait		

VI 次の会話文を読み、下の設問に英語で答えなさい。

(on the telephone)

Stephen: Hello, Matthew. This is Stephen.

Matthew: Hi Stephen! Good to hear your voice. It's been a while.

Stephen: Yes, we haven't spoken with each other for two or three months.

Matthew: Yeah.

Stephen: Guess what? I'll be in Seattle next month. I'm calling to see if you and I can meet while I'm there in town.

Matthew: Really? What days will you be here?

Stephen: I'll arrive on the evening of the 11th and depart on the 15th. I'll have meetings in the daytime, but will be free in the evenings. What do you think?

Matthew: Let's definitely meet. I'll check my schedule right now. Just a moment, please. (*after a few seconds*) Well, I can be available any evening. By the way, where do you plan to stay in Seattle?

Stephen: Probably in a hotel near the airport.

Matthew: I have an idea. Why don't you stay with us? My family will be glad to have you here. I can pick you up at the airport when you arrive. Send me the details of your flights via email, OK?

Stephen: Sounds great! I'll send my flight plan later today.

Matthew: Sorry. I've got to go right now. I'll call you back this evening. We can talk more then, OK?

Stephen: Alright. Call me at home. I'll talk with you later, Matthew.

Matthew: Yes. Bye, Stephen.

- (1) What days does Stephen plan to be in Seattle?
- (2) How will Stephen travel to Seattle?
- (3) Why will Stephen be in Seattle?
- (4) How long has it been since Matthew and Stephen last spoke with each other?
- (5) When do they plan to speak with each other next?

解答例

(得点は合計点 90 点を 100 点に換算したもの)

I (1 点 × 10 = 10 点)

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

II (1 点 × 10 = 10 点)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
イ	ア	エ	エ	イ	ア	ウ	ア	イ	ウ

III (2 点 × 10 = 20 点)

(1)	public	(6)	machine
(2)	mobile	(7)	picked
(3)	engaged	(8)	calling
(4)	answer	(9)	wrong
(5)	message	(10)	hung up

IV (2 点 × 10 = 20 点)

(1)	have been	(6)	did you visit
(2)	have never been	(7)	have always wanted
(3)	were you	(8)	haven't had
(4)	have also visited / also visited	(9)	went
(5)	took	(10)	haven't gone

V (2 点 × 10 = 20 点)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
エ	オ	コ	ア	ク	ウ	イ	カ	キ	ケ

VI (2 点 × 5 = 10 点)

(1)	the 11th through 15th
(2)	by air / by plane
(3)	He will have meetings.
(4)	two or three months
(5)	this evening

1.8.3 一般II期試験 70分

I 次の(1)~(10)の英文に入る最も適切な語句を(ア)~(エ)の中からひとつずつ選び、その記号を解答欄に書きなさい。

- (1) I like my new apartment because it's very _____ to the station.
(ア) brief (イ) short (ウ) near (エ) close
- (2) In the advanced English course at this college, students must take progress tests at monthly _____.
(ア) lengths (イ) intervals (ウ) distances (エ) gaps
- (3) Please _____ your cigarette before you enter the museum.
(ア) keep off (イ) put out (ウ) turn off (エ) wipe out
- (4) _____ out this form and hand it to the receptionist. And please don't forget to sign it.
(ア) Keep (イ) Fill (ウ) Set (エ) Put
- (5) Icy roads were the main _____ of many traffic accidents in the past.
(ア) cause (イ) reason (ウ) concept (エ) motivation
- (6) Kenji and Yuko are talking _____ a cup of coffee in the cafeteria.
(ア) with (イ) in (ウ) over (エ) on
- (7) We were planning to go bowling last night, but everyone was tired, so we _____ up watching a movie at home instead.
(ア) made (イ) went (ウ) looked (エ) ended
- (8) After the doctor wrote out the _____, I went to the pharmacy to pick up the medicine.
(ア) prescription (イ) preparation (ウ) presentation (エ) precaution
- (9) A visit to Korea would certainly be _____ to anyone studying Korean.
(ア) cautious (イ) serious (ウ) official (エ) beneficial
- (10) Naomi helped me with my homework all day yesterday, so in _____ I took her to lunch this afternoon.
(ア) charge (イ) return (ウ) particular (エ) advance

III 次の英文中の(1)～(10)に入る最も適切な語句を下の語群の中から選んで解答欄に書き入れなさい。

Health and Fitness

Do you feel good? Are you fit and (1)_____? Maybe you think you are too fat and need to (2)_____. Or maybe you are too thin need to (3)_____. Here is some advice for you. First of all, it is important not to do things that are (4)_____ — so, give up smoking or try to smoke less, do not drink too much alcohol or go to bed too late. If you have an (5)_____ lifestyle, try to change some of the things you do — do things that are (6)_____. Make sure you eat a (7)_____, including plenty of fresh fruit and vegetables. Do plenty of (8)_____ to (9)_____ — go running or join your local gym. If you are very (10)_____, though, you should start with just a little swimming.

bad for you	exercise	good for you	healthy	healthy diet
keep fit	lose weight	put on weight	unfit	unhealthy

IV 次の英文の意味が通るように(1)～(10)の()内の語句を、必要ならば適切な語形に直し、解答欄に書き入れなさい。

Last night I promised (1)(take) Sachiko out for her birthday and she said she'd (2)(like) to go for a meal at the jazz club. Normally I hate (3)(eat) in places like that but the food there is very good. We wanted to sit outside but it didn't stop (4)(rain) all evening.

I forgot (5)(tell) you that Sachiko and I are (6)(hope) to get (7)(marry) soon. She's waiting (8)(hear) about a new job before we (9)(decide) on a day. I can't help (10)(feel) a bit worried about marriage, though. I like my freedom!

V 次の英文中の (1) ~ (10) に入る最も適切な語句を下の語群の中から選び、その記号を解答欄に書きなさい。

Alfred Nobel was a Swedish chemist who lived from 1833 to 1896. Alfred and his brother made explosives, but in 1864 there was an accident in their laboratory and Alfred's brother was killed. This brought about Nobel's (1)_____ to spend his life trying to make explosives (2)_____ to use.

One of the strongest explosives in those days was nitroglycerine. It looks like only water and is very dangerous to use or even carry. Nobel wanted to study nitroglycerine in order to make it safer, but the Swedish (3)_____ banned him from making any more explosives in his laboratory because it was too dangerous. Nobel came up with the idea of taking the nitroglycerine out on a (4)_____ in the middle of a lake and working with it there.

When Nobel wanted to take the nitroglycerine from one place to (5)_____, he put it into small boxes. Then he put all of the small boxes inside a (6)_____ box made of clay. Through experiments, he got the idea of mixing clay with nitroglycerine so that it would absorb the oil and make the nitroglycerine safer. He called this new (7)_____ dynamite.

Dynamite was very profitable. Alfred Nobel made and sold so much of it that he became a very (8)_____ man. In his will he left a lot of his money to the Swedish Academy of Arts and Science. He wanted the money to be used to give (9)_____ to people who excelled in their work. The academy called them Nobel Prizes. Nobel also wanted one of the prizes to be given to people who work for peace because he hated (10)_____. Some very famous people have won the Nobel Peace Prize, such as Martin Luther King, Jr. in 1964 and Nelson Mandela in 1993.

(adapted from *New Century Readers*, by Ken Method, Heater Jones and Naomi Waterman. Macmillan Languagehouse. 2000.)

nitroglycerine a chemical used to make a powerful liquid explosive

ban to say that something must not be done

excel to do something very well

(ア) another	(イ) boat	(ウ) decision	(エ) explosive	(オ) government
(カ) larger	(キ) prizes	(ク) rich	(ケ) safer	(コ) war

VI 次の会話文を読み、下の設問の答えとして最も適切なものを(ア)~(ウ)の中からひとつずつ選び、その記号を解答欄に書きなさい。

(two friends talking)

Angie: Congratulations on your new job, Chris!

Chris: Thanks, Angie. To tell you the truth, I'm not so sure I like working.

Angie: Why do you say that? Last year you wanted to get out of university!

Chris: I know, but that was last year. Now, it's just work, work, work. I work hard all day, almost every day.

Angie: Oh, come on. Don't complain. You're making a good salary now. Last year, you didn't make anything.

Chris: Right. Now, I have money, a nice apartment and a car. However, I don't have time to enjoy it all.

Angie: It can't be all that bad.

Chris: No, of course it isn't. I still have my weekends.

Angie: So tell me, what do you miss about university?

Chris: I used to go to parties. I stayed up late talking with friends...

Angie: You can go to parties now, and you can stay up late.

Chris: Right, but then I'm tired at work. I can't do that. I have to be serious about things.

Angie: I think you are too serious about everything.

Chris: That's easy for you to say, you are still at university.

Angie: Yes, but I don't have a job.

