

英 語 (筆記)

(解答番号 ~)

第 1 問 次の問い(A・B)に答えよ。(配点 14)

A 次の問い(問1～4)において、下線部の発音が、ほかの三つと異なるものを、それぞれ下の①～④のうちから一つずつ選べ。

問 1

- ① baggage ② calm ③ father ④ regard

問 2

- ① bury ② cultivate ③ hunger ④ puppy

問 3

- ① advised ② bathed ③ listed ④ shaped

問 4

- ① holy ② honor ③ horn ④ horror

B 次の問い(問 1 ～ 3)において、与えられた語と第一アクセント(第一強勢)の位置が同じ語を、それぞれ下の①～④のうちから一つずつ選べ。

問 1 technique 5

- ① active ② destroy ③ pattern ④ volume

問 2 manager 6

- ① interval ② official ③ politely ④ specific

問 3 economic 7

- ① congratulate ② deliberate ③ illustration ④ nevertheless

第2問 次の問い(A～C)に答えよ。(配点 41)

A 次の問い(問1～10)の ～ に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問1 Young people have to learn to to a competitive social environment.

- | | |
|-----------|-----------------|
| ① adapt | ② adapt oneself |
| ③ adapted | ④ adapting |

問2 Mike's profession is like a doctor's. He has to be call night and day.

- | | | | |
|------|------|------|--------|
| ① by | ② in | ③ on | ④ with |
|------|------|------|--------|

問3 There was so much noise in the classroom that Hisako could not make herself .

- | | | | |
|--------|---------|-----------|-----------------|
| ① hear | ② heard | ③ hearing | ④ to be hearing |
|--------|---------|-----------|-----------------|

問4 Susan used all her savings to pay for a demo tape, copies of she later sent to several music companies.

- | | | | |
|--------|--------|---------|---------|
| ① that | ② what | ③ which | ④ whose |
|--------|--------|---------|---------|

問5 Spending too much time surfing the Internet can many students of sleep.

- | | | | |
|-----------|-----------|-----------|--------------|
| ① deceive | ② deprive | ③ despise | ④ discourage |
|-----------|-----------|-----------|--------------|

問 6 If it had not been for her father's advice, Maiko 13 in trouble now.

- | | |
|------------|------------------|
| ① will be | ② will have been |
| ③ would be | ④ would have |

問 7 True 14 his word, the Japanese baseball player has had many base hits this year.

- | | | | |
|------|------|------|--------|
| ① at | ② in | ③ to | ④ with |
|------|------|------|--------|

問 8 The student is having second 15 about studying abroad next year.

- | | | | |
|-----------|---------|------------|-----------|
| ① beliefs | ② minds | ③ thoughts | ④ visions |
|-----------|---------|------------|-----------|

問 9 According to the newspaper, even a teenager is 16 of sailing a yacht around the world alone.

- | | | | |
|--------------|-----------|----------------|--------------|
| ① accessible | ② capable | ③ controllable | ④ manageable |
|--------------|-----------|----------------|--------------|

問10 Chemistry is the scientific study of the structure of 17 and how they react when combined or in contact with one another.

- | | |
|-------------------|--------------|
| ① characteristics | ② features |
| ③ quantities | ④ substances |

B 次の問い(問1～3)の会話の 18 ～ 20 に入れるのに最も適切なものを、それぞれ下の①～④のうちから一つずつ選べ。

問1 Doctor: Well, John. What seems to be the problem?

Patient: I lost my voice a few days ago, and now I have a bad cough.

Doctor: 18

Patient: Yesterday morning, but it seems to be getting worse today.

- ① How did it begin?
- ② How did you catch it?
- ③ When did it start?
- ④ When did you lose it?

問2 Customer: Excuse me. Can I try this skirt on?

Salesclerk: Of course. The fitting room is just behind that pillar.

(*A few minutes later*) How are you doing?

Customer: 19

Salesclerk: Unfortunately, this is the last one in this style, but we have other skirts in smaller sizes. Would you like me to bring some over for you?

- ① Actually, the bright color doesn't suit me.
- ② Do you have any sweaters to go with it?
- ③ It's a bit too loose. I don't think I can wear it.
- ④ Oh, it fits me perfectly. I think I'll take it.

