

第3問 次の問い(A～C)に答えよ。(配点 30)

- A 次の文章の 29 ・ 30 に入る最も適当な語句を、それぞれ下の①～④のうちから一つずつ選べ。

Fainting, the condition of a brief loss of consciousness, occurs from lack of oxygen (O₂) in the brain. Tension on blood vessels can lead to this condition. For example, a quick turn of the head can reduce blood flow to the brain, which naturally reduces the oxygen in the brain. 29 , wearing neckties or shirts with tight collars can put pressure on the vessels. 30 , the brain, lacking enough oxygen, fails to work properly.

29

- ① Additionally ② Anyway ③ Finally ④ Instead

30

- ① As a result ② At least ③ In contrast ④ What is more

- B 次の問い(問1・問2)において、文章の 31 ・ 32 に入る三つの文が、順不同で下のA～Cに示されている。論理的な文章にするのに最も適当な配列のものを、それぞれ下の①～⑥のうちから一つずつ選べ。

問1

The color purple has often been regarded as a symbol of wealth and power, but the dye used to produce it did not have an elegant beginning. An ancient people living along the coast of the Mediterranean Sea first discovered how to make the dye from Murex snails, small sea animals with hard shells. 31 Let us hope we cannot smell them.

- A. From this liquid the people produced the purple dye.
 B. If we visit the places where the dye was produced, we might still be able to see the shells of Murex snails.
 C. Unlike other snails, Murex snails give off a strong-smelling liquid that changes color when it comes into contact with air and light.

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

問2

Space is organized differently in different cultures. In the United States of America, streets in big cities usually run parallel to each other and are often numbered in order. 32 It is amazing to Americans how Parisians get around without any difficulty.

- A. Adding to their problem, streets in Paris are just named, not numbered.
 B. This arrangement makes perfect sense to the people in the States.
 C. When they walk in a city like Paris, however, where the main streets spread out from a central point, they easily get lost.

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

- C 次の文章の空欄(1)～(3)に入る三つの文が、順不同で下のA～Cに示されている。論理的な文章にするのに最も適当な配列のものを、下の①～⑥のうちから一つ選べ。 33

Have you ever noticed the different approaches people use to deal with problems? Some people, “individualists”, generally try to work through problems on their own. Other people, “cooperators”, tend to approach problem-solving as a group matter. Each approach has positive and negative points.

Individualists may often be the quickest to find an answer to a problem, and they tend to be willing to take responsibility. However, this approach is not perfect. (1) In this way, the individualists’ approach may result in difficulties later.

Cooperators are valued as team members — in sports or school or work. They tend to be flexible enough to recognize the importance of other points of view when problems arise. (2) Such difficulties sometimes cannot be avoided with the cooperators’ approach.

We should learn to recognize the different approaches to dealing with problems. (3)

- A. They may be too committed to a particular position to be able to change their opinions.
 B. This approach, however, can take a long time, which may lead to delays in solving problems.
 C. This knowledge can help us build smoother relations between people with different approaches to problem-solving.

① A—B—C

② A—C—B

③ B—A—C

④ B—C—A

⑤ C—A—B

⑥ C—B—A

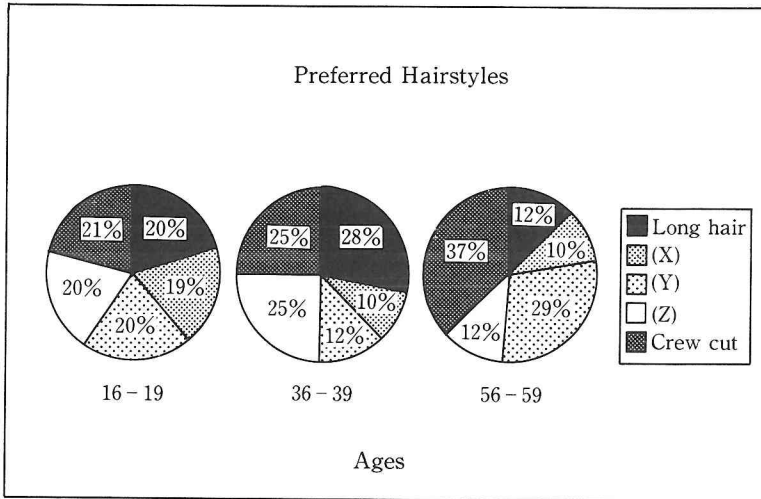
第4問 次の文章を読み、下の問い(A～C)に答えよ。(配点 35)

How do people's preferences for styles change across different generations? In order to investigate how different age groups view hair fashion, a survey was conducted in Canada. The research data were gathered in the following way: People across the country were randomly selected with the use of telephone books. They were called and invited to join the study if they were in their (1) late teens, (2) late thirties, or (3) late fifties. After 600 people agreed to participate, the researchers interviewed them at home, while showing them a series of photographs of male faces, each of which featured a different hairstyle. The researchers were interested in examining how much the three generations favor the following five hairstyles.



Among the five hairstyles was one commonly found in the 1950s. It was called the “crew cut”, which was closely clipped hair with a flat top. The style selected to represent the early 1960s was common among rock and roll groups. It featured hair cut evenly across the forehead with just enough to cover half of each ear. Hair that was not cut at all was fashionable in the late 1960s. In this period, hair down to the shoulders was not uncommon. The early 1970s were represented by curled hair which was brushed up into a high, soft and woolly bush. The hairstyle associated with the late 1970s was shorter than that in the early 1970s. The hair was brushed down to cover the ears and the sides of the face. This was the “disco” style.

The charts below indicate the percentages of each hairstyle chosen by people in the three age groups.



Two major findings came out of the survey. The first one was that particular hairstyles were preferred to varying degrees. The crew cut was popular in all three groups. The least favored hairstyle, in contrast, was the “bushy” style. The disco style was chosen as the second most favored hairstyle by the oldest group, although this style was not so popular among people in their late thirties. Long hair turned out to be unpopular among people in their late fifties.

The second finding of the survey was that older people preferred a more limited range of styles. Each of the five hairstyles was selected by more or less equal percentages of those in their late teens, probably reflecting the varied lifestyles of young people. In the case of people in their late thirties, however, there was a strong preference for three styles. This tendency to favor fewer styles is more clearly seen in the oldest group, who for the most part preferred only two hairstyles.

A グラフの中の(X), (Y), (Z)に対応するヘアスタイルが, その順で次に示されている。最も適当な配列のものを, 次の①～⑥のうちから一つ選べ。 34

- ① bushy — disco — rock and roll
- ② bushy — rock and roll — disco
- ③ disco — bushy — rock and roll
- ④ disco — rock and roll — bushy
- ⑤ rock and roll — bushy — disco
- ⑥ rock and roll — disco — bushy

B 次の問い(問1～3)の 35 ～ 37 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べ。

問1 The percentage of people in the oldest age group choosing the crew cut is about 35 times as large as that in the youngest age group.

- ① 1.2
- ② 1.4
- ③ 1.5
- ④ 1.8

問2 People were first chosen for the survey in the following way : 36 .

- ① The first 600 people in the telephone book were invited
- ② The researchers called the people in three groups
- ③ The researchers selected them depending on chance
- ④ Those with the five hairstyles were chosen

問 3 The period in which hair was cut the shortest was 37 .

- ① the 1950s
- ② the early 1960s
- ③ the late 1960s
- ④ the late 1970s

C 本文またはグラフの内容と合っているものを、次の①～④のうちから一つ選べ。 38

- ① Hairstyle preferences remain the same in different generations.
- ② People in the oldest age group have the strongest preferences.
- ③ People in their late teens show a clear preference for a particular hairstyle.
- ④ People in their thirties and those in their fifties show similar preferences.

第5問 次の会話について、下の問い(A～C)に答えよ。(配点 30)

Ann has invited Eri, a new exchange student, to go hiking in the woods with her.

Ann : Eri, look at these !

Eri : Wow, what are they ?

Ann : They're animal tracks.

Eri : Yeah, I can see that, but what kind of animal ?

Ann : A wolf, probably.

Eri : (1)

Ann : Well, look at the top half. Can you see the four claws ? Also, the main part of the foot makes a triangle-shape. This is typical of wolves.

Eri : Amazing ! Wait, Ann, look at ⁽¹⁾these ! What are they ?