Chris: Would you like to change places with me?

Angie: Oh, come on Chris. It isn't all that bad.

Chris: Hmm...

(1) Who is still at university?

(ア) Chris

(イ) Angie

(ウ) Chris' friends

(2) What does Chris miss about university?

(ア) The interesting lectures

(イ) Staying up late and partying

(ウ) The excellent salary

(3) Why does Angie congratulate Chris?

(ア) On graduating from university

(イ) On getting a new job

(ウ) On getting a promotion

- (4) When did Chris get a new job?
 (ア) Last year (イ) This year (ウ) Next year
- (5) What does Chris complain about?
 (ア) He doesn't have time to enjoy his success.
 (イ) He doesn't get paid enough.
 (ウ) He has no bicycle.

解答例

(得点は合計点 90 点を 100 点に換算したもの)

I (1 点 × 10 = 10 点)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
エ	イ	イ	イ	ア	ウ	エ	ア	エ	イ

II (1 点 × 10 = 10 点)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
ウ	ア	エ	エ	エ	エ	ア	イ	ア	ア

III (2 点 × 10 = 20 点)

(1)	healthy	(6)	good for you
(2)	lose weight	(7)	healthy diet
(3)	put on weight	(8)	exercise
(4)	bad for you	(9)	keep fit
(5)	unhealthy	(10)	unfit

IV (2 点 × 10 = 20 点)

(1)	to take	(6)	hoping
(2)	like	(7)	married
(3)	eating	(8)	to hear
(4)	raining	(9)	decide
(5)	to tell	(10)	feeling

V (2 点 × 10 = 20 点)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
ウ	ケ	オ	イ	ア	カ	エ	ク	キ	コ

VI (2 点 × 5 = 10 点)

(1)	(2)	(3)	(4)	(5)
イ	イ	イ	イ	ア

1.9 尚綱大学

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。

Twenty years ago, Britain was far from a 24-hour society. People often complained of the inconvenience of shops closing at 5:30 p.m. and not opening on Sundays. Visitors from other countries were often amazed that, by law, pubs had to close by 11 p.m. Few people worked after 5:30 p.m., and the average adult slept almost nine hours per night.

(1) This has changed dramatically in recent years. Many supermarkets are now open all night, and pubs often stay open all day. At the same time, overtime has become common in many industries. As working hours increased, people began to sleep less. Some researchers at the time said that five hours' sleep a night was sufficient. Many people began to think of sleep as a waste of time. Some tries to follow the example of the former Prime Minister Margaret Thatcher, who was famous for sleeping only four hours a night.

The latest research has shown that the current national average of seven hours' sleep may not be enough. (2) Scientists now say seven hours result in a slight, temporary drop in mental abilities. Furthermore, over a period of time the consequences of sleep loss can be quite serious. Nearly 25% of road accidents are caused by drivers falling asleep. The explosion of the U.S. space shuttle Challenger in 1986 has been blamed on a lack of sleep among technical staff.

Sleep, it now appears, is important for the maintenance of mental health. A few companies are taking (3) this into account and providing rooms where employees can sleep for short periods when they are too tired to work efficiently. A new organization, the British Sleep Foundation, was also set up recently to help draw attention to the problems caused by lack of sleep. (4) Sleep should not be seen as a waste but as a friend, say the organization's founders.

1. 下線部 (1) について、This が指し示す具体例を日本語で二つ挙げなさい。
2. 下線部 (2) を日本語に直しなさい。
3. 下線部 (3) について、this が指し示す内容を日本語で述べなさい。
4. 下線部 (4) 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。

Clerk: Good evening. May I help you?

Guest: Yes. ① I would like to check in.

Clerk: Certainly. May I have your name, please?

Guest: Yuko Takagi.

Clerk: Okay. One moment, please. ⁽¹⁾You reserved a double room—is that correct?

Guest: Yes. By the way, what is the room rate?

Clerk: ② And how will you be paying for the room?

Guest: Do you take Visa?

Clerk: Yes, we do.

Guest: Umm...do I pay now or at check-out?

Clerk: You can pay later. ③

Guest: ⁽²⁾Sure. Here you go.

Clerk: Thank you. You're on the 9th floor, in room 907. ④

Guest: Thank you.

Clerk: You're welcome. Enjoy your stay!

1. 下線部の ① ~ ④ に入る最も適切な文を、(ア) ~ (ク) の中から一つずつ選び、記号で答えなさい。

- (ア) Do I need a reservation?
- (イ) Would you fill in this form, please?
- (ウ) That is \$90 every day.
- (エ) Here's your key.
- (オ) It's \$90 per night.
- (カ) Could you please give me your credit card?
- (キ) Do you need two keys?
- (ク) I have a reservation.

2. 下線部 (1) と (2) を日本語に直しなさい。

III. 次の英文の()に入る最も適切なものを(ア)~(エ)より選び、記号で答えなさい。

- () my husband has lived in England for a long time, he cannot speak very well.
(ア) However (イ) Although (ウ) Nevertheless (エ) Because
- Susan told me that she () rather go downtown for shopping.
(ア) would (イ) could (ウ) must (エ) might
- Hiroshi () in America for five years when Arnold Schwarzenegger was elected Governor of California.
(ア) would be (イ) had been (ウ) has been (エ) will have been
- I'm in a hurry. There's () time left for me to finish my painting.
(ア) little (イ) many (ウ) quite a little (エ) few
- Mary is a bookworm. I hear there are () two thousand books in her library.
(ア) at most (イ) no more than
(ウ) not less than (エ) not more than

IV. 次の英文の()に入る最も適切な語を(ア)~(エ)より選び、記号で答えなさい。

- Our flight was delayed due () the strong wind.
(ア) about (イ) for (ウ) from (エ) to
- I am economically independent () my parents though we live together.
(ア) for (イ) in (ウ) of (エ) on
- He is indifferent () clothes but particular about food.
(ア) about (イ) for (ウ) from (エ) to
- The best cure () a cold is to drink a lot of liquids and get much rest.
(ア) for (イ) from (ウ) of (エ) to
- Our coach called us () a loud voice.
(ア) at (イ) by (ウ) in (エ) of

V. 次の英語による説明は、()内のアルファベットで始まる単語の定義です。その単語を解答欄に記入しなさい。

1. (h)
an institution for the care and treatment of the sick and injured
2. (b)
a pathway across a stream, river or road
3. (m)
a person who is the leader of a town or city
4. (t)
a building or room fitted with a stage or screen and rows of seats for spectators
5. (y)
a pleasure ship used solely for its owner's personal purpose

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. 彼は2年前どこで英語を教えていたと思いますか。
_____ two years ago?
2. どう言ったらよいかわからなかったので、彼女は黙っていた。
_____ to say, she _____.

解答例

- I. 1. ● 店が夕方の5時半には閉まって、日曜日には開かない。
● 5時半以降働く人はほとんどいない。
2. 現在科学者達は、1日に7時間の睡眠では精神的能力が少し一時的に減退すると言っている。
3. 睡眠が精神面の健康を維持するのに重要であるということ。
4. 睡眠は浪費ではなくて味方であると見なされるべきであると、その団体の創設者達は言っています。

II. 1.

①	②	③	④
ク	オ	カ	工

2. (1) ダブルの部屋を予約しておられました。間違いありませんか。
(2) もちろん。はいどうぞ。

III.

1	2	3	4	5
イ	ア	イ	ア	ウ

IV.

1	2	3	4	5
工	ウ	工	ア	ウ

V. 1. hospital 2. bridge 3. mayor 4. theater 5. yacht

- VI. 1. Where do you think he taught English two years ago?
2. Not knowing what to say, she remained silent.

1.9.2 第2回一般試験 60分

- I. 次の英文はある新聞の相談コーナーに対する相談者からの投稿と、それに対する相談者の回答です。英文を読み、問いに答えなさい。

Dear Troubleshooter:

I am (A) about my mother, who is in her 80s and lives alone. Her neighbor is a kind person, and he always is helpful to my mother. (B) to my mother, the neighbor asked her to lend him 500,000 yen this summer. As he always was helpful to her, she was not able to say no and lent him 500,000 yen. She thought it would be the first and (C) time she would lend him money. Although he paid the money as (D), he asked her for money again, and she lent it. His wife is apparently unaware of this. I'm (A) that the matter may lead to trouble in the future. Since it involves a lot of money, it is causing headaches to my mother, who (E) on a person.

F, Nara Prefecture

Dear Ms. F:

To (F) money trouble, it is very important for your mother to never lend him money again. But she may not be able to refuse his requests since she is at an advanced age. I (G) that you take care of her bank book and hanako seal for the time being. This will make it easier for her to say no to her neighbor's loan requests by saying she has no money at hand. You also need to tell his (H) about your mother lending him money. Although a wife has no legal responsibility to pay her husband's debts, her awareness of the fact will make it easier for your mother to get paid back. You can also use a system in which you act as your mother's guardian at her choice. Under this system, an elderly person can choose someone they (I) to take care of their assets. For more (J), contact the legal advisers at your local municipal office.