問 3 Jennifer: How was Mr. Johnson's debate course?

Peter: It was difficult. Sometimes we had to argue against our own personal views.

Jennifer:

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| 20 |
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Peter: I think the teacher wanted us to consider different perspectives.

- ① How did the teacher support them?
- ② What was the point of that?
- ③ Which side did the teacher take?
- ④ Whose view was interesting?

C 次の問い(問1～3)において、それぞれ下の語句を並べかえて空所を補い、文を完成させよ。解答は 21 ～ 26 に入れるものの番号のみを答えよ。

問1 Does 21 22 the television?

- | | | |
|----------|-------|----------|
| ① anyone | ② I | ③ if |
| ④ mind | ⑤ off | ⑥ switch |

問2 This is such 23 24 you to listen to it too.

- | | | |
|-----|--------|---------|
| ① a | ② CD | ③ great |
| ④ I | ⑤ that | ⑥ want |

問3 Sylvia's attitudes toward 25 26 me.

- | | | |
|---------|--------------|--------|
| ① any | ② don't | ③ make |
| ④ sense | ⑤ the policy | ⑥ to |

第3問 次の問い(A～C)に答えよ。(配点 46)

A 次の問い(問1・問2)の英文を読み、下線部の語句の意味をそれぞれの文章から推測し、・に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問1

Dr. Hall is a conscientious doctor. He works very hard from early morning until late at night. He often skips lunch when patients are waiting. He pays little attention to his own health but is truly concerned about his patients, even after they recover completely.

In this situation, a conscientious doctor means a doctor who .

- ① does his job passionately and with great care
- ② does not have high skills in medical treatment
- ③ is conducting scientific research continuously
- ④ is restless from early morning until late at night

問 2

Kim: Hi, Taro. You've just finished your final math exam, haven't you? How was it? I heard that it was really hard.

Taro: Not so bad. But one problem was really a hard nut to crack. It took me a long time to solve it.

In this situation, a hard nut to crack means something that

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| 28 |
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.

- ① deceives people
- ② is made of strong materials
- ③ many people like to do
- ④ requires a lot of effort

B 次の英文は、大学のカフェテリアで学生4人が、校舎の新築や修理について議論している場面の一部である。29 ~ 31 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

Howard: I've heard the old building near the front gate of the campus is going to be torn down, and a new one will be built.

Ann: I've heard that too. And it's really too bad. I love the old buildings on this campus. They were all built in the 1950s in the same style. But if they build a new building now, the style will be different from the old ones. The atmosphere on campus will really change. I just don't think it'll be as familiar, somehow.

Jim: So, in other words, 29 .

- ① architectural design has not been improving since the 1950s
- ② the atmosphere will be unusual if all the buildings are from the same period
- ③ you like the old buildings with their traditional atmosphere on campus
- ④ you would prefer a different atmosphere on the campus from the present one

Ann: Yeah, that's right.

Howard: But you know, it probably costs more to repair an old building than to tear one down and build a new one. It might be cheaper and take less time if they just build a new one. A new building can also be designed specifically for today's needs. For example, these days, there are fewer large lecture-type classes and more small discussion-type classes. So, smaller classrooms are needed. If they just repaired a building, they probably couldn't change the size of all the classrooms. Oh, here's Bill—finally! Hi, Bill.

Bill: Hi. Sorry I'm late. What's up?

Ann: Hi, there. Glad you could make it. We're talking about the merits of preserving old buildings or tearing them down and building new ones. Howard was saying

| |
|----|
| 30 |
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.

- ① he likes the old buildings because of the atmosphere
- ② it's probably cheaper and more efficient to build a new building
- ③ students prefer lecture classes to small discussion classes
- ④ today's universities require larger buildings

Bill: Well, if that's so, then maybe that's the best solution. I'm for the cheapest way.

Jim: You know, actually, I don't think that building a new building would necessarily be the cheapest way. If the classroom size is the issue, why couldn't they just divide large classrooms into smaller ones while they are making repairs? If that's possible, it might actually be cheaper to repair the old building.

Ann: So, you think

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|----|
| 31 |
|----|

.