Ann : Hmm . . . I think they're from a type of rabbit.

Eri : Really ? They look like a duck's footprints to me.

Ann : Yeah, they do. But ducks' feet don't have rounded toes. They're webbed.

Eri : Webbed ?

Ann : Oh, that means the toes are connected by skin — like a frog, for example.

Eri : I see . . . but the entire shape is like a duck's print.

Ann : Actually, it's shaped like a snowshoe. These prints are from a snowshoe hare.

Eri : (2) Is it a "hairy" animal ?

Ann : No, not that kind of hair ! A hare looks like a rabbit. And a snowshoe is a large, flat thing we wear for walking on snow. This type of hare's foot has the same shape, so it's called a snowshoe hare.

Eri : I see.

Ann : Now look at (2) these over here. Can you see any differences between these and the first ones we saw ?

Eri : Umm . . . they look like a wolf's, but they have five claws, not four.

Ann : (3) These belong to a wolverine, a different animal. The other difference between the footprints is the shape of the main part.

Eri : I see, instead of one big triangle-shape, this one has two separate shapes.

Ann : Also, it's much more rounded at the top, just under the claws. The other ones were more pointed.

Eri : Gosh, you know so much about this stuff.

Ann : I just picked it up from my uncle. He likes to look for mushrooms in the woods and needs to know what animals are around — just to be on the safe side.

Eri : Wow, I'd like to meet him one day.

A 空欄(1)～(3)に入る三つの表現が、順不同で次のA～Cに示されている。意味の通る会話にするのに最も適当な配列のものを、下の①～⑥のうちから一つ選べ。 39

A. How do you know ?

B. Right !

C. Why is it called that ?

① A—B—C

② A—C—B

③ B—A—C

④ B—C—A

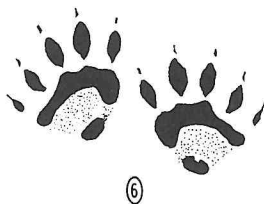
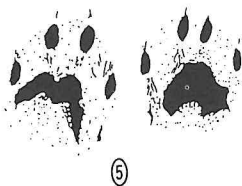
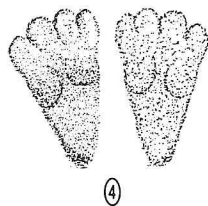
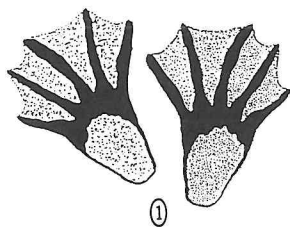
⑤ C—A—B

⑥ C—B—A

B 次の問い(問1・問2)に答えよ。

問1 下線部(1)が表すものとして最も適当な図を，下の①～⑥のうちから一つ選べ。 40

問2 下線部(2)が表すものとして最も適当な図を，下の①～⑥のうちから一つ選べ。 41



C 会話の内容と最もよく合っているものを、それぞれ下の①～④のうちから一つずつ選べ。

42

- ① Ann learned about the footprints of wild animals on her own.
- ② Ann's uncle lives on the safe side of the woods.
- ③ The number of claws is important in identifying a wolf's footprints.
- ④ Young wolves are called wolverines.

43

- ① Ann picked up the tracks of a duck outside her uncle's house.
- ② Ann's uncle patrols the woods to protect his mushrooms from wild animals.
- ③ On their way, Eri and Ann found tracks of three different animals.
- ④ People wear snowshoes in winter to keep their feet warm.

第6問 次の文章を読み、下の問い(A・B)に答えよ。(配点 45)

Going to the shore on the first morning of the vacation, Jerry stopped and looked at a wild and rocky bay, and then over to the crowded beach he knew so well from other years. His mother looked back at him.

“Are you tired of the usual beach, Jerry?”

“Oh, no!” he said quickly, but then said, “I’d like to look at those rocks down there.”

“Of course, if you like.”

Jerry watched his mother go, then ran straight into the water and began swimming. He was a good swimmer. He swam out over the gleaming sand and then he was in the real sea.

He saw some older, local boys — men, to him — sitting on the rocks. One smiled and waved. It was enough to make him feel welcome. In a minute, he had swum over and was on the rocks beside them. Then, as he watched, the biggest of the boys dived into the water, and did not come up. Jerry gave a cry of alarm, but after a long time the boy came up on the other side of a big dark rock, letting out a shout of victory. Immediately the rest of them dived and Jerry was alone. He counted the seconds they were under water: one, two, three ... fifty ... one hundred. At one hundred and sixty, one, then another, of the boys came up on the far side of the rock and Jerry understood that they had swum through some gap or hole in it. He knew then that he wanted to be like them. He watched as they swam away and then swam to shore himself.

Next day he swam back to the rocks. There was nobody else there. He looked at the great rock the boys had swum through. He could see no gap in it. He dived down to its base, again and again. It took a long time, but finally, while he was holding on to the base of the rock, he shot his feet out forward and they met no obstacle. He had found the hole.

In the days that followed, Jerry hurried to the rocks every morning and exercised his lungs as if everything, the whole of his life, depended on it. He counted how long he could hold his breath. Each day he improved his time. Even back at home he timed himself by the clock, and was proud to find he could hold his breath for two minutes. The authority of the clock brought close the adventure that was so important to him.

The day after tomorrow, his mother reminded him casually one morning, they must go home. He swam straight out to the rock and looked down into the water. This was the moment when he would try. If he did not do it now, he never would. He filled his lungs, started to count, and dived to the bottom.

He was soon inside the dark, narrow hole. The water pushed him up against the roof. The roof was sharp and hurt his back. He pulled himself along with his hands — fast, fast. His head knocked against something; a sharp pain dizzied him. He counted : one hundred . . . one hundred and fifteen. The hole had widened ! He gave himself a kick forward and swam as fast as he could. He lost track of time and said one hundred and fifteen to himself again. Then he saw light. Victory filled him. His hands, reaching forward, met nothing; and his feet propelled him out into the open sea. He floated to the surface, pulled himself up onto the rock and lay face down, catching his breath. After a time he felt better and sat up. Then he swam to shore and climbed slowly up the path to the house.

His mother came to meet him, smiling.

“Have a nice time?” she asked.

“Oh, yes, thank you,” he said.

“How did you cut your head?”

“Oh, I just cut it.”

They sat down to lunch together.

“Mom,” he said, “I can hold my breath for two minutes — three minutes.”

“Can you, darling?” she said. “Well, you shouldn’t overdo it. You look

a bit pale. I don't think you ought to swim any more today."

She was ready for a battle of wills, but he gave in at once. It was no longer of the least importance to go to the bay.

A 次の問い(問1～5)に対する答えとして最も適当なものを、それぞれ下の①～

④のうちから一つずつ選べ。 44 ～ 48

問1 Why did Jerry want to go to the rocky bay? 44

- ① He wanted to make friends with the local boys.
- ② He was tired and wanted to rest on the rock.
- ③ His mother suggested that it would be fun to go there.
- ④ The beach appeared less attractive than before.

問2 What was in Jerry's mind while the local boys were under water?

45

- ① He wanted to give the alarm to the people on the shore.
- ② He wanted to know how deep the water was.
- ③ He was impressed at how long they stayed down.
- ④ He was planning to compete against them.

問 3 What made Jerry decide to carry out his plan when he did?

46

- ① He could count to one hundred and fifteen.
- ② He had permission from the local authority.
- ③ He thought he might not try if he put it off.
- ④ He wanted his mother to be proud of him.

問 4 Why did Jerry lose track of time for a moment at one hundred and fifteen?

47

- ① He became confused when he saw light at the end of the hole.
- ② He forgot the time when he hit his head against the rock.
- ③ He was excited because he thought he was near the end of the hole.
- ④ He was surprised at counting to one hundred and fifteen, which he had never done before.

問 5 What made Jerry give in so easily when his mother told him not to go swimming?

48

- ① He had achieved his goal already.
- ② He was too tired to argue any more.
- ③ It is too dangerous to swim after lunch.
- ④ It was important to obey his mother.