Sachiyo Dohi, lawyer

(Adapted from and edited "TROUBLESHOOTER",
DAILY YOMIURI ONLINE, Oct. 31, 2008)

注) asset 資産

1. 文脈を考慮し、文章中 (A) ~ (J) に入る最も適する語を選択肢から選び、記号で答えなさい。選択肢は一度しか使えず、文頭にくるものもすべて小文字で示しています。

(ア) according	(イ) avoid	(ウ) information	(エ) last
(オ) lives	(カ) promised	(キ) recommend	(ク) trust
(ケ) wife	(コ) worried		

2. 次の各文について、文章の内容と一致するものには を、異なるものには×を記入しなさい。

- (1) 男性の妻には夫の借金を代わりに返済する法的な義務がある。
- (2) 男性の妻は夫の借金のことを知っている。
- (3) 相談者の母親は世話になっている男性からの頼みを断りにくい。
- (4) 相談者の母親は最後に男性に50万円を貸した。
- (5) 回答者は後見人を選任する制度を紹介している。

II. 次の1~5に示された定義を持つイディオムを下の選択肢より選び、記号で答えなさい。

1. to accept work, responsibility, etc.
2. to prevent the expression of feelings, tears, etc.
3. to fulfill a promise, duty, etc.
4. to use all one's supplies and have no more
5. to fail to include

(ア) leave out (イ) take on (ウ) run out of (エ) hold back
(オ) do away with (カ) carry out (キ) give in to

III. 次の各文の()に入る最も適切なものを、(ア)~(ウ)の中から一つずつ選び、記号で答えなさい。

1. The computer is () of completing in seconds what once took people weeks to do by hand.
(ア) capable (イ) enabled (ウ) possible
2. After his father died, Robert () on the family business by himself.
(ア) ran (イ) carried (ウ) turned
3. Don't () your temper, Jim. I was only trying to give you some friendly advice.
(ア) forgot (イ) fall (ウ) lose
4. Please don't () to contact me if you need any further information.
(ア) mind (イ) hesitate (ウ) pause
5. My CD player suddenly () after I used it at the beach for a couple of days.
(ア) broke down (イ) broke up (ウ) broke in

IV. 次の会話文の下線部に入る最も適当なものを，(ア)～(コ)の中から一つずつ選び，記号で答えなさい。

At a travel store in Tokyo

Travel agent: Good morning. ①

Customer: I'd like to buy a round-trip airplane ticket to Tokyo, please.

Travel agent: Okay. When would you like to go?

Customer: March 20 if possible

Travel agent: And when would you like to return?

Customer: I want to stay three nights and four days. ②

Travel agent: Okay. The cheapest flight we have is with ANA. ③

Customer: That's fine. Can you make a reservation for me for around 10 a.m.?

Travel agent: Certainly. ④

Customer: Around 8 p.m.

Travel agent: All right. ⑤

Customer: Jeff Smith.

Travel agent: Thank you. Okay, Mr. Smith. Your tickets should be ready for you to pick up tomorrow.

Customer: ⑥

Travel agent: You're welcome. ⑦

Customer: You too!

(ア) And what time would you like to return?

(イ) The round-trip fare is ¥34,000.

(ウ) Come back again soon.

(エ) Thank you for your help!

(オ) So March 23, please.

(カ) What can I do for you?

(キ) How long would you like to stay?

(ク) Could I have your name, please?

(ケ) Please make it for March 24.

(コ) Have a nice day!

V. A群のそれぞれの英語に続く最も適当なものをB群から一つずつ選び、記号で答えなさい。

(A) 群

1. It is no use
2. I asked him
3. The problem is too difficult
4. This circle is one-third
5. It is natural that

(B) 群

- (ア) as large a that one.
- (イ) whoever talks with Tom.
- (ウ) giving her lectures.
- (エ) whether he would sell his car.
- (オ) she should get angry at her friend.
- (カ) as many as twenty people.
- (キ) for me to deal with.

VI. 日本文とほぼ同じ意味になるように()内の語を並べかえて、英文を完成させなさい。

1. 旅行者が市内を移動する手段は地下鉄が一番です。

The subway (tourists, the, for, around, is, get, way, to, best) the city.

2. 明日返してくれるなら、私の車を使っていいですよ。

You (long, you, can, it, as, as, use, me, car, to, my, return) tomorrow.

3. 私は何を注文すべきか決めるのに長い時間がかかりました。

It (time, decide, order, me, long, took, what, a, to, to)

解答例

I. 1.

A	B	C	D	E	F	G	H	I	J
コ	ア	エ	カ	オ	イ	キ	ケ	ク	ウ

2.

1	2	3	4	5
×	×		×	

II.

1	2	3	4	5
イ	エ	カ	ウ	ア

III.

1	2	3	4	5
ア	イ	ウ	イ	ア

IV.

1	2	3	4	5	6	7
カ	オ	イ	ア	ク	エ	コ

V.

1	2	3	4	5
ウ	エ	キ	ア	オ

- VI. 1. The subway (is the best way for the tourists to get around) the city.
 2. You (can use my car as long as you return it to me) tomorrow.
 3. It (took me a long time to decide what to order).

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。

Everyone knows that happy feelings are good for our minds and bodies. (A) In fact, people who live a happy, positive life are generally healthier and live longer than those who live a sad, negative life.

What is happiness and how can we achieve it?

Many people think wealth makes us happier. Indeed, not having sufficient money can cause unhappiness to some extent, but it has been shown that there is no significant relationship between how much money a person earns and whether he or she feels good about life. In the past, having a good educational background seemed to guarantee a happy life, but today people realize that advanced education cannot always lead to a happy life.

Being young, beautiful, and healthy seems to be an important factor of happiness. Yet some studies show that older people are generally more satisfied with their lives than the young. Research also suggests that beautiful or healthy people are not always happier than those without (B) such advantages.

Most of us would be happy to have a job, but (C) when people are forced to work with less freedom and more responsibilities, they are not happy. Friends and family are also an important factor of happiness. A study shows that those students with the highest levels of happiness have stronger ties to friends and family.

After all, happiness depends on how good a person feels about life and how well he or she manages his or her emotions.

1. 下線部 (A) と (C) を日本語に直しなさい。
2. 下線部 (B) が指す内容を日本語で説明しなさい。
3. 文の内容と一致するものには 、一致しないものには を解答欄に書き入れなさい。
 - (1) 経済力と幸福は密接な相関関係がある。
 - (2) どの調査でも、健康は幸せになるために最も大切な要因であるという結果がでた。
 - (3) 高い教育を受けたほうが幸せな人生を送ることができる。
 - (4) お年寄りの満足度は若い人の満足度より一般的に高いという調査結果がある。
 - (5) 幸せは自分の感情をうまくコントロールできるかどうかにかかっている。

II. 次の会話文を読んで、問いに答えなさい。

A few minutes later...

Customer: Excuse me. I'm looking ① a shirt.

Salesperson: What kind of shirt are you interested ②

Customer: Short-sleeved.

Salesperson: Okay. This one is ③ sale for only ¥3,000.

Customer: Hmm... (1) can I try it on?

Salesperson: Sure. The dressing room is ④ there.

At a travel store

Salesperson: Well, what do you think?

Customer: I really like it. But I'm only a student, so it's a bit expensive for me.

Salesperson: I understand. What would you say if I could it to you ⑤ ¥2,500?

Customer: That would be so great! (2) I'll take it!

1. ①～⑤の空欄に入る最も適切な前置詞を次の選択肢の中から選びなさい。ただし、何回使用してもかまいません。

for / in / over / by / on

2. 下線部(1)と(2)を日本語に直しなさい。

III. 左端の語と下線部の発音が同じものをひとつ選び、記号で答えなさい。

1. youth (ア) food (イ) southern (ウ) ounce (エ) wool

2. warm (ア) hall (イ) work (ウ) worm (エ) star

3. horizon (ア) image (イ) tiny (ウ) hymn (エ) region

4. breast (ア) weapon (イ) fever (ウ) steak (エ) decent

5. drown (ア) crow (イ) aunt (ウ) foul (エ) only

IV. 日本文の意味に合うように、下線部にあるアルファベットで始まる単語を書きなさい。

1. トムは僕の2倍の友人を持っている。
Tom has t _____ as many friends as I have.
2. 明日電話をくれるんだよね。
You will c _____ me up tomorrow, won't you?
3. トムはそこに行かなかったし、ビルも行かなかった。
Tom did not go there, n _____ did Bill.
4. 私は冗談を言う気になれない。
I don't feel l _____ joking.
5. 私の兄を紹介します。
Let me i _____ my brother to you.