- ① it wouldn't be a good idea to repair the old building
- ② the university should build a new building
- ③ they wouldn't need to tear down the whole building
- ④ you like smaller classrooms in a new building

Jim: Right.

Howard: Uh, I'd like to discuss this further, but I've got a class now. Can we meet again after the class?

Jim: Sure.

C 次の文章の 32 ～ 34 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

Do you know what is in a curry dish besides pieces of meat and vegetables? It is a mix of spices, one of which is turmeric, the dried root of a plant in the ginger family. Turmeric is said to have been used in India for at least 2,500 years, probably first as a dye. Although it is still used to change the color of cloth, today there are other uses.

Perhaps its best-known use is in food, curry being the most obvious example. Turmeric gives flavor, color, and smell to whatever food it is mixed with. Turmeric gives the curry its distinctive color. It flavors and colors butter, cheese, pickles, and fruit drinks. In addition, it is found in a variety of vegetable, meat, and fish dishes. The color of turmeric can vary from deep yellow-orange to bright yellow in these dishes. Moreover, the warm, mild smell of turmeric makes foods taste better. In brief, turmeric 32 .

Turmeric is used in medicine and cosmetics as well as in food. It is an ingredient in traditional medicine in South Asian countries such as India, Pakistan, and Bangladesh. Studies show that turmeric can help cure some infections, stomach problems, cancers, and other diseases. This dried root 33 . Besides that, in India turmeric has cosmetic uses. As an ingredient of facial cream, it can give a golden glow to a person's cheeks. Turmeric is also used in bath water to improve the skin.

In summary, when you consider all these ways in which turmeric has been used, you can understand 34 . Next time you eat turmeric-spiced curry, maybe you can appreciate it even more.

32

- ① increases the variety of meat dishes we eat
- ② is essential in giving color to cloth
- ③ makes our diet significantly healthier
- ④ plays an important role in many foods

33

- ① cannot be used to improve the smell of a room
- ② has been used to heal wounds and insect bites as well
- ③ is useful to give colors to foods like pickles
- ④ would be useless for other purposes

34

- ① how important it is to use this root in cosmetics
- ② how long the dried root has been used as a dye
- ③ that even one plant can contribute to our daily lives
- ④ that even serious diseases can be cured by this plant

第4問 次の問い(A・B)に答えよ。(配点 33)

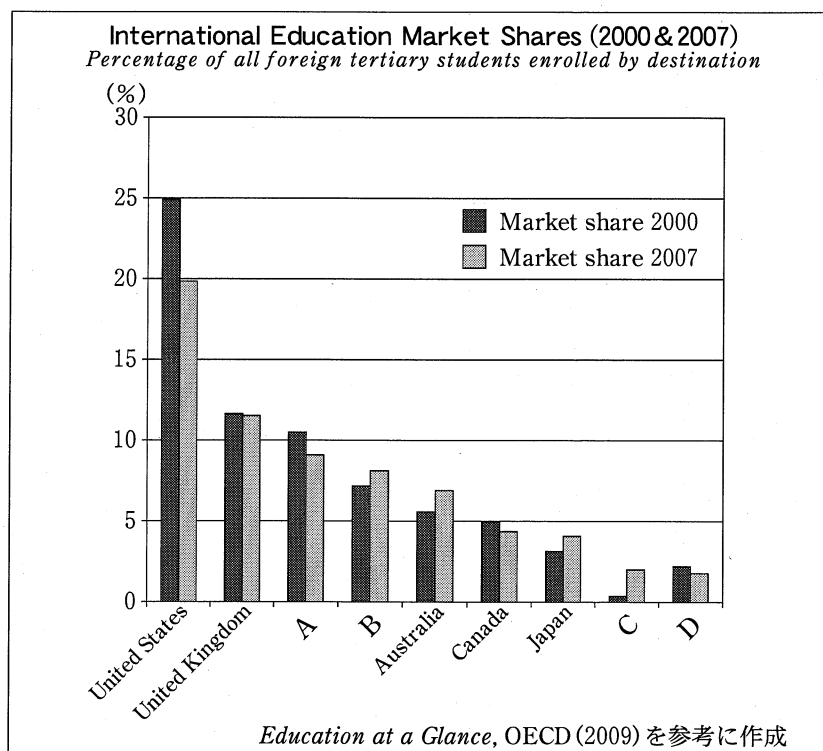
- A 次の文章とグラフを読み、下の問い(問1～3)に対する答えとして 35 ～
37 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