B 本文の内容と合っているものを、次の①～⑩のうちから三つ選べ。ただし、
解答の順序は問わない。 49 ～ 51

- ① Jerry had spent summer vacations at different beaches for the last few years.
- ② Jerry's mother encouraged him to dive into the deep ocean.
- ③ It became very important for Jerry to do what older local boys could do.
- ④ Jerry found a hole near the top of the big rock.
- ⑤ The clock gave Jerry the confidence to carry out his plan.
- ⑥ On the last day of the vacation, Jerry succeeded in his adventure.
- ⑦ The pressure in the hole made Jerry dizzy for a while.
- ⑧ Jerry needed to go to the bay to improve his diving time until the last day of his vacation.
- ⑨ Jerry's mother asked him to give up diving.
- ⑩ At the end, Jerry's mother expected him to oppose her suggestion.

第3問 次の問い(A～C)に答えよ。(配点 30)

- A 次の文章の 29 ・ 30 に入る最も適当な語を、それぞれ下の①～④のうちから一つずつ選べ。

Seeing bears in the wild can be one of the most memorable experiences on camping trips in national parks. 29 it can also be a dangerous one if care is not taken. Some campers make foolish mistakes. For example, they get out of their cars to take a snapshot or even try to feed the bears. 30 , acting like this toward wild bears can turn an enjoyable vacation into a tragedy.

29

- ① Nor ② Otherwise ③ Therefore ④ Yet

30

- ① Meanwhile ② Namely ③ Shortly ④ Unfortunately

- B 次の問い(問1・問2)において、文章の 31 ・ 32 に入る三つの文が、順不同で下のA～Cに示されている。論理的な文章にするのに最も適当な配列のものを、それぞれ下の①～⑥のうちから一つずつ選べ。

問1

Genes, the basic parts of cells which are passed down from parents to children, may have something to do with human behavior. In an experiment, scientists put flies into a glass tube and placed a light at the end of it. Some of the flies began flying toward the light, some began walking, and some did not move at all. On the basis of the flies' actions, they were separated into different groups: flies that love light, flies that like light, and flies that like the dark. 31

- A. If genes influence behaviors in flies, why not in humans too?
 B. The researchers found that these three groups of flies had variations in a particular set of genes.
 C. This suggested to the researchers that the variations in these genes might explain the differences in the flies' behaviors.

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

問 2

One of the most important things to remember when making a public speech in English is the opening. You should not begin your speech with phrases like “I am no speaker . . .”, “I am not prepared to talk . . .”, or “I have nothing to say . . .”. 32 Be positive, and your listeners will respond positively.

- A. If you open in this fashion, the audience will think that there is no point in listening further.
- B. Rather, you should call attention to the interesting points in your speech.
- C. Then the audience will look forward to what you have to say.

① A—B—C

② A—C—B

③ B—A—C

④ B—C—A

⑤ C—A—B

⑥ C—B—A

- C 次の文章の空欄(1)～(3)に入る三つの文が、順不同で下のA～Cに示されている。論理的な文章にするのに最も適当な配列のものを、下の①～⑥のうちから一つ選べ。 33

In everyday life in Japan, we see pictures of kittens with big eyes or rabbits with floppy ears in magazines, television shows, and advertising directed at young adults. More and more young people buy products which they think are cute, such as cell phone straps with cartoon characters. They even act in a cute manner, copying children's ways of speaking and dressing. Now some regard these goods and behaviors as a kind of culture — cute culture. There are strong opinions for and against it.

Those who are against this culture feel that the desire to look and act cute is not really so cute. (1) Dressing up to look like children, they explain, permits young adults to act in childish and helpless ways.

Those who are in favor of this culture feel that being cute is positive, since cute culture is not just a matter of being childish. (2) In this view, young people are rejecting society's traditional roles and values.

Whether cute culture is a matter of escaping adult responsibility or of expressing individuality, one point is clear : (3) It can be an expression of a person's thoughts and feelings about basic social issues.

- A. Cute culture is about more than just being cute.
 B. They argue that it is an attempt to avoid responsibility by holding onto childish ways.
 C. They explain that these young adults are trying to express their individuality.

① A—B—C

② A—C—B

③ B—A—C

④ B—C—A

⑤ C—A—B

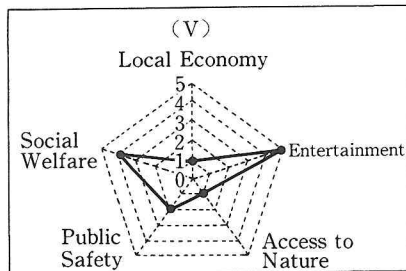
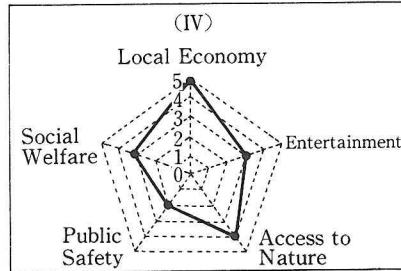
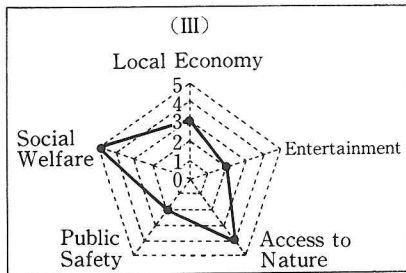
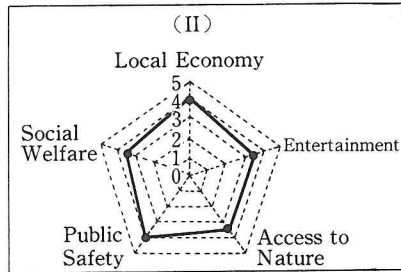
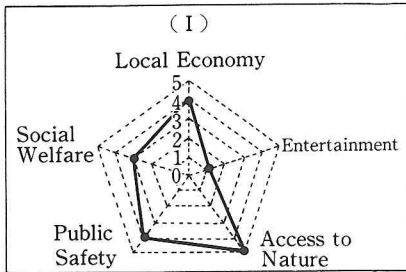
⑥ C—B—A

第4問 次の文章を読み、下の問い(A～C)に答えよ。(配点 35)

These days, public officials have an increasing need for information in order to improve their communities. One way to get such information is by conducting surveys on factors affecting the quality of people's lives. To this end, a group of researchers decided to survey five major cities: Airdale, Broadtree, Columbus, Darby, and Eastville. They evaluated these cities in terms of the local economy, entertainment, access to nature, public safety, and social welfare.

In this survey, *Local Economy* was estimated by considering the percentage of citizens employed. *Entertainment* was defined as the number of music concerts held and movies shown in the past two years. *Access to Nature* was determined by counting the number of public parks in each of the five cities. In order to define *Public Safety*, the number of police officers and fire fighters per 10,000 people was counted. *Social Welfare* was defined as the proportion of the city budget spent on services for the disabled and elderly.

The results are shown in the charts on the next page, in which 5 represents "Excellent", and 0 indicates "Poor". As the charts show, Airdale has an extremely strong local economy. A reason for this is the recent entry of two large employers—a computer factory and a large domestic airport. Broadtree is the most well-balanced in all five aspects evaluated. The strength of Columbus lies in the various entertainment opportunities available there, but this city is also characterized by a poor economy and little access to nature. Darby shows its uniqueness most clearly in social welfare; in fact, it was found that more than 5 % of the city budget was spent on facilities for the disabled and elderly there. Eastville makes a remarkable contrast with Columbus, in that people can enjoy nature but do not have easy access to concerts and movies.



Regarding the survey results, the researchers made three additional points. Firstly, the most attractive city in this region may be, in general terms, Broadtree, because it received reasonably high scores for all of the criteria. Secondly, the “attractiveness” of living in a city is not the same for all people. Attractiveness depends on what factors people think are important. If people put access to nature above anything else, for example, they may get the greatest satisfaction from living in Eastville. Lastly, contrary to popular belief, it is not impossible to have a good economy and easy access to nature at the same time, as the surveys of Airdale and Eastville indicate.