V. 次の各文の()に入る最も適切な語を選択肢より選び、記号で答えなさい。

1. How () has your sister lived in London?
(ア) many (イ) far (ウ) long
2. They were going to build a cottage, but () up on the plan.
(ア) took (イ) gave (ウ) made
3. Do these red shoes () with the dress?
(ア) go (イ) run (ウ) walk
4. You should () away from coffee.
(ア) leave (イ) start (ウ) stay
5. Something is () with the computer.
(ア) bad (イ) ill (ウ) wrong

VI. 次の各文の下線部に選択肢の語を入れて英文を完成させなさい。

1. How much _____ _____ _____ _____ _____ highway bus from here?
[by cost Fukuoka it me to would]
2. Please _____ _____ _____ _____ _____ you.
[come convenient for here is it whenever]

解答例

I. 1. (A) 実際，幸せで積極的な生活を送っている人々は，一般に悲しい消極的な生活を送っている人々よりも健康で長生きする．

(C) 自由が少なく，責任の多い仕事をせざるを得ない時には，幸せではない．

2. 美しいという利点と健康であるという利点

3.

1	2	3	4	5
×	×	×		

II. 1. ① for ② in ③ on ④ over ⑤ for

2. (1) これを試着してもよろしいですか．

(2) これをもらいます．

III.

1	2	3	4	5
ア	ア	イ	ア	ウ

1. youth [ju:θ]

(ア) food [fu:d] (イ) southern [sáðərn] (ウ) ounce [auns]

(工) wool [wul]

2. warm [wɔ:rm]

(ア) hall [hɔ:l] (イ) work [wɔ:rk] (ウ) worm [wɔ:rm] (工) star [stá:r]

3. horizon [hɔ:raiz(ə)n]

(ア) image [ímiç] (イ) tiny [táini] (ウ) hymn [hím] (工) region [rí:ç(ə)n]

4. breast [brést]

(ア) weapon [wépən] (イ) fever [fí:və] (ウ) steak [stéik]

(工) decent [dís(ə)nt]

5. drown [dráun]

(ア) crow [kráun] (イ) aunt [ænt/ɑ:nt] (ウ) foul [fául] (工) only [óunli]

IV. 1. twice 2. call 3. nor 4. like 5. introduce

V.

1	2	3	4	5
ウ	イ	ア	ウ	ウ

VI. 1. How much would it cost me to Fukuoka by highway bus from here?

2. Please come here whenever it is convenient for you.

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。

It is the 7th Duchess of Bedford, Anna Russell, who is usually famous for introducing afternoon tea to England in 1830. Because of the 'sinking feeling' and boredom she felt during the endless wait between lunch and dinner, the Duchess began inviting friends to her private room at Woburn Abbey at 5 p.m. several times a week to enjoy tea. (1) Soon she began serving small cakes, sandwiches, and various sweets with the tea as well. And the afternoon Tea was born.

The Duchess' meals became so popular amongst her upper class friends that soon virtually everyone began hosting their own afternoon tea in order to appear socially acceptable. A common pattern of service soon began to emerge. The first pot of tea was made in the kitchen and carried to the lady of the house, who was waiting with her guests in her parlor or sitting room surrounded by fine porcelain and tasty treats. The tea was kept warm by setting it on a small stand positioned over a candle flame. (2) Eventually, the tradition of English tea came to center around conversation and the drink rather than the food.

1. 下線部(1)と(2)を日本語に直しなさい。
2. ベッドフォード7世公爵夫人が友人達をお茶に招いた最初のきっかけは何ですか。日本語で説明しなさい。
3. どのような人たちがどのような理由でアフタヌーンティーを模倣したのか、日本語で説明しなさい。

II. 次の会話文の下線部に入る最も適当なものを、(ア)~(ク)の中から一つずつ選び、記号で答えなさい。

On the phone

Restaurant: Hello. This is the Olive Garden. ①

Customer: Yes, I'd like to reserve a table for 8 p.m this Friday night.

Restaurant: Certainly. ②

Customer: Four

Restaurant: Okay. Would you like a smoking or non-smoking table?

Customer: Definitely non-smoking, please.

Restaurant: Okay. ③

Customer: Sure. My name is John Smith.

Restaurant: Thank you Mr. Smith. ④ We'll see you on Friday night.

Customer: Okay, sounds good. Thank you for your help.

Restaurant: No problem. ⑤

Customer: You too! Goodbye.

Restaurant: Goodbye.

(ア) Have a nice day.

(イ) It was nice meeting you.

(ウ) Your reservation has been made.

(エ) How may I help you?

(オ) Could you make a reservation for me?

(カ) Could I have your name, please?

(キ) See you later!

(ク) How many will there be in your party?

III. 次の(ア)~(エ)の単語のうち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. (ア) breathe (イ) worthy (ウ) smooth (エ) width
2. (ア) loose (イ) news (ウ) cosmos (エ) advise
3. (ア) arch (イ) ache (ウ) scholar (エ) chaos
4. (ア) rouge (イ) ratio (ウ) measure (エ) vision
5. (ア) stopped (イ) wicked (ウ) laughed (エ) touched

IV. A群のそれぞれの英語に続く最も適当なものをB群から一つずつ選び、記号で答えなさい。

(A)群

1. Either come in
2. It has been five years
3. He looks
4. The teacher kept me
5. He asked me

(B)群

- (ア) as if he were ill.
- (イ) since he left school.
- (ウ) to wash the dishes by his mother.
- (エ) enough money to study abroad.
- (オ) when to start the work.
- (カ) or go out.
- (キ) standing there of an hour.

V. 次の各文の()内から正しいものを選び、記号で答えなさい。

1. The train left Kumamoto Station on time, (ア arrive イ arriving ウ arrived) at Fukuoka Station without delay.
2. He doesn't like (ア being treated イ be treated ウ be treat) like a child.
3. Be careful not to have your foot (ア step イ stepped ウ stepping) on in a crowded streetcar.
4. If it had not rained, the night game (ア was not イ has not been ウ would not have been) called off.
5. He is not aware of (ア to have made イ having made ウ being made) a careless mistake.

VI. 次の日本語を英文に書き換えなさい。

1. 「いつ会いに行ったらいい？」
「夕方ならいつでもいいよ。」
2. ジム (Jim) は日本に来る前に3年間日本語を勉強していました。

解答例

- I. 1. (1) まもなく彼女は、お茶と一緒に、ケーキ、サンドウィッチそしてさまざまな甘い物もまた出し始めました。
 (2) 最終的に英国茶の伝統が会話の中心となり、食べ物よりはむしろ飲み物が会話の中心となった。
 2. 昼食と夕食の間を感じられる気分の落ち込みと退屈さ
 3. 上流階級の人々が社会的に受け入れられる存在として見られるのが目的

II.

①	②	③	④	⑤
エ	ク	カ	ウ	ア

III.

1	2	3	4	5
エ	ア	ア	イ	イ

1. (ア) breathe [brí:ð] (イ) worthy [wó:rði] (ウ) smooth [smu:ð]
 (エ) width [wídθ/wítθ]
 2. (ア) loose [lú:s] (イ) news [n(j)uz] (ウ) cosmos [kázmas/kózməs]
 (エ) advise [ədvaíz]
 3. (ア) arch [a:rʃ] (イ) ache [éik] (ウ) scholar [skálər/skólə]
 (エ) chaos [kéias/-əs]
 4. (ア) rouge [rú:ʒ] (イ) ratio [réiʃou/-ʃiou] (ウ) measure [méʒər]
 (エ) vision [víʒ(ə)n]

IV.

1	2	3	4	5
カ	イ	ア	キ	オ

V.

1	2	3	4	5
イ	ア	イ	ウ	イ

- VI. 1. “When can I come and see you?”
 “Any time in the evening.”
 2. Jim had been studying Japanese for three years before he came to Japan.

1.10 熊本県立技術短期大学校

1.10.1 一般入学試験 60分

英語I(60分)

平成21年2月8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認すること。
- 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。
 (* 印の語は注を参照しなさい。)

For the producers of certain forms of entertainment, the Internet offers the opportunity to reach a huge audience as (ア) as maximize* profits. It is not surprising, therefore, that more and more people are taking advantage of the Internet to get their voice (イ) in public.

In 1996 Dan Schultz and Scott Wirkus, frustrated at the lack of opportunity to work in AM and FM radio, started broadcasting their own Internet radio show from the basement of an old retirement home. These days the *Dan and Scott Show* airs to a US audience of 100,000 on a talk-radio website. This site is different from the hundreds of AM and FM radio stations that simultaneously* broadcast their programs on the Web. It is totally independent (ウ) any influence from corporate bosses or the US government.