According to a 2009 OECD (Organization for Economic Cooperation and Development) report, 3 million higher education students in 2007 chose to study outside their country of residence. Almost five out of ten foreign students went to one of the following four countries: the United States, the United Kingdom, Germany, and France. As shown in the graph, the United States received the largest share of the foreign students worldwide, which was around 20%. This was followed by the United Kingdom (12%), Germany (9%), and France (8%). Other countries, such as Australia (7%), Canada (4.4%), and Japan (4.2%), also received significant numbers of foreign students.

The graph can also be used to compare the market shares of nine countries in the years 2000 and 2007. The United States, which is still the most popular destination, saw its share of the total drop from 25% to about 20%. Germany's share dropped 1.2 percentage points, Canada lost 0.6 of a percentage point, the Russian Federation fell 0.2, and the United Kingdom's share dropped 0.1. On the other hand, France, Japan, and South Africa, which is not on the graph, increased their market shares by 1 percentage point, and Australia and New Zealand increased their shares by an impressive 1.4 and 1.7 percentage points respectively. These changes are partly due to differing marketing policies. The United States recently seems to have taken a passive approach to marketing, while other countries have taken a more active approach.

The language used for instruction is also important in attracting foreign

students. This is why countries where instruction is offered in widely used languages (e.g. English, French, and German) are popular destinations for foreign students. An interesting exception is Japan, as its language is not widely used overseas. However, Japan's system of scholarships may possibly be one major reason for attracting a large number of foreign students, about 90% of whom are from Asia. English-speaking countries attract the largest number of students mainly because of the increasingly widespread use of English. Some universities in non-English-speaking countries now offer courses in English to overcome their disadvantage.



問 1 Which ordering of countries matches the letters A — B — C — D on the graph? 35

- ① France — Germany — New Zealand — Russian Federation
- ② France — Germany — Russian Federation — New Zealand
- ③ Germany — France — New Zealand — Russian Federation
- ④ Germany — France — Russian Federation — New Zealand

問 2 Which combination is the most appropriate for (1) and (2)? 36

Out of the ten countries mentioned in the text, (1) countries have seen their market shares decline; (2) countries have experienced an increase in market shares.

- ① five — five
- ② four — six
- ③ seven — three
- ④ six — four

問 3 Which factor is most likely to attract Asian students to Japan?

37

- ① advantages in the job market
- ② courses offered in English
- ③ courses on Asian issues
- ④ financial support for education

B 次のページの寄付募集に関する広告を読み、次の問い(問1～3)の 38 ～
40 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問 1 A donor who wants to sponsor a 3-meter-tall tree without a tree tag, and donate an iron bench with a plate should pay 38 in total.

- ① \$2,400
- ② \$2,410
- ③ \$2,900
- ④ \$2,910

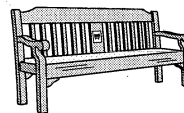
問 2 Donors can 39 .

- ① have a wedding party in the Garden
- ② have the message "Happy Anniversary" printed on a plate
- ③ make a choice of up to two species of trees
- ④ send trees to their friends as birthday presents

問 3 People can support the Garden by 40 .

- ① charging little for their services
- ② creating teaching materials for children
- ③ fixing broken benches
- ④ learning to relax there

Donations for the West Botanical Garden



This botanical garden was established in 2000 from citizen donations. It has been a place to learn, and a place to relax. Your kind donation is needed in order to maintain this beautiful garden, and to create more educational opportunities for children and adults.

Sponsoring a tree

A tree is a unique gift to celebrate an important day such as your wedding anniversary or a birthday, or to remember your family members and friends. With your donation, we will plant a tree and provide permanent care for it. You can choose tree sizes, but not the kinds of trees.

| Donation | Tree size |
|----------|-----------------|
| \$ 500 | 1.5 meters tall |
| \$ 1,000 | 3 meters tall |

* A tree identification tag with donor information will be attached to the donated tree for an additional cost of \$ 10 per tree.