A グラフ(I), (II), (III), (IV), (V)に対応する都市が、その順で次に示されている。最も適当な配列のものを、次の①～⑥のうちから一つ選べ。 34

- ① Airdale — Broadtree — Darby — Eastville — Columbus
- ② Airdale — Eastville — Columbus — Broadtree — Darby
- ③ Columbus — Darby — Broadtree — Airdale — Eastville
- ④ Columbus — Eastville — Airdale — Broadtree — Darby
- ⑤ Eastville — Airdale — Broadtree — Darby — Columbus
- ⑥ Eastville — Broadtree — Darby — Airdale — Columbus

B 次の問い(問1～3)の答えとして最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問1 Why did the researchers conduct this survey? 35

- ① To compare people in the five cities.
- ② To discover what citizens dislike about their cities.
- ③ To know which city is the most convenient to live in.
- ④ To make the cities better places to live in.

問2 What data were used in this investigation? 36

- ① *Access to Nature* was estimated from data about the number of public parks in each city.
- ② *Entertainment* was defined as the average leisure spending per family in the past two years.
- ③ For *Public Safety*, the researchers used the number of traffic accidents in each of the five cities.
- ④ *Local Economy* was indicated by the average amount of money that each family spent on food in the previous year.

問3 What did the survey results show? 37

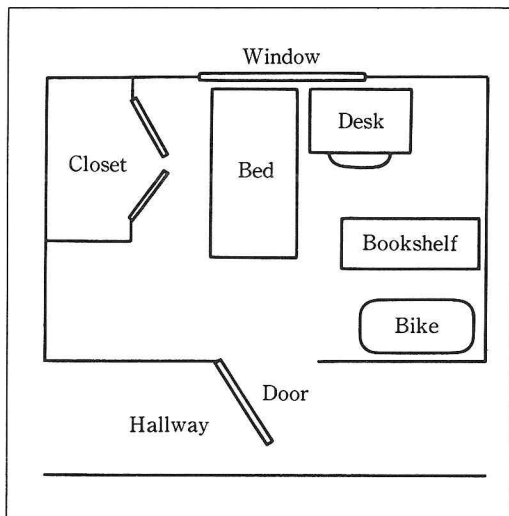
- ① Darby is superior to the other four cities in social welfare.
- ② Eastville has all the typical problems of a metropolitan city.
- ③ The main weakness of Columbus lies in public safety.
- ④ The strong economy of Airdale is probably due to access to nature.

C 本文の内容と合っているものを、次の①～④のうちから一つ選べ。 38

- ① Balance among all factors is most important for people living in Eastville.
- ② Good job opportunities and easy access to nature can be obtained in the same city.
- ③ People would probably agree on the definition of an attractive city.
- ④ Social welfare is an effect, rather than a cause, of satisfaction with a city.

第5問 次の図と会話について、下の問い(A～D)に答えよ。(配点 30)

Bob is in the process of rearranging his bedroom when his friend, Tim, pays him a visit.



The original arrangement of Bob's room

Tim : What's going on? Your room is a mess!

Bob : Yeah, I know. Actually, I'm trying to rearrange ⁽¹⁾it.

Tim : (1)

Bob : I'm just tired of the same old thing. I need a change.

Tim : What are you planning to do?

Bob : Hmm, that's a good question. I'm thinking about moving my bed out from under the window.

Tim : Uh-huh... and what's wrong with it where ⁽²⁾it is?

Bob : The morning sun always shines in my face and I can't sleep in. So, I want to move it next to the door.

Tim : Are you sure that's a good idea?

Bob : (2)

Tim : Well, won't that be too noisy? I mean... people in the apartment house are always going up and down the hallway.

Bob : Gee, I never thought about that.

Tim : Why don't you put ⁽³⁾it along that bare wall across from the closet. There, it should be far enough away from the sunny window, and the noise from the hallway won't bother you as much.

Bob : Yeah, I suppose so, but that's where I thought I'd put my desk and bookshelf.

Tim : OK. I've got ⁽⁴⁾it. Why not put your desk under the window and the bookshelf next to the door? Put the bed along the bare wall.

Bob : I see. Uh-oh, wait a second. I forgot about my exercise bike. Where should I put that?

Tim : Let's see.... Well, how about putting it under the window? And the desk along the wall next to the closet, in that empty space? Don't you think ⁽⁵⁾it would fit there?

Bob : (3) Besides, that space was always wasted anyway. Help me with the desk.... Great! Now, give me a hand with the bike, would you?

Tim : Gosh, this is really heavy. It weighs a ton....

Bob : Perfect. I like ⁽⁶⁾it here. Now I can look out the window when I'm exercising. OK. Next, help me swing my bed around. Let's put the head of the bed up against the wall.... Right, that leaves the bookshelf....

Tim : You remember, we decided to put it next to the door.

Bob : Oh, yeah.... Wow, my room looks really good! Thanks for your help.

Tim : That's OK. Now I can't wait to rearrange *my* room!

A 空欄(1)～(3)に入る三つの表現が、順不同で次のA～Cに示されている。意味の通る会話にするのに最も適当な配列のものを、下の①～⑥のうちから一つ選べ。 39

A. How come?

B. What do you mean?

C. You're right.

① A—B—C

② A—C—B

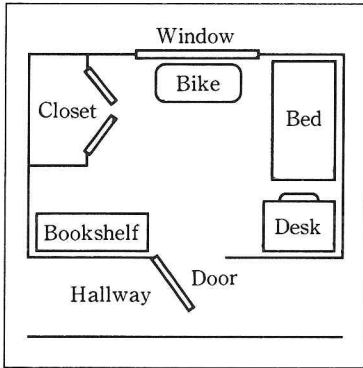
③ B—A—C

④ B—C—A

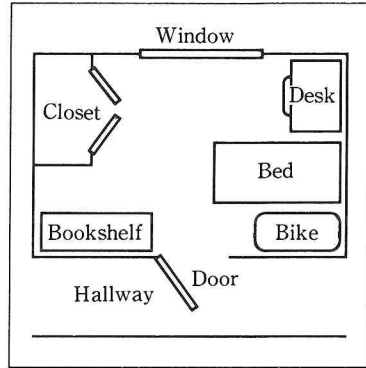
⑤ C—A—B

⑥ C—B—A

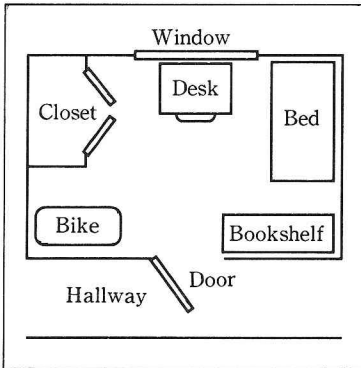
B 部屋を片付けた後の家具・器具の配置として最も適当なものを、次の①～④のうちから一つ選べ。 40



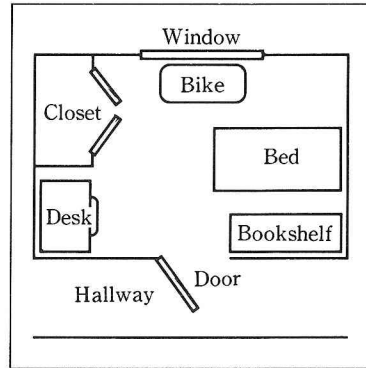
①



②



③



④

- C 会話の内容と最もよく合っているものを、それぞれ下の①～④のうちから一つずつ選べ。

41

- ① Bob and Tim carried the exercise bike together.
- ② Bob decided where to place his bike before finding a space for the bookshelf.
- ③ Bob wanted to keep the corner next to the closet open.
- ④ Bob wanted to move his bed away from the window because of the noise from outside.

42

- ① Bob had not yet started rearranging his room when Tim came.
- ② Bob is not as creative as Tim when rearranging the room.
- ③ The hallway outside Bob's room slopes towards the stairs.
- ④ The window of Bob's room faces the west.

- D 会話の中の下線部(1)～(6)で示された六つの it のうち、同じものを表す it の組合せはどれか。次の①～⑥のうちから一つ選べ。

43

- | | |
|-----------------|-----------------|
| ① 下線部(1)と下線部(2) | ② 下線部(1)と下線部(6) |
| ③ 下線部(2)と下線部(3) | ④ 下線部(3)と下線部(4) |
| ⑤ 下線部(4)と下線部(5) | ⑥ 下線部(5)と下線部(6) |

第6問 次の文章を読み、下の問い(A・B)に答えよ。(配点 45)

My old friend John Price persuaded me to take up hill walking. I am far from being the world's fittest man, and I always find it very tough. But when I first climbed to the top of a mountain, the view was so beautiful that I fell in love with walking. So now we go walking together whenever we can.