Thousands of unpublished writers in the US are also turning to the Internet, CD-ROMs and new devices (e.g. the e-book), as potential outlets* for their work. Melisse Shapiro put her novel, *Lip Service*, on the Web in 1998, after it was rejected by several publishers. ⁽¹⁾She wanted to get a few thousand readers so she could show publishers that she had a fan. After promoting the book on woman-friendly websites and selling 150 downloadable copies at US\$9.95 each, she printed 3,000 paperback copies. ⁽²⁾These were sold by Amazon.com and *Lip Service* was so popular that she soon got a contract with Pocket Books, which made her the first online author to get a book contract. She now has a contract with Pocket Books for her next novel.

Successful writers can also make a lot of money on the Web. Stephen King demonstrated ⁽³⁾this when he released his most recent short story, *Riding the Bullet*, only on the Internet. More than 500,000 people downloaded it on the first day. He expects to make US\$450,000 from Internet sales of his e-book instead of the US\$10,000 he would have made by selling it to a traditional publishing outlet.

So, what does this mean for other forms of entertainment? Will they all make the same move to the Internet in the future? Will simple pleasures (エ) as browsing* in a bookstore, going to the movies or even watching a baseball game soon become activities of the past?

- (注) maximize 最大にする simultaneously 同時に outlet 販売路
 browsing 商品を眺める

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. much | 2. many | 3. well | 4. good |
| (イ) | 1. heard | 2. hear | 3. hearing | 4. to hear |
| (ウ) | 1. of | 2. from | 3. in | 4. to |
| (エ) | 1. so | 2. like | 3. of | 4. such |

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つ選び、その番号を解答欄に記入しなさい。

- (2)
1. downloadable copies
 2. paperback copies
 3. woman-friendly websites
- (3)
1. Stephen King's most recent short story
 2. publishing a book
 3. making a lot of money on the Web

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. 彼女は自分に執筆という楽しみがあるということを出版社に示せるように、数千もの読者を得たかった。
2. 彼女が数千の読者を得たかったのは、自分(の本)にはファンがいるということを出社に示すためだった。
3. 彼女は数千の読者を得ることができ、その結果、自分(の本)にはファンがいるということを出社に示すことができた。

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. Dan Schultz and Scott Wirkus のラジオ番組は、AM、FM ラジオ局からしか放送しない他の多くのラジオ番組とは異なっていた。
2. インターネット上でしか自分の本を公開できない作家は、本を CD-ROM にして売り出した。
3. Melisse Shapiro は、著書の *Lip Service* が非常に人気が出たため、ネット上で作品を出す作家としては初めて出版社と契約を結べた作家である。
4. 本屋で本を眺めたり、映画に行ったり、野球観戦したりといった行為は、これからどんどんなくなっていくであろう。

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。

ア. When () English, I usually use a Japanese-English dictionary.

1. talked 2. told 3. speaking 4. telling

イ. Our lost dog is now () taken care of.

1. be 2. being 3. been 4. are

ウ. I believe his illness has nothing to do () what we did two days ago.

1. with 2. to 3. for 4. from

エ. The fact () Tom and I met her brother is true.

1. who 2. whom 3. what 4. that

オ. Could you tell me () I can sit?

1. where 2. who 3. that 4. what

カ. When they got up in the morning, Nancy and I () already left their room.

1. have 2. has 3. are 4. had

キ. This is an important point () which you all need to pay attention.

1. from 2. for 3. to 4. in

ク. Steven and I watched an () movie last night.

1. excite 2. exciting 3. excites 4. excited

ケ. Baseball is () popular than football in our school.

1. better 2. best 3. more 4. most

コ. We could trust him () he had never lied to us.

1. but 2. because 3. although 4. however

3. 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しなさい。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) この湖で泳ぐのは危険だと思う。

I (ア) that (イ) is dangerous (ウ) (エ) in this (オ).

1. lake 2. it 3. that 4. to
5. swim 6. swimming 7. think 8. for

- (2) 先日、私の友人が環境問題について話をしてくれた。

Yesterday, my (ア) told (イ) (ウ) (エ) (オ).

1. environmental 2. about 3. to 4. from
5. pollution 6. friend 7. problems 8. me

- (3) そこにいる限り、君はやりたりことを続けられるよ。

As (ア) (イ) (ウ) are there, you can (エ) to do (オ) you want to do.

1. long 2. where 3. keep 4. continue
5. what 6. as 7. you 8. how

- (4) 外国の料理のなかにも、日本の料理と同じくらい健康的なものがたくさんある。

Many (ア) of (イ) (ウ) are as (エ) (オ) Japanese dishes.

1. countries 2. dishes 3. as 4. foreign
5. same 6. health 7. domestic 8. healthy

- (5) 田中先生によると、この道路は3日間雪で覆われているそうだ。

(ア) to Mr. Tanaka, this road (イ) (ウ) (エ) with snow (オ) three days.

1. covering 2. have 3. being 4. been
5. for 6. has 7. according 8. covered

解答例

1. A. (ア) 3 (イ) 1 (ウ) 1 (エ) 4

B. (2) 2 (3) 3

C. 2

D. 1

2.

ア	イ	ウ	エ	オ	カ	キ	ク	ケ	コ
3	2	1	4	1	4	3	2	3	2

3. (1)

ア	イ	ウ	エ	オ
7	2	4	5	1

(2)

ア	イ	ウ	エ	オ
6	8	2	1	7

(3)

ア	イ	ウ	エ	オ
1	6	7	4	5

(4)

ア	イ	ウ	エ	オ
2	4	1	8	3

(5)

ア	イ	ウ	エ	オ
7	6	4	8	5

第 2 章 医療系

本書に掲載した平成 21 年度 (2009) 入学試験問題は次のとおりである。

本書に掲載した 2009 年度入学試験問題		
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)	I	11/1
西日本リハビリテーション学院 (一般)	I	12/20, 2/8
熊本労災看護専門学校 (一般)	I・II	1/22

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 (4 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。

The earth is unusual among the planets of the solar system in possessing a surface temperature that permits water to exist in all three states: liquid, solid, and gas. A number of worlds farther from the sun are essentially icy. Some have surface ice and may have liquid water underneath the surface, but all such outer worlds can have only traces of water vapor above the surface.

The earth is the only body in the solar system, as (a) as we know, to have oceans — vast collections of liquid water exposed to the atmosphere above. Actually, I should say ocean, because the Pacific, Atlantic, Indian, Arctic, and Antarctic oceans make up one connected body of salt water in which Europe-Asia-Africa, the American continents and smaller bodies (b) Antarctica and Australia can be considered islands.

(c) Large (① as ② is ③ and ④ it ⑤ wide), the ocean makes up only a little over 1/4,000 of the total mass of the earth. If we imagine the earth to be the size of a billiard ball, the ocean would only be an unnoticeable film of moisture on it. If you went down to the very deepest part of the ocean, you would only be 1/580 of the distance to the center of the earth — and (d) all the rest of the distance would be first rock and then metal.

(e) And yet (① means ② film ③ of ④ everything to us ⑤ that unnoticeable ⑥ moisture). The first forms of life originated there; and from the standpoint of quantity, the oceans still contain most of our planet's life. On land, life is restricted to within a few feet of the surface, though birds do make temporary journeys from this base. In the oceans, life permanently occupies the whole realm as deep as seven miles or more in some places.

And yet, until recent years, human beings have been as ignorant of the ocean depths and particularly of the ocean floor as if the ocean were located on *the planet Venus.

*the planet Venus:金星

問1 本文の第1段落の内容に即し、次の問いの答えとして最も適切なものを、①～④から一つ選びなさい。

According to the article, what makes the earth unique among the planets?

- ① It is made up of three types of materials.
- ② It has only insignificant amounts of water vapor.
- ③ It has water beneath the surface.
- ④ It has water in all three forms which it can take.

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 long
- ② soon
- ③ much
- ④ far

問3 第2段落の内容に即し、次の問いの答えとして最も適切なものを、①～④から一つ選びなさい。

Why does the author prefer the word ocean to oceans?

- ① Because of the vast collection of fresh water.
- ② Because all of the oceans are really united.
- ③ Because the atmosphere allows rain and snow to create large bodies of water.
- ④ Because the ocean depths provide unique forms of life.

問4 空所(b)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 alike
- ② similar
- ③ except
- ④ including

問5 下線部(c)が文脈に即し、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。

問6 下線部(c)が文脈に即し、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。

問7 第3段落において、筆者が「ビリヤードボール」の比喻を用いたのはなぜか、その理由として最も適当なものを、①～④から一つ選びなさい。

- ① 地球の中心がどこにあるか、分りやすく示すため。
- ② 最初の生命体がどのようにして発生したか、時間の流れを追って説明するため。
- ③ 膨大な量の海水でさえ、地球全体の質量と比較すれば、ほんの僅かであることを示すため。
- ④ 水分がどのようにして地表に影響を与えるか、説明するため。

問8 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 地球の中心に至る残りの距離
- ② 地殻活動が休止している期間
- ③ 海底までの長い距離を潜行するのに必要な休息
- ④ 地球に未だ採掘されずに残されている資源

問9 下線部(e)が文脈に即し、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。

問10 下線部(e)が文脈に即し、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。

問11 第4段落の内容に即し、次の問いの答えとして最も適当なものを、①～④から一つ選びなさい。

What is the main difference between life on land and life in the sea?