Donating a bench

You can also make a donation of a bench to the Garden.

| Donation | Bench style |
|----------|--------------|
| \$ 1,600 | wooden bench |
| \$ 1,750 | iron bench |

* A bronze metal plate with names, dates, and/or a message can be put onto a bench for an extra cost of \$ 150 (up to two lines of text, maximum 50 letters).

Additional ways to support us

- Volunteer to be a tour guide or a leader for school groups
- Volunteer to help maintain the Garden (painting, repairing benches, clearing fallen leaves)
 - Work days and hours are flexible.
 - Training and materials will be provided by the Garden.

For further information, contact us at: wbgarden@org.us

第5問 次の文章は、Yukiko と Tomoya がその日の出来事について、それぞれ電子メールとブログに書いたものである。文章を読み、下の問い(問1～5)の

 ～

 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。(配点 30)

Yukiko's email to her best friend

Hi! Guess what! I went out with Tomoya today. It was a big surprise when he invited me, because I thought he had never noticed me. But I had a great time, and he's really nice!

When we met at the station, I was surprised to see how different he looks in jeans and a sweater. I had only ever seen him in his school uniform. He looks much older in ordinary clothes.

First, we had lunch at his uncle's *okonomiyaki* restaurant, and I met his uncle and aunt. They gave us a great lunch, except that there was too much and I couldn't finish it. We cooked at the table, and Tomoya was pretty good at it!

Then we went to see a movie. Actually, I had sort of wanted to see a Korean drama that my mother had seen and told me about. But he wanted to see the science fiction movie that just opened today — the one that everyone has been talking about. When we got to the theater, the line for the SF movie went on forever! We decided to see the Korean film, but then we realized it had already started. We agreed that we hated missing the beginning of a movie, so we ended up watching a movie about the French Revolution, which turned out to be great. I didn't expect to like it so much, but the plot was exciting, and the characters were so realistic that you could totally understand how they felt.

After that, we went to the coffee shop at the station, where we sat and talked for two hours! I didn't expect Tomoya to talk so much about so many things.

It was really interesting to hear his funny stories. Suddenly I noticed the time, and I had to run to catch the train in order to get home in time to help my mother make dinner.

Now it's 10 o'clock, and I have a lot of homework to do, so I had better stop. I'll tell you more tomorrow!

Bye!

Yukiko

Tomoya's blog entry

Today was the big day — the day I finally went out with Y. OK, I was nervous at first, because, in spite of wanting to go out with her since last year, I had never had much chance to talk to her at school.

First, I took her to my uncle's restaurant for lunch. Luckily, it turned out she likes *okonomiyaki*. It's always fun to see my aunt and uncle, and the food was good, as it always is. Best of all, there was lots of it!

When we got to the theater, there was a long line of people for the movie we wanted to see. Both of us were looking forward to seeing it, but there was no way we would get seats, so I suggested a Korean movie that was also playing. Then we noticed that it had already started and gave up on that idea. Finally, we decided to see a movie about the French Revolution, even though I was sure she wouldn't like it as much as I would. History is my favorite subject, and the movie was pretty accurate historically. So I was really glad we saw it, instead of the SF movie we were supposed to see. She said she liked it, but she's such a nice person she would say that even if she didn't.

We had a cup of coffee after the movie. Well, actually several cups. I was worried about finding things to talk about when we weren't eating or watching a movie, but it turned out to be no problem. I was kind of surprised at how

talkative she was since I had thought she was really shy.

Anyway, I think it went pretty well, except for the end, when she suddenly jumped up and ran for her train. I wonder if I said something wrong. . . .

問 1 Yukiko believed that Tomoya was 41, but this turned out to be wrong.

- ① not interested in going out with her
- ② pretty good at cooking
- ③ very interesting to talk to
- ④ younger than he looked

問 2 Tomoya was nervous because he 42.