On this particular autumn day we were in the north-west of England. When Price arrived to pick me up at the station, I was waiting eagerly. We drove to the hotel, left our bags, got two packed lunches from the kitchen, dressed in stylish hiking clothes and set off.

Although the weather was threatening, the car parks and roadsides were crowded with cars. Everywhere people were finding their equipment and pulling on warm socks and strong boots. We did the same, and joined in behind a long line of walkers, all with rucksacks and knee-high socks, to start the climb. Our goal was the famous summit of Bow Fell, a height of 900 meters. Walkers ahead of us formed well-spaced dots of color leading to a summit lost in cloud.

We climbed through the grassy lower slopes onto more difficult ground, finding our way over rocks and loose stones, until we were up among broken cloud that hung above the valley floor some 300 meters below. The views were sensational—the other peaks across the valley, with its farms now looking so tiny, and a sea of brown hills away to the west. This was living.

As we went on, the weather worsened. The wind began to blow tiny pieces of ice at us that hurt the skin. Then came fog, and we had to walk at a slow, careful pace so that we would not lose the path. Out of the fog ahead of us appeared something that looked rather like an orange snowman. It proved to be high-tech hiking clothes. Somewhere inside them was a man.

“Bit breezy,” he said, saying less than he meant.

Price asked him if he'd come far.

“Just from Blea Lake.” This was 16 kilometers away over difficult ground.

“Bad over there?”

“Hands-and-knees job. It’ll be like that here soon.”

We nodded knowingly.

“Well, I must be going,” announced the man, as if he couldn’t spend the whole day chatting, and disappeared again into the white soup. I watched him go, then turned to find Price vanishing into the mist ten meters ahead of me.

“Hey, wait for me!” I shouted and hurried after.

“Hurry up, Bill!” came the reply.

It was hard going, but we finally reached the top. I counted thirty-four people there ahead of us, sitting among the rocks with sandwiches, bottles and wildly blowing maps. We went over to a rock, where a couple kindly moved their rucksacks to make room for us. We sat and reached into our brown bags in the whistling wind, cracking open boiled eggs, drinking soda, eating cheese-and-tomato sandwiches, staring into the thick fog we had spent three hours climbing through.

I tried to imagine how I would explain to a non-walker why so many people had had the idea that struggling up a mountain on a wet Saturday at the winter end of October was fun. How could I explain that three dozen people enjoyed having a picnic in an ice storm? Perhaps it is the views; perhaps the escape from city life; perhaps the feeling of fellowship with other walkers. More, it is the feeling of achievement, of setting myself a goal and reaching it, even under difficult conditions.

As I sat there, though, I realized there was no way you could explain it to anyone who has never done it. But I thought, I seriously thought: God, I love doing this.

A 次の問い(問1～5)に対する答えとして最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。 44 ～ 48

問1 What first made the writer become interested in hill walking? 44

- ① He enjoyed the scenery from the top.
- ② He lived near mountains as a child.
- ③ He wanted to be fit and needed more exercise.
- ④ He wanted to experience something new.

問2 Why was the writer waiting for Price eagerly at the station? 45

- ① He hadn't had lunch yet.
- ② He was looking forward to the climb.
- ③ It was getting cold.
- ④ Price was always late for appointments.

問3 What did Price and the writer see up on Bow Fell when they set out?

46

- ① Climbers at a distance.
- ② Colorful autumn trees.
- ③ People coming down because of the weather.
- ④ Some cows in the fields.

問4 What did the hiker in orange clothes mean by “Hands-and-knees job”?

47

- ① He had had great difficulty because of the weather.
- ② He hurt his hands and knees coming down.
- ③ People needed to hold hands so that they would not get lost.
- ④ There was a long way to go from there to the peak.

問5 Which of the following is meant when the writer thinks, “God, I love doing this”?

48

- ① He is amused by other climbers' foolish behavior.
- ② He is explaining why people like to climb mountains.
- ③ He is praying to God to express how grateful he is.
- ④ He is satisfied to have succeeded in another climb.

B 本文の内容と合っているものを、次の①～⑩のうちから三つ選べ。ただし、解答の順序は問わない。 49 ～ 51

- ① The top of Bow Fell could not be seen from the valley floor.
- ② The writer could not see the ground below when he reached 300 meters.
- ③ The weather stayed constant while the writer climbed the hill.
- ④ Because of a light rain, climbing to the top was especially difficult on that day.
- ⑤ The writer lost sight of Price a couple of times on their climb.
- ⑥ Price and the writer were among the few hikers who managed to walk to the summit.
- ⑦ It took Price and the writer most of the day to reach the summit.
- ⑧ Immediately after Price and the writer reached the summit, the weather forced the hikers to climb down.
- ⑨ The writer does not expect non-walkers to understand fully why he likes hill walking.
- ⑩ The writer is so fond of hill walking that he would go climbing even under poor weather conditions.

第3問 次の問い(A～C)に答えよ。(配点 34)

- A 次の文章の 26 ・ 27 に入れるのに最も適当な語句を、それぞれ下の①～④のうちから一つずつ選べ。

Most people think that the duck-billed platypus, an egg-laying mammal, only lives in remote rivers in Australia. 26, though, platypuses can be found in rivers near large cities throughout eastern Australia. The cities are trying to protect these shy animals. 27, trash, such as old fishing line and plastic bags, is injuring nearly ten percent of them every year. How much longer can platypuses live near us? The answer depends on us.

26

- ① As a matter of fact
- ② Not to mention it
- ③ In spite of them
- ④ In a sense

27

- ① Still
- ② That is
- ③ Thus
- ④ At last

- B 次の問い(問1・問2)において、文章の 28 ・ 29 に入れる三つの文が、順不同で下のA～Cに示されている。論理的な文章にするのに最も適当な配列のものを、それぞれ下の①～⑥のうちから一つずつ選べ。

問1

One aspect of sports is winning or losing. Athletes, coaches, and spectators all agree that no one likes to lose. 28 Recognizing these differences in attitudes will help us when talking to athletes who have lost.

- A. Studies show that female athletes tend to say failure is caused by their lack of skill or effort.
- B. Male athletes, on the other hand, tend to point to factors such as luck or the strength of the opponents.
- C. Researchers, however, have found differences in the ways male and female athletes respond to losing.

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

問 2

In many cultures nicknames are used to express feelings toward a person. They are commonest among children but any close group of people, such as a family, a sports team, or office staff, will use nicknames. 29 Added to this, when we feel comfortable in using someone's nickname to his or her face, it can be an important mark of closeness.

- A. Whether given to a friend, an enemy, or a leader, a nickname often illustrates the person's character, habits, or appearance.
- B. Those who are in authority can also get nicknames.
- C. They are given mostly to special friends or enemies.

① C—A—B

② B—C—A

③ A—B—C

④ A—C—B

⑤ B—A—C

⑥ C—B—A

- C 下の枠内に示された 30 ～ 32 の各文を入れるのに最も適当な箇所を、次の文章中の ①～⑥の中からそれぞれ一つずつ選べ。ただし、各段落に一文ずつ入れよ。

What would you do if you wanted to learn about something? A traditional way is to go to your bookshelf, pick up a dictionary or encyclopedia, and start turning pages. Now, however, you can turn on your computer, connect it to the Internet and start its search program. You just type in the keyword(s), click “search”, and soon you will have what you are looking for.

It seems as if anything you want to know can be found on the Internet. ① The range of information you can find on the Net varies from gossip, to news, to the most advanced technological findings. Furthermore, the information is always fresh. ② It seems we do not need to “know” or “remember” anything except how to get information from the Net. Or at least, there is no longer any need for the shelf space to hold those volumes of encyclopedias.

What is being lost, though, is the joy of discovery. In many ways an Internet search is like a package tour, on which you generally know where you are going and see only what the tour organizer has selected. Similarly, what you find in the Internet search is controlled by the site’s owner or is the result of a computer program. ③ On the other hand, turning the pages of an encyclopedia, as you look up an entry, is more like wandering through a forest. ④ This may stir up a new interest, which will eventually lead you into a totally different topic.