- ① Life on land inhabits all the surface areas of the earth.
- ② Life on land is independent of water.
- ③ Life in the sea is restricted to certain areas.
- ④ Life exists at all depths in the sea.

問 12 筆者は海洋の研究に関してどのように感じているか，最も適当なものを，①～④から一つ選びなさい。

- ① 他の天体に関する研究と同様に，判明していることは非常に少ない。
- ② 身近な海について知ることが，金星など他の天体の調査の発展にもつながるだろう。
- ③ 海に関する宇宙に関する研究により多くのことが分りつつある。
- ④ 宇宙の調査には巨額の費用がかかるので，まずは海の研究に労力，時間を費やすべきである。

【2】次の英文中の空所 [13] ~ [22] に入れるのに最も適当な語句を、それぞれの ① ~ ④ のうちから一つずつ選びなさい。

問 13 The straw seems to be bent at the place [13] it enters the water.

- ① that ② where ③ which ④ who

問 14 After a little more work she went to bed, [14] what she had done.

- ① enjoyed with ② pleased with
③ satisfying with ④ pleasing with

問 15 Unless pandas are protected, they face [15] of dying out.

- ① possible ② possibly ③ to be possible ④ the possibility

問 16 John didn't know how to [16] to his wife that he quit his job.

- ① tell ② ask ③ explain ④ request

問 17 We began to sail [17] the direction of the port.

- ① in ② to ③ for ④ with

問 18 The mountain guide walked at a steady [18].

- ① motion ② advance ③ movement ④ pace

問 19 Betty didn't seem [19] to join our project.

- ① against ② willing ③ positive ④ difficult

問 20 His intelligence and experience enabled him to [20] with the trouble.

- ① deal ② solve ③ treat ④ meet

問 21 California relies heavily on income from fruit crops, and [21].

- ① so does Florida ② Florida is as well
③ also is Florida ④ so is Florida

問 22 Please come and see me when [22].

- ① you are convenient ② it is convenient for you
③ it will be convenient for you ④ you will be convenient

【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 ~ ⑩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。また、語は全て原形で与えてある。)

The word “boycott” 23 from a person’s name. Captain Charles Boycott was an Englishman 24 lived in Ireland in 1880. At that time, Englishmen 25 much of the Irish farmland and many Irish farmers 26 rent to the English. Most often, these English landlords did not even 27 in Ireland and therefore used agents to 28 the rent. Captain Boycott was one 29 agent. As a form of protest against him, the Irish together 30 to pay him the rents, would not sell food or goods to his household, and would not speak to him and his family. Nowadays if one 31 a company, or even a whole nation, one is protesting against it and 32 to change it.

- ① boycott ② collect ③ come ④ who ⑤ hope
⑥ live ⑦ such ⑧ pay ⑨ refuse ⑩ own

解答例

【1】

1	2	3	4	5	6	7	8	9	10	11	12
④	④	②	④	①	②	③	①	③	①	④	①

【2】

13	14	15	16	17	18	19	20	21	22
②	②	④	③	①	④	②	①	①	②

【3】

23	24	25	26	27	28	29	30	31	32
③	④	⑩	⑧	⑥	②	⑦	⑨	①	⑤

問 4.5 Large (and wide as it is),

問 9.10 And yet (that unnoticeable film of moisture means everything to us).

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。

Perhaps the most complicated element of environment is space — the distance between people which creates the area they call their “territory.” Researchers have determined that most people have at least four different distances that have meaning for ⁽¹⁾them — intimate space, personal space, social space, and public space. Of course, the more friendly you are with people, the more comfortable you feel having them close to you when talking. The less well you know people, the more distance you put between you and them when speaking.

Your intimate space consists of up to eighteen inches (about 46 cm) of space between you and other people. It is the distance at which you feel comfortable communicating with members of your family and people you like very much or ⁽²⁾know very well. Violation of intimate space by strangers causes friction. Most people will be nervous around, or will back away from, others who get within the eighteen-inch range if they are not close friends or relatives.

To some extent, the precise boundary of intimate space is dictated by custom. For example, most Americans feel a need for more distance between one another when talking than do people from southern Europe or the Middle East. When you strike up a conversation with a stranger, you must be careful not to violate that person’s intimate space. Violation of intimate space is likely to make people uncomfortable and therefore will make communicating with them more difficult.

Your personal space consists of from eighteen inches to four feet (about 1.2 m) between you and other people. It is the distance at which you conduct most conversations with acquaintances. ⁽³⁾You want people to be close enough so that you can hear and see each other easily, but not so close that either of you feels uncomfortable.

Your social space consists of from four to twelve feet (about 3.6 m) between you and other people. It is the distance at which you carry on interviews and other fairly formal kinds of conversation. Your conversation with strangers at a party may be carried on at this distance.

Your ⁽⁴⁾public space consists of the area beyond twelve feet between you and other people. It is the distance at which you expect such types of communication as public speeches and oral readings ⁽⁵⁾to take place. Obviously, at this distance communication is general — not personal.

Remember that people are likely to treat space as territory. How do you deal with a person who invades your territory, or space? If you overreact, you are likely to

(6) make everyone involved even more uncomfortable. Instead, try describing your feelings to the person. For instance, if someone sets some books near yours on a library table in a way that violates your space, try either to (7) accept the situation or to explain your feelings. You might say something like “Could you move your books a little? Putting them there really makes me (8) feel crowded.”

How do you treat other people’s space? If you are insensitive to others’ territory, you are likely to make them behave defensively. A great deal of (9) human conflict results from invasion of space.

問1 下線部 (1) の表すものを，次の ①～④の中から1つ選び，マークしなさい。

1

- ① four different distances
- ② intimate space, personal space, social space, and public space
- ③ most people
- ④ Researchers

問2 下線部 (2) の主語は何か，次の ①～④の中から1つ選び，マークしなさい。

2

- ① members of your family
- ② people
- ③ you
- ④ your family and people

問3 下線部 (3) の内容を最もよく表しているものを，次の ①～④の中から1つ選び，マークしなさい。 3

- ① その距離は円滑な意志伝達が不可能になり，また互いに不快感を抱いてしまうくらいの距離である。
- ② その距離はコミュニケーションを容易にし，さらに互いに不快を感じないくらいの距離である。
- ③ その距離は意思疎通に多少の支障がでるくらいの距離であるが，そのために互いに決して不快感をもたないのである。
- ④ その距離は多少相手に不快感を与えてしまう距離ではあっても，自分の言いたいことは確実に伝達できるのである。

問4 下線部(4)の例として最も適当なものを、次の①～④の中から1つ選び、マークしなさい。

- ① a conversation with colleagues
- ② a job interview
- ③ a speech at a wedding reception
- ④ small talk between a married couple

問5 下線部(5)と同じ用法で用いられている不定詞を含む文を、次の①～④の中から1つ選び、マークしなさい。

- ① He is now looking for a bigger house to live in.
- ② I studied hard to pass the examination.
- ③ It is impossible to live without air.
- ④ We ordered him to leave immediately.

問6 下線部(6)の意味として最も適当なものを、次の①～④の中から1つ選び、マークしなさい。

- ① さらに関係のない人まで巻き込んでしまう
- ② まわりの人もさらに不快な気分にしてしまう
- ③ 注意された人はさらに気分を害してしまう
- ④ さらに注意した人の方が不快になってしまう

問7 下線部(7)と同様の意味を表すものを、次の①～④の中から1つ選び、マークしなさい。

- ① endure the circumstances patiently
- ② have another person warm the person
- ③ move away from the place
- ④ understand where the problem lies

問8 下線部(8)の意味として最も適当なものを、次の①～④の中から1つ選び、マークしなさい。

- ① disappointed ② encouraging ③ pleasant ④ uneasy

問9 下線部(9)の例として最も適当なものを、次の①～④の中から1つ選び、マークしなさい。

- ① 戦争 ② 宇宙開発 ③ 環境破壊 ④ ノイローゼ

問 10 本文の内容と一致するものを，次の①～④の中から1つ選び，マークしなさい。

- ① 自分が他人の空間を侵略していると感じたらすぐに謝る方がよい。
- ② 人との距離に関する感覚は個人によって少しずつ異なるので注意が必要である。
- ③ ある人と親しくなればなるほどその人と話すときの距離が近くなる傾向がある。
- ④ 初対面の人と会話を始めるときには，緊張感がとけるまでは心理的距離をある程度おいた方がよい。
- ⑤ パーティ会場で見知らぬ人に話しかけるときには，距離をあまりとり過ぎないようにすべきである。

【2】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 I shall you badly if you are going away.