- ① felt he didn't really know Yukiko well
- ② might not like Yukiko's cooking
- ③ thought Yukiko wouldn't like to see the science fiction movie
- ④ was afraid Yukiko would go home early

問 3 Why did Yukiko and Tomoya choose the movie they saw? 43

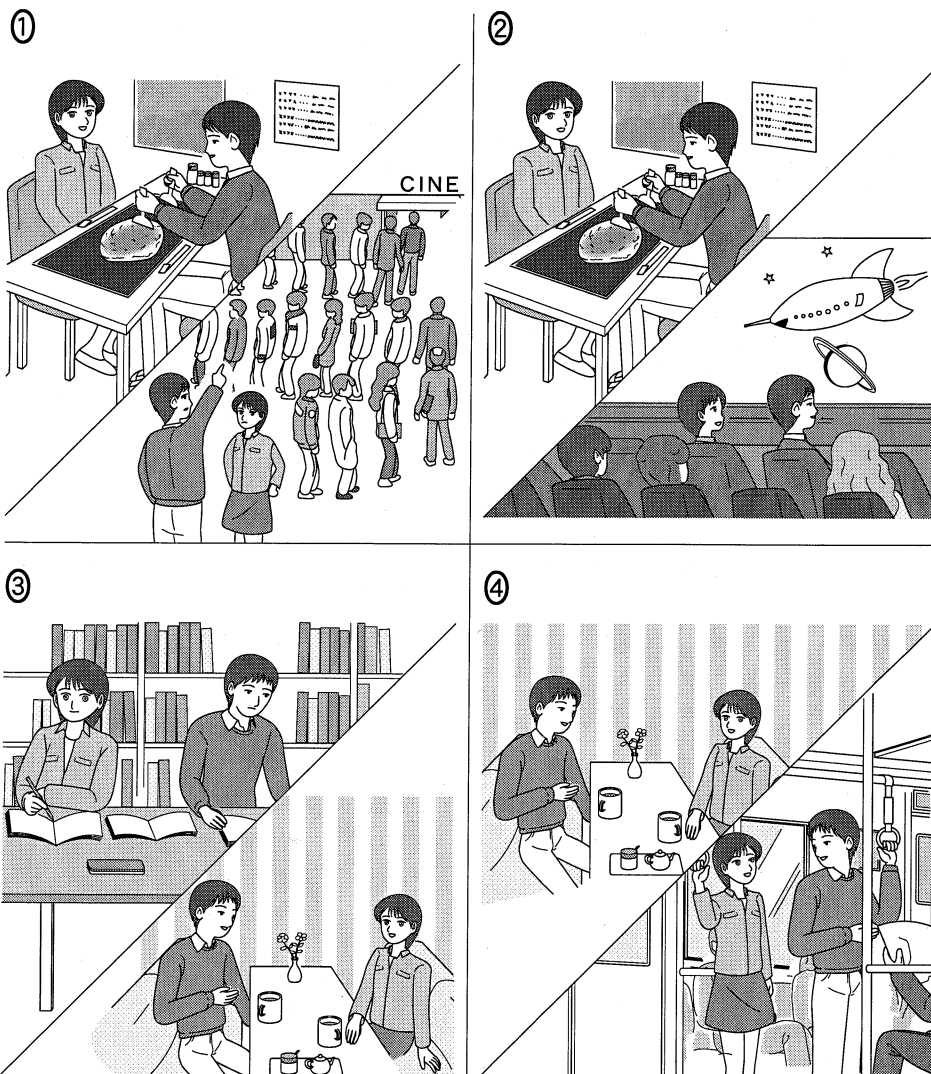
- ① It was recommended by Yukiko's mother.
- ② It was very realistic and they would learn a lot.
- ③ The one they had planned to see was too long.
- ④ They could get seats and see the whole movie.

問 4 Which of the following was true about both Yukiko and Tomoya before their date? 44

- ① They each thought the other was the quiet type.
- ② They had planned to go out for lunch together for a long time.
- ③ They wanted to see the Korean drama.
- ④ They were looking forward to meeting Tomoya's relatives.

問 5 Which of the following pairs of pictures best represents two of the day's events described by Yukiko and Tomoya?

45



第6問 次の文章を読み、下の問い(A・B)に答えよ。なお、文章の左にある(1)～(6)は段落の番号を表している。(配点 36)

(1) Waiting in line is an unavoidable and often unpleasant part of our everyday life. We wait in line to get on a bus or a train; we wait at supermarkets to check out. We spend a surprising amount of time in line. For example, the average American is said to wait in line for two to five years over a lifetime. Is there anything we can do about it? Actually, the way people wait in line is not quite the same as it used to be. Waiting in line has been the subject of careful studies, and various measures have been taken to shorten waiting time. However, the experience of waiting is affected not just by how long we must wait but also by how we feel about it. Findings from psychological research have contributed to improving people's perceptions of waiting.