The word “encyclopedia” originally meant “general or well-rounded education”. ⑤ With a traditional encyclopedia, this well-roundedness may be achieved by the discoveries readers make by turning the pages. In comparison, heading straight to the target word through a series of clicks on a computer is rather linear. ⑥

30 New information is constantly added, past files are re-written, and news reports are broadcast as they come in.

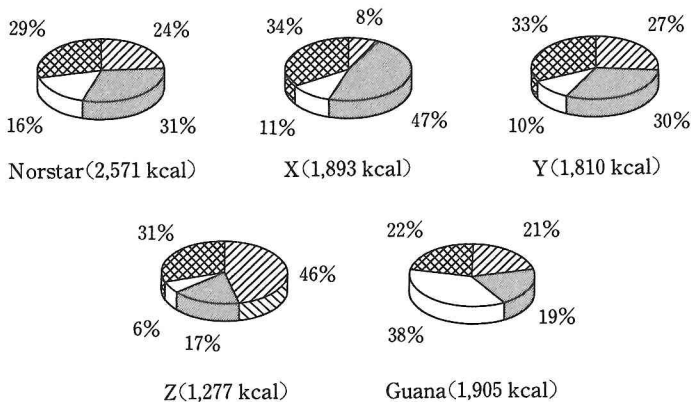
31 This suggests that technological changes in the methods of getting information may limit the opportunities for learning.

32 You may accidentally find something interesting in the entry just next to the one you have been looking for.

第4問 次の文章を読み、下の問い(A～C)に答えよ。(配点 35)

Researchers at the International Calorie Association (ICA) have claimed that it is important to develop well-balanced eating habits. Ideally, calories should be taken in equally from three meals: breakfast, lunch, and dinner. They also point out that the recommended daily number of calories for children is from 1,900 to 2,100 kcal.

The researchers carried out a survey intended to measure the number of calories children get from regular meals each day. They chose several primary schools in five cities around the world: Guana, Jamas, Lomita, Norstar, and Portville. Every day for seven days, five hundred primary school children aged 7 to 10 in each of the five cities reported what they ate. Then the ICA calculated the average number of calories in each meal and in snacks. The results are shown as percentages of the total daily calories in the pie charts below.



Total Calories per Day

The way young children get calories from meals each day varies from city to city. For children in Guana, snacks provide the most calories. This may be because they consider snacks as equivalent to a major meal. On the other hand, snacks don't have much importance for children in Lomita. They get most of their daily energy from breakfast. The total amount of energy they get each day is quite small. The eating habits of children in Portville are unique. Many children tend to skip breakfast and have a rather big lunch. In contrast, the diet of children in Jamas is well-balanced. A similar pattern is shown for the children in Norstar. The total number of calories is, however, much greater than the ICA's recommendation. The children's parents will be advised to keep better control over their children's diet even though there is a good balance of calories between the three meals.

The ICA concluded that there are important differences in the ways children around the world get calories, and that they have to take these differences into account when they give dietary advice to people. The researchers also feel that more surveys are required, so as to discover what kind of diet is needed, since this survey focused only on the number of calories.

A グラフの X, Y, Z に対応する都市の組合せが、その順に次に示されている。

最も適当な配列のものを、次の①～⑥のうちから一つ選べ。 33

- ① Jamas ——— Portville ——— Lomita
- ② Lomita ——— Portville ——— Jamas
- ③ Lomita ——— Jamas ——— Portville
- ④ Portville ——— Jamas ——— Lomita
- ⑤ Portville ——— Lomita ——— Jamas
- ⑥ Jamas ——— Lomita ——— Portville

B 次の問い(問1～3)の 34 ～ 36 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 One purpose of this research was 34 .

- ① to understand the importance of breakfast
- ② to increase the calorie intake of children aged 7 to 10
- ③ to develop an ICA calorie chart
- ④ to understand eating habits in different countries

問2 The total number of reports the ICA collected was 35 .

- ① 3,500
- ② 2,500
- ③ 500
- ④ 17,500

問3 The researchers think that more surveys are necessary because 36 .

- ① this survey focused only on primary school children
- ② they need some information on other aspects of diet
- ③ they want to know the best way to lose weight
- ④ they need to do more research in other countries

C 本文の内容およびグラフの内容と合っているものを、次の①～④のうちから一つ選べ。 37

- ① Children in Jamas think snacks are more important than breakfast.
- ② Children in Lomita need to eat more every day.
- ③ The ICA recommends 500 kcal per meal.
- ④ Children's eating habits in Guana are better than those in Portville.

第5問 次の会話について、下の問い(A～D)に答えよ。(配点 32)

Yumiko, a high school student studying in Britain, meets her friend, Paul, at the station.

Yumiko : Hi, Paul.

Paul : Hi, Yumiko. What are you doing these days?

Yumiko : I'm learning sign language.

Paul : Sign language? Why are you doing that?

Yumiko : We have a new student in our class who is deaf, and I thought it might be useful. I'm starting a short training course on Monday, so I've learned the sign alphabet to prepare for it. Of course, there's much more to sign language than that, though.

Paul : You know, I learned some alphabet signs when I was in America. My friend showed me a few. His brother is partially deaf. For 'A', you just make a fist like this, don't you?

Yumiko : Actually, British signs are a bit different.

Paul : (1) I didn't know that.

Yumiko : Yes. In fact there are quite a lot of sign languages. The British and American ones are just two of them.

Paul : So, what's the difference?

Yumiko : In British sign language, each vowel — A, E, I, O, U — is made by pointing with the index finger of one hand to one finger of the other hand in turn. So 'A' is the thumb, 'E' is the index finger . . .

Paul : (2) So 'I' is the middle finger, and so on.

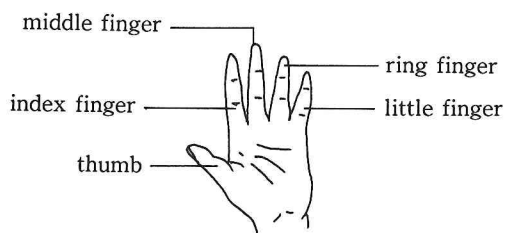
Yumiko : You see, it's easy, isn't it? Some other letters are easy too. For the letter 'X' you just cross both index fingers, and for 'C' you make a half-circle shape with your thumb and index finger. Then 'D' is the same as 'C', except that you close the half-circle with the index

finger of your other hand, like a capital 'D'.

Paul : Really? In the American sign alphabet the letter 'D' is made with one hand, and looks like a small 'd'. What about if I just make a circle with my thumb and index finger? In America, that's 'O', but

Yumiko : Yes, remember 'O' is made by pointing to the ring finger in British sign language. There are signs that use a circle, though. For example, for 'P' you make a circle and touch it with the index finger of the other hand in a straight line. (3)

Paul : Hmm, I wonder why they're different.



A 空欄(1)～(3)に入れる三つの表現が、順不同で次のA～Cに示されている。意味の通る会話にするのに最も適当な配列のものを、下の①～⑥のうちから一つ選べ。 38

A. Do you see?

B. I get it.

C. Are they?

① B—A—C

② C—A—B

③ A—C—B

④ A—B—C

⑤ B—C—A

⑥ C—B—A

B イギリスの手話でC—O—Xと伝えたいとき、次のア〜カをどのような順序で示せばよいか。その順序を示すものとして適当なものを、下の①〜⑥のうちから一つ選べ。ただし、手話は、手話をしている者の目から見た形で示してある。

39

ア



イ



ウ



エ



オ



カ



① アーエーウ

② エーイーウ

③ エーアーウ

④ エーアーカ

⑤ アーイーオ

⑥ アーイーカ

C イギリスの手話でP—A—Dを意味するものを、次の①～⑥のうちから一つ
 選べ。ただし、手話は、手話をしている者の目から見た形で示してある。

40

①



②



③



④



⑤



⑥



D 会話の内容と合っているものを、次の①～⑥のうちから二つ選べ。ただし、
解答の順序は問わない。 41 ・ 42

- ① Paul learned the American sign alphabet from his brother.
- ② You need two hands for all the vowels in the British sign alphabet.
- ③ Yumiko's new friend at the training course comes from America.
- ④ Paul's friend in America has a problem with his hearing.
- ⑤ Yumiko has learned the British and American sign languages.
- ⑥ Yumiko has not done a training course in sign language.