- ① find ② miss ③ search ④ speak

問2 is to blame for the accident?

- ① Do you think who ② Who do you think
③ Whom do you think ④ Who do you know

問3 It was not until he had arrived home remembered his appointment with the doctor.

- ① when he ② and he ③ that he ④ he

問4 Strawberries are still available at a supermarket even though they are season now.

- ① out of ② beyond ③ over ④ without

問5 This new sports car is reaching speeds of 140 miles per hour.

- ① capable to ② capable of ③ able to ④ able of

問6 The police have arrested him, but he says that he has to do with the crime.

- ① anything ② everything ③ nothing ④ something

問7 After going over the plan, we decided finance.

- ① discussing ② discussing about
③ to discuss ④ to discuss about

問8 A: "What have you done with your car?"

B: "I had some engine trouble yesterday, so it is at the moment."

- ① being repaired ② having been repaired
③ having repaired ④ repaired

問9 Don't be so . My dog won't bite you.

- ① feared ② fearing ③ frightened ④ frightening

問10 You cannot write anything that will convince people you are convinced yourself.

- ① although ② then ③ therefore ④ unless

【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。

問1 私は母の誕生日に間に合うように帰ります。 ・
 I'll () (a) () () (b) () birthday.
 ① in ② for ③ time ④ be ⑤ Mother's ⑥ back

問2 彼は、我が家に勝るところはないとよく言っていた。 ・
 He used () (a) () () () (b) like home.
 ① say ② there ③ that ④ to ⑤ no place ⑥ is

問3 食べ物を頬張ったまま話をするのは無作法だ。 ・
 It is () (a) () (b) () () full.
 ① mouth ② to ③ with ④ bad manners ⑤ speak ⑥ your

問4 私はそんなことで叱られるのは嫌だ。 ・
 I () () (a) () (b) () a thing.
 ① being ② for ③ don't ④ such ⑤ scolded ⑥ like

解答例

【1】

1	2	3	4	5	6	7	8	9	10
②	③	②	③	④	②	①	④	①	③

【2】

11	12	13	14	15	16	17	18	19	20
②	②	③	①	②	③	③	①	③	④

【3】

21	22	23	24	25	26	27	28
⑥	②	①	⑤	②	③	⑥	②

問1 I'll be back in time for Mother's birthday.

問2 He used to say that there is no place like home.

問3 It is bad manners to speak with your mouth full.

問4 I don't like being scolded for such a thing.

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。

Why a language becomes a global language ⁽¹⁾has little to do with the number of people who speak it. It is much more to do with who those speakers are. Latin became an international language throughout the Roman Empire, but ⁽²⁾this was not because the Romans were more numerous than the people they conquered. They were simply more powerful. Later, when Roman military power declined, Latin remained for a millennium as the international language of education, ⁽³⁾thanks to a different sort of power — the religious power of Roman Catholicism.

There is also the closest of links between language dominance and economic, technological, and cultural power. Without a strong power-base, of whatever kind, no language can make progress as an international medium of communication. Language has no independent existence, living in some sort of mystical space ⁽⁴⁾apart from the people who speak it. Language exists only in the brains and mouths and ears and hands and eyes of its users. When they succeed on the international stage, their language succeeds. When they fail, their language fails.

This point may seem obvious, but it needs to be made, because over the years many popular and misleading beliefs have grown up about why a language should become internationally successful. It is quite common to hear people claim that an international language is an ideal model, on account of its literary qualities and clarity of expression. Hebrew, Greek, Latin, Arabic and French are among ⁽⁵⁾those which at various times have been praised in such terms, and English is no exception. It is often suggested, for example, that there must be something inherently beautiful or logical about the structure of English, in order to explain why it is now so widely used. “It has less grammar than other languages,” some have suggested. This is intended to mean that the language is grammatically not so complicated compared with other languages, so ⁽⁶⁾it must be easier to learn.

Such arguments are misconceived. Latin was once a major international language, despite the fact that it seems grammatically much more complicated. ⁽⁷⁾A language does not become global language because of its intrinsic structural properties, or because of the size of its vocabulary, or because it has been a vehicle of a great literature in the past, or because it was once associated with a great culture or religion. A language has traditionally become an international language for one chief reason: the power of its people — especially their political, economic, or military power.

問1 下線部(1)の意味に最も近いものを、次の①～④の中から1つ選び、マークしなさい。

- ① is not compatible with ② is not connected with
③ is not content with ④ is not important to

問2 下線部(2)の表すものを、次の①～④の中から1つ選び、マークしなさい。

- ① Why a language becomes a global language
② the number of people who speak it
③ who those speakers are
④ Latin became an international language throughout the Roman Empire

問3 下線部(3)の意味に最も近いものを、次の①～④の中から1つ選び、マークしなさい。

- ① owing to ② in gratitude to ③ in terms of ④ with respect to

問4 下線部(4)の意味に最も近いものを、次の①～④の中から1つ選び、マークしなさい。

- ① depending on ② distinct from ③ except for ④ independent of

問5 下線部(5)の表すものを、次の①～④の中から1つ選び、マークしなさい。

- ① languages ② popular and misleading beliefs
③ literary qualities ④ various times

問6 下線部(6)の表すものを、次の①～④の中から1つ選び、マークしなさい。

- ① English ② no exception
③ clarity of expression ④ an ideal model

問7 下線部(7)の意味に最も近いものを、次の①～④の中から1つ選び、マークしなさい。

- ① A language does not become a global language, for it has intrinsic structural problems.
- ② Because of its intrinsic structural properties, a language does not become a global language.
- ③ It is because of intrinsic properties that a language does not become a global language.
- ④ It is not because of intrinsic properties that a language becomes a global language.

問8 本文から判断して、ある言語が international language になる要因と思われるものを次の①～⑥から3つ選びなさい。 ・ ・

- ① the governmental power of its users' countries
- ② the strength of its users in the world trades
- ③ the large population of its users
- ④ the long tradition of literature it has produced
- ⑤ the military potential of the countries where it is used
- ⑥ the simplicity of its grammar

【2】 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 After a little more work she went to bed, what she had done.

- ① enjoyed with ② pleased with ③ satisfying with ④ pleasing with

問 2 Since we do not know the new machine at all, we can not imagine what it might be .

- ① alike ② like ③ similar ④ resemble

問 3 A: "Can you suggest a good hotel?"

B: "You could the Century. It's very nice."

- ① try ② stay ③ sleep ④ think

問 4 I have to go shopping as I don't have left.

- ① some bread ② a bread ③ any bread ④ the bread

問 5 I'd like to go shopping with you. Do you if I accompany you?

- ① mind ② permit ③ think ④ allow

問 6 It is essential that every child the same educational opportunities.

- ① has had ② have ③ is having ④ to have

問 7 These shoes of yours want .

- ① mending ② to mend
③ that they should be mended ④ mend

問 8 John waited .

- ① until she arrived patiently there
② there patiently until she arrived
③ at there until she arrived patiently
④ until there patiently arrived

問 9 you decide to take skiing lessons, let me know.

- ① Should ② Do ③ While ④ Because

問 10 Susan needs the work before April 1.

- ① done ② do ③ be done ④ be doing

【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。

問1 先日貸した本を返してもらいたい。 ・

I () () (a) () (b) () the other day.

① I ② lent you ③ return ④ the book ⑤ to ⑥ want you

問2 明日の今頃は汽車の旅に出かけていることでしょう。 ・

At () () (a) () (b) () the train.

① be traveling ② on ③ this ④ time ⑤ tomorrow ⑥ we will

問3 ちょっとそれを開けてくれませんか。 ・

Perhaps () () () (a) () (b) open it.

① be ② enough ③ kind ④ to ⑤ would ⑥ you

問4 行きたくなくても行かなければなりません。 ・

You've (a) () (b) () () () not.

① got ② it ③ you like ④ or ⑤ to go ⑥ whether

解答例

【1】

1	2	3	4	5	6	7	8	9	10
②	④	③	④	①	①	④	①	②	⑤

【2】

11	12	13	14	15	16	17	18	19	20
②	②	①	③	①	②	①	②	①	①

【3】

21	22	23	24	25	26	27	28
③	①	⑤	①	③	④	①	⑥

問1 I want you to return the book I rent you.

問2 At this time tomorrow we will be traveling the train.

問3 Perhaps would you be kind enough to open it?

問4 You've got to go whether you like it or not.

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。

Parents, guardians, and other caregivers are powerful influences on children’s learning. Opportunities for learning start in the [①] and expand as children become more active members of their schools and communities. Encouraging children’s love of learning at home is one of the first steps in creating strong, positive home and school partnerships that help children succeed in school and later in life.