(2) One of the ways to improve the waiting experience is to give clear information to people waiting. Not knowing how long the wait will be or whether you are in the correct line makes the waiting feel worse and longer. That is why, for example, the train stations show and announce the arrival time and platform number of the next train. Telling people how long they have to wait and where they should make a line is essential in helping people cope with waiting.

(3) Reducing “empty” time is also useful. Most people feel anxious if they have nothing to distract their minds while waiting. Time seems to pass more quickly when they have something to do. Many hospitals and clinics, therefore, provide magazines for patients to browse through, and some restaurants give their customers menus while they are waiting to be seated.

- (4) Another way to improve the waiting experience is to give due respect to a sense of fairness and social justice. It is irritating when someone who comes later gets served first. This can happen when there are several lines to choose from, so having only one line enforces the “first come, first served” principle.
- (5) Amusement parks are an excellent example of how the solutions above can be incorporated. They inform visitors of the amount of time they must wait. They provide interactive games and entertainers in costumes to keep the guests amused. They also have the visitors form a single line so that the latecomers do not get served first by chance. Moreover, they show longer waiting time than estimated, knowing that people will feel better if the wait is actually shorter than expected. They even try to arrange the line in such a way that guests cannot see its entire length, so the long line will not scare them away. Because visitors spend so much time in line, amusement parks consider the psychological effects of waiting very seriously.
- (6) All of this shows that the experience of waiting in line can be significantly improved when the psychological aspects of waiting are taken into account. Researchers will no doubt continue to come up with more ideas to enhance the quality of our waiting time. On our part, if we learn to change our own attitudes toward waiting, our experience in lines may improve even more. It seems that our society has become increasingly impatient and we have come to expect quick results. Perhaps we will all benefit if we learn to slow down a bit more. Besides, waiting time can be both productive and pleasurable: we can chat with our friends, check text messages on our cell phone, or listen to our favorite music. Waiting will remain an unavoidable part of our life, but it is possible to turn it into a more pleasant experience.

A 次の問い(問1～5)の 46 ～ 50 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問 1 According to paragraph (1), 46 .

- ① shortening actual waiting time is the most important solution
- ② the practice of waiting in line has changed over the years
- ③ there has been little improvement in the way we wait
- ④ waiting in line is becoming more and more frustrating

問 2 One of the findings NOT mentioned in paragraphs (2)–(4) is that 47 .

- ① we become annoyed if we are not served in order
- ② we feel uneasy if we don't know how long we must wait
- ③ we get bored when there is nothing to do while waiting
- ④ we get irritated when the service is poor after a long wait

問 3 According to paragraph (5), in the amusement park, 48 .

- ① entertainers give information about waiting time
- ② some lines are arranged so as not to appear too long
- ③ the guests are instructed to make their own lines
- ④ the guests often wait longer than they are told

問 4 In paragraph (6), the author suggests that we should 49 .

- ① avoid waiting in line as much as we can
- ② recognize the positive aspects of waiting time
- ③ seek quick results to adjust to our high speed society
- ④ wait for better solutions to the problems of waiting

問 5 This passage as a whole shows that 50 .

- ① effective time management helps us avoid wasting time
- ② lines must be managed based on a sense of social justice
- ③ psychological studies have reduced waiting time
- ④ there exist various ways to improve our waiting experience

B 次の表は、本文の段落と内容を表すものである。 51 ~ 54 に入れるのに最も適当なものを、下の①～④のうちから一つずつ選び、表を完成させよ。
ただし、同じものを繰り返し選んではいけない。

| Paragraph | Content |
|-----------|--|
| (1) | Introduction |
| (2) | 51 |
| (3) | 52 |
| (4) | 53 |
| (5) | 54 |
| (6) | Conclusion |

- ① An actual case of combining various solutions
- ② The benefits of explaining the waiting situation
- ③ The effects of keeping people occupied
- ④ The necessity of fair line management