第6問 次の文章を読み、下の問い(A・B)に答えよ。(配点 45)

When I was an eight-year-old girl, I was taken for my first music lesson. Ms. Grodzinska, the teacher, was a plain, elderly woman and her apartment was thick with dust. But in the corner stood a magnificent grand piano, and when Ms. Grodzinska sat down to play a simple melody for me, I was amazed to hear such beauty come from under her fingers. As she played, she altered from a plain woman to someone whose movements were as harmonious as the sounds she was creating. I knew at once that I wanted to be able to bring forth sounds like that.

Piano lessons were part of my parents' ambition for me to have the better things in life. Musicians in Poland have sacred status, and having musical talent is an avenue of success open to all. As a first step toward fame, I was taken for a musical hearing test, and felt the shame of failing most of it. Later, though, one of my music teachers told me about the importance of "inner ear" — the ability to hear feelingly. In this, I turned out to be better.

Of course, like many children, I hated practicing. It was extremely dull to go through the finger exercises endlessly, but as soon as I was given parts of real pieces I learned them with enthusiasm. I didn't wonder about what they should sound like — I seemed to know. Music seemed to me as clear as words. At the end of twelve months of lessons, Ms. Grodzinska said to me, "Eva, you have talent."

It was decided at once that I should train as a professional pianist, and I immediately entered Cracow Music School. It was an old school that combined a basic curriculum with a full musical education. Inside, the atmosphere was warm with the sounds of violins, red-faced kids running around the narrow hallways, and the heat of competition. We wore a uniform, which hid social inequalities, but the degree of everyone's talent was judged constantly.

A performance, of course, was the peak toward which all the students worked. At the end of my first year at music school, I gave my first public performance and I approached it with all the calmness of inexperience. When it was time to play, I felt such joy that I knew nothing could go wrong. I seemed not to be playing but listening to the music as it poured out of my fingers. It was a happy moment.

But it was also the last time that I enjoyed such an innocent calm. From then on performing became more self-conscious, and more difficult. My childish fearlessness had gone and I had to work harder to get the necessary combination of will and relaxation.

The time I worked hardest was shortly before my family moved to Canada, when I was seventeen. Usually, the school resisted making stars of us, but they decided to make an exception to their policy and allowed me to give a whole concert by myself. This was a frightening idea — to get through so many pieces without losing my nerve and concentration — and in preparation I started practicing like mad. I practiced until my fingers hurt. I practiced to make absolutely sure that I wouldn't shame myself. I practiced until my teacher told me to slow down.

I was more terrified than I had ever been as I sat backstage waiting to go on, and I got through the program not in that simple joy of my first performance, but through powerful focusing of mind and will. Afterward, though, I had my full reward. My friends were particularly generous with praise, and, most exciting of all, my classmate's elder pianist-brother came to tell me how well I'd done and kissed me in an unmistakably adult way. For one glorious moment, music, admiration, and romance all came together, just like they're supposed to.

A 次の問い(問1～5)に対する答えとして最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。 43 ～ 47

問1 Why did Eva's parents decide to take her to Ms. Grodzinska? 43

- ① In Poland, musicians are highly respected.
- ② Eva said she wanted piano lessons.
- ③ In Poland, only rich children become musicians.
- ④ Eva had already shown musical talent.

問2 What made Eva first decide that she wanted to learn the piano? 44

- ① She wanted to be rich and successful.
- ② She thought the piano music was beautiful.
- ③ She liked her famous teacher, Ms. Grodzinska.
- ④ She admired the grand piano in the room.

問3 Why did Eva's first public performance go smoothly? 45

- ① Her time to practice for the concert had been limited.
- ② She played only parts of easy pieces.
- ③ Her inexperience prevented her from worrying.
- ④ She played for her fellow students.

問4 What made Eva practice so hard for her final concert at Cracow Music School? 46

- ① She was leaving for Canada soon.
- ② She had an opportunity to give a solo concert.
- ③ She had to play a difficult piece.
- ④ She was told to practice hard by the teacher.

問 5 What was the most thrilling thing about the final concert for Eva?

47

- ① She was praised by many of her friends.
- ② She was admired by a young pianist.
- ③ She did not make any mistakes.
- ④ She did not feel nervous at all.

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

48

50

- ① When Eva took a musical hearing test, she did well.
- ② Eva entered Cracow Music School at the age of nine.
- ③ At Cracow Music School, they wore a uniform to maintain social class differences.
- ④ Eva gave her first public performance at the end of her first year at Cracow Music School.
- ⑤ At every performance she gave, Eva had difficulty in controlling her nervousness.
- ⑥ Eva practiced hard for the final concert, until the teacher told her to do less.
- ⑦ At the final concert, Eva found it easy to concentrate and to finish the pieces.
- ⑧ The boy kissed Eva only to tell her how well she played her music.

第3問 次の問い(A～C)に答えよ。(配点 34)

- A 次の文章の **26** ・ **27** に入れるのに最も適当な語句を、それぞれ下の①～④のうちから一つずつ選べ。

Of the five senses, the most important to nearly all animals is smell. Animals rely on the sense of smell to find food, to find mates, and to recognize their enemies. But **26** other mammals, humans miss a lot of smells. This is **27** over time we have come to rely mainly on sight. It is only recently that researchers have realized how much we are missing.

26

- ① due to
- ② compared with
- ③ along with
- ④ opposite to

27

- ① whether
- ② the way
- ③ because
- ④ as if

B 次の問い(問1・問2)において、文章の 28 ・ 29 に入れる三つの文が、順不同で下のA～Cに示されている。論理的な文章にするのに最も適当な配列のものを、それぞれ下の①～⑥のうちから一つずつ選べ。

問1

The idea of galleries and museums that anyone can visit is quite a modern one. About two hundred years ago, great works of art were nearly all in palaces or belonged to wealthy collectors who would show them only to their friends. 28 Also, people believed that it was good for society for art to be publicly available. Now there are major museums in countries all over the world, and millions and millions of people visit them every year.

- A. It was thought that viewing art was good for ordinary people.
 B. This changed in the early nineteenth century when European countries, such as France and Germany, opened the first great public art galleries.
 C. The feeling in these countries was that everyone should be able to enjoy great paintings.

① A — B — C

② C — A — B

③ A — C — B

④ C — B — A

⑤ B — C — A

⑥ B — A — C

問 2

An African villager rushed into the clinic with her badly burned child, a little boy named Ndronal. The doctor did what he could, then asked the traditional healer for help. She examined him and then left to collect a plant from the forest. 29 Given daily treatments in this way, Ndronal's burns were completely healed a month later — a victory for him and for the healing powers of one of nature's medicines.

- A. Soon she returned with a length of liana, a climbing plant.
 B. She blew into one end, forcing liquid out from the other.
 C. As it coated the child's burns, his crying gradually stopped.

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

C 下の枠内に示された 30 ～ 32 の各文を入れるのに最も適当な箇所を、次の文章中の①～⑥の中からそれぞれ一つずつ選べ。ただし、各段落に一文ずつ入れよ。

Recently many American parents have bought cell phones to help them keep track of their teenagers. The result is a new balance in the continuing struggle between parents' desire to know what their teenagers are doing (and where, and when, and with whom) and the teenagers' desire to be free from their parents' control. Exactly how do teens view this new balance, and what are they doing about it?

Some US teenagers view parent-controlled cell phones as a chain. They feel that such cell phones are yet another means by which their parents can control them. So they have developed several methods for keeping their parents' access to them limited. ① Sometimes they turn off their phones. Other times, they tell white lies about dead batteries. At yet other times, they refuse to answer, and so calls from home are sent to the message center. ②

Other American teenagers tend to view cell phones as devices that give them more freedom. These teens are glad that their parents have a way to reach them. ③ In addition, if they are out late or if there is a change in plans, it is easy to get in touch, relay the necessary information, and calm their parents' fears. ④ For these teens, cell phones are instruments that help them become free.