Why is it important [②] parents to see themselves as teachers 24 hours and 7 days? Here are just a few reasons:

When you use language and encourage your child to do so, you help him learn new words, ideas, and ways to express himself. Your child’s language development is supported when you read or tell stories together, describe or explain experiences, ask and answer questions, and encourage expression of his thoughts and feelings, ② verbally or in writing. Wherever you are with your child — whether at home, in a store, at the park, or riding on the bus — take advantage of the many opportunities to expand your child’s recognition and use of language.

When you encourage your child’s curiosity, you help to stimulate her critical thinking skills as well as her creativity. As she encounters new experiences, ask her why she thinks things happen, provide an explanation when she asks, or find out the answers together. Build on her natural inquisitiveness by encouraging her to question, explore, experiment, and problem solve. [④], sort, compare, measure, and create her own “models” and “theories” to practice math skills as well.

When you give your child age-appropriate responsibilities and teach him how to carry them out, you help him learn to follow directions and finish things [⑤], develop confidence in his abilities, and practice working cooperatively with others. Follow your child’s interest. When he is involved in activities that interest him, he is [⑥] likely to spend longer periods of time in them which helps extend his attention span.

When you create a supportive home environment and provide consistent guidance, you help your child understand that learning requires practice and persistence. By providing her with positive feedback about her work, encouragement to “[⑦]” when things become more challenging, and appropriate consequences for not doing her work, you help her develop perseverance and responsibility.

When you spend time with each other, you provide your child with more opportunities to receive the guidance he needs from you about appropriate behaviors,

important values, and expectations. Learning come from [⑧] others. Whether you are playing board games, doing family chores, having meals together, or teaching him how to swim, you are his most important role model. Limit use of electronic media, i.e. TV, computer, and video games and substitute more [⑨].

inquisitiveness 知的好奇心

[問 1] [①] に入る適切な語を一つ選びなさい。

1. school
2. home
3. library
4. country
5. church

[問 2] [②] に入る適切な語を一つ選びなさい。

1. as
2. by
3. for
4. of
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. ことばにして
2. 動作として
3. 書物の中で
4. 気持ちのままに
5. 幻想的に

[問 4] [④] に入る適切な語句を一つ選びなさい。

1. Have her counted
2. Have her counting
3. Have her to count
4. Have her be counted
5. Have her count

[問 5] [⑤] に入る適切な語句を一つ選びなさい。

1. that he knows
2. that he starts
3. that he doesn't find
4. that he can't solve
5. that he is questioning

[問6] [⑥]に入る適切な語を一つ選びなさい。

1. much
2. more
3. little
4. less
5. very

[問7] [⑦]に入る適切な語句を一つ選びなさい。

1. take it easy
2. take it away
3. give it up
4. stick with it
5. communicate with it

[問8] [⑧]に入る適切な語句を一つ選びなさい。

1. interactions with
2. arguments with
3. instructions of
4. kindnesses of
5. introductions by

[問9] [⑨]に入る適切な語を一つ選びなさい。

1. physical activities
2. studies
3. sleeping hours
4. family time
5. food and energy

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. vapor | (動詞形) | vaporize |
| 2. shy | (名詞形) | shyness |
| 3. develop | (名詞形) | development |
| 4. bright | (動詞形) | brighten |
| 5. come | (副詞形) | overcome |

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. The elevator was () and we had to walk to the tenth floor.

- (1) got on
- (2) picked up
- (3) out of order
- (4) on purpose

答 [(3)]

2. That bow tie doesn't () that red skirts at all.

- (1) fall in love with
- (2) get used to
- (3) shut up
- (4) go with

答 [(4)]

3. He knows many passages from Shakespeare ().

- (1) by heart
- (2) all in all
- (3) on purpose
- (4) at once

答 [(3)]

4. When she applied for her passport, Grace had to () a half dozen different forms.

- (1) find out
- (2) fill out
- (3) look up
- (4) go up

答 [(2)]

5. You'll have to walk more slowly. I can't () you.

- (1) get along with
- (2) find fault with
- (3) keep up with
- (4) go out with

答 [(3)]

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. How many times have you () to Africa?

- (1) been
- (2) gone
- (3) go
- (4) stayed

答 [(1)]

2. She climbed over the wall without ().

- (1) seen
- (2) being seen
- (3) being seeing
- (4) having seen

答 [(2)]

3. Let's go out for a walk, ()?

- (1) don't we
- (2) shall we
- (3) won't we
- (4) aren't we

答 [(3)]

4. Please remember () this letter.

- (1) mail
- (2) mailed
- (3) mailing
- (4) to mail

答 [(4)]

5. If I () that you were sick, I would have gone to see you.

- (1) know
- (2) knew
- (3) have known
- (4) had known

答 [(4)]

5

[問13] 次の対話文の()内に入る最も適切なものを選んでください。
答えが正しいものを一つ選びなさい。

1. A: Are you going to a movie tonight?
B: () I've got a lot of work to do.
(1) I don't.
(2) I will.
(3) I'd better not.
(4) I'd like to. 答 [(2)]
2. A: Would you like something to eat?
B: () I've just had lunch.
(1) No, thanks.
(2) Yes, please.
(3) I'd love to.
(4) You must not. 答 [(1)]
3. A: Did Tom take the exam?
B: (), but then he changed his mind.
(1) No, he was going to take it
(2) Yes, he was going to take it
(3) No, he is going to take it
(4) Yes, he is going to take it 答 [(2)]
4. A: Do you mind closing the window for me?
B: () I will do it for you.
(1) Yes, I do.
(2) No, thank you.
(3) Not at all.
(4) Certainly. 答 [(1)]
5. A: I can't remember her name.
B: ()
(1) Nor can I.
(2) Neither can't I.
(3) So can I.
(4) So can't I. 答 [(3)]

6

[問14] 次の日本語を英語にすると、[] 内に入る英語の語順が正しいものを選びなさい。

「彼女は数日出かけて来るから戻ってたら連絡すると言った。」

She said that [] when she got back.

- ① a few ② and ③ away ④ call
 ⑤ days ⑥ for ⑦ going ⑧ me
 ⑨ she ⑩ was ⑪ would

1. ① - ④ - ② - ⑩ - ⑨ - ⑥ - ⑤ - ③ - ⑧ - ⑪ - ⑦
2. ① - ⑤ - ⑥ - ⑦ - ③ - ⑩ - ② - ⑨ - ⑪ - ④ - ⑧
3. ⑥ - ① - ⑤ - ⑨ - ⑪ - ⑦ - ③ - ② - ⑩ - ④ - ⑧
4. ⑨ - ⑪ - ⑦ - ⑥ - ③ - ② - ④ - ⑧ - ⑩ - ① - ⑤
5. ⑨ - ⑩ - ⑦ - ③ - ⑥ - ① - ⑤ - ② - ⑪ - ④ - ⑧

7

[問15] 次の英文の [①], [②], [③], [④] 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 giant panda has an insatiable [①] for bamboo. A typical animal eats half the day — a full 12 out of every 24 hours — and relieves itself dozens of times a day. It takes 28 pounds (12.5 kilograms) of bamboo to satisfy a giant panda's daily dietary needs, and it hungrily plucks the stalks with elongated wrist bones that function rather like thumbs. Pandas will sometimes eat birds or rodents as well.

Wild pandas live only in remote, mountainous [②] in central China. These high bamboo forests are cool and wet — just as pandas like it. They may climb as high as 13,000 feet (3,962 meters) to feed on higher slopes in the summer season.

Pandas are often seen eating in a relaxed sitting posture, with their hind legs stretched out before them. They may appear sedentary, but they are skilled tree-climbers and efficient swimmers.

Giant pandas are solitary. They have a highly developed [③] of smell that males use to avoid each other and to find females for mating in the spring. After a five-month [④], females give birth to a cub or two, though they cannot care for both twins. The blind infants weigh only 5 ounces (142 grams) at birth and cannot crawl until they reach three months of age. They are born white, and develop their much loved coloring later.

There are only about 1,000 giant pandas left in the wild. Perhaps 100 pandas live in zoos, where they are always among the most popular attractions. Much of what we know about pandas comes from study of these zoo animals, because their wild cousins are so rare and elusive.

1. ①: appetite ②: regions ③: sense ④: pregnancy
2. ①: regions ②: appetite ③: sense ④: pregnancy
3. ①: sense ②: appetite ③: regions ④: pregnancy
4. ①: regions ②: sense ③: pregnancy ④: appetite
5. ①: pregnancy ②: sense ③: appetite ④: regions

解答

[問1]	[問2]	[問3]	[問4]	[問5]
2	3	1	5	2
[問6]	[問7]	[問8]	[問9]	[問10]
2	4	1	4	5
[問11]	[問12]	[問13]	[問14]	[問15]
3	3	2	5	1