What has become clear is the importance of parents and children learning appropriate cell phone use. Youths learn that freedom brings responsibilities, including responsibilities to parents. Parents learn not to call about minor matters. ⑤ What finally emerges is a new freedom for teens, but one that is closely managed from both sides. ⑥

30 One reason for this is that they have found that their parents generally call them only if they are needed.

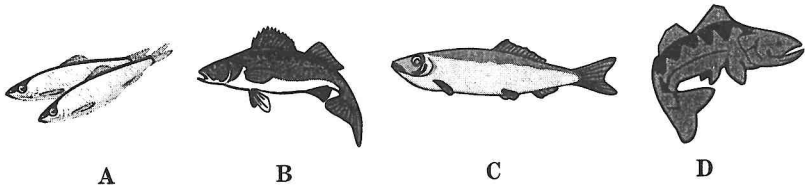
31 They learn to call only if they are truly concerned about where their child is or what she or he is doing.

32 These are some of the ways teenagers try to break the wireless chain.

第4問 次の文章を読み、下の問い(A～C)に答えよ。(配点 35)

As the world's human population increases, the number of fish has been decreasing because of over-fishing. The result has been a rise in the price of fish as well as the possibility that important fish species will disappear completely.

In order to find the best way of maintaining a stable supply of fish, a group of fishery researchers conducted a project which compared three different ways of raising four species of fish.



One method was to catch fish and raise them in large ponds. The second method was to preserve the natural environment. This was done by making agreements not to fish for two years so that the fish population could increase naturally. The third method was to catch fish and then transport them to new locations where the researchers thought the fish could increase their numbers.

The first step was to estimate the populations of the four types of fish living in their natural environment. After two years, the fish populations under the three different conditions were estimated again. The percentages of population increase are shown in the figure below.

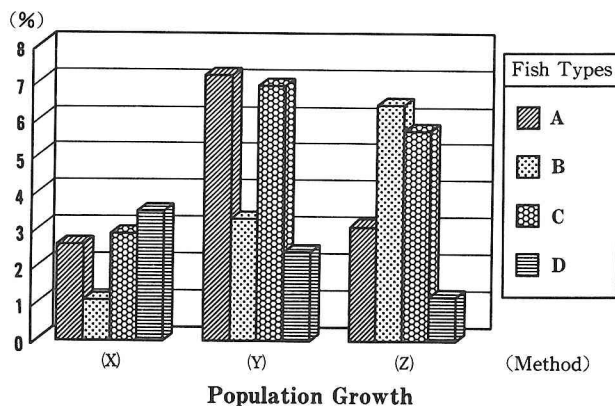
Then comparisons were made. The researchers found that all three methods were successful to different degrees. They found that the “pond” method worked reasonably well in producing increases in some of the fish populations. Specifically, they found that fish Types A and C could easily

live in the ponds. The main weakness of this method, however, was its cost. For instance, the cost of raising Type A fish was nearly the same as the selling price. No profit could be made if the Type A population increase was below 8%. They concluded that Type C fish, which had a high market price, was the only species that could be raised profitably.

The second method, the “protected environment” method, was also successful. However, for some of the species, numbers did not increase as much as the researchers had hoped during the “no fishing” agreement period. Only Type D fish increased more than 3% after two years.

The third method, the “relocation” method, worked well for fish Types B and C, but not for Type D fish. It was found that other fish already living in the new locations often ate the Type D fish. For Type A fish the “relocation” method was only slightly more effective in increasing the population than the “protected environment” method.

The fishery researchers concluded that any one method of raising fish would not work profitably for all four types. Each type of fish would require a different method for its population to increase. They realized that if they used a variety of methods, the supply of these four kinds of fish would be safe well into the future.



- A グラフの(X), (Y), (Z)に対応する方法の組合せが, その順に次に示されている。
最も適当な配列のものを, 次の①～⑥のうちから一つ選べ。 33

- ① Pond _____ Protected Environment — Relocation
- ② Pond _____ Relocation — Protected Environment
- ③ Protected Environment — Relocation _____ Pond
- ④ Protected Environment — Pond _____ Relocation
- ⑤ Relocation _____ Protected Environment — Pond
- ⑥ Relocation _____ Pond — Protected Environment

- B 次の問い(問1～3)の 34 ～ 36 に入れるのに最も適当なものを, それぞれ下の①～④のうちから一つずつ選べ。

問1 The long-term goal of the fisheries project was 34 .

- ① to find the best way to relocate endangered fish
- ② to develop new species of marketable fish
- ③ to increase the number of better fish species
- ④ to provide a constant food resource

問2 The researchers discovered that with the “pond” method 35 .

- ① no profit could be made raising Type A fish
- ② Type B fish cost the least to raise
- ③ the cost of raising Type C fish was too high
- ④ in general, an 8% population increase is needed for profit

問 3 The fishery researchers eventually concluded that

| |
|----|
| 36 |
|----|

.

- ① the “protected environment” method produced the most fish
- ② the cost of the “relocation” method was too high
- ③ no single method was effective for all four types of fish
- ④ the research methods used in the project were all safe

C 本文あるいはグラフの内容と合っているものを、次の①～④のうちから一つ選べ。

| |
|----|
| 37 |
|----|

- ① Among the four species, the Type B fish population increases most.
- ② The “pond” method provides three times more Type D fish than the “relocation” method does.
- ③ Relocated Type A fish increase more than Type D fish do in ponds.
- ④ The number of Type C fish increases most in the protected environment.

第5問 次の会話について、下の問い(A～D)に答えよ。(配点 32)

A police officer is questioning Mr. Tani about a woman. Mr. Tani saw her when he was coming out of the supermarket.

Mr. Tani : That's right, Officer. She ran out of the supermarket and went that way.

Police Officer : To the west ?

Mr. Tani : Yes, toward the post office. But she didn't get that far. She stopped in front of the bookshop and ran across the street. I thought she was going toward the path along the bank of the river, but she came straight back this way instead.

Police Officer : So she ran right past you ?

Mr. Tani : No, she was on the other side of the road, and in any case she went into the park. A few seconds later I saw her come out of the side entrance and the next thing I knew, she was running past the bank on the corner.

Police Officer : The one next to the hospital ?

Mr. Tani : (1), where those traffic lights are.

Police Officer : And then what did she do ?

Mr. Tani : She hesitated a moment near the bus stop, and then a bus came and that's the last I saw of her.

Police Officer : I see. So, do you think she got on the bus ?

Mr. Tani : (2), but she wasn't there when the bus moved on.

Police Officer : I see. What about her appearance ? What did she look like ?

Mr. Tani : Let's see, dark hair tied back in a pony-tail. She was wearing white trousers, I think, and a blue T-shirt with writing on the front. I didn't see what it said, though.

Police Officer : What about height ?

Mr. Tani : Not so tall. Oh, did I say white trousers? Actually, she was wearing blue trousers, and her T-shirt was white, with blue writing on it.

Police Officer : Well, thank you, you've been very helpful.

Mr. Tani : That's OK. What has she done, by the way?

Police Officer : It's nothing very serious, but I'd like to speak to her. Now, before I go, do you recall anything else about her?

Mr. Tani : (3). She often comes home very late at night.

Police Officer : How can you possibly know that?

Mr. Tani : Because she lives across the street from me.

Police Officer : Why on earth didn't you say so before?

Mr. Tani : Well, you never asked!

A 空欄(1)～(3)に入れる三つの表現が、順不同で次のA～Cに示されている。意味の通る会話にするのに最も適当な配列のものを、下の①～⑥のうちから一つ選べ。 38

A. As a matter of fact, I do

B. Well, I can't be sure

C. No, the other one

① C—A—B

② A—C—B

③ C—B—A

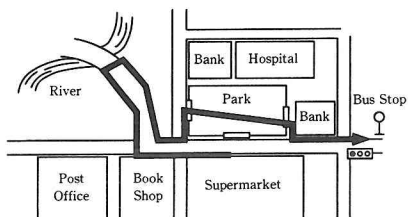
④ B—C—A

⑤ B—A—C

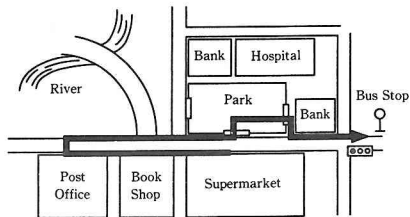
⑥ A—B—C

B 二人が話している街並と女性の通った道を示しているものとして最も適当なものを、次の①～⑥のうちから一つ選べ。ただし、図では上が北の方角になる。また、矢印の線は女性の通った道を示している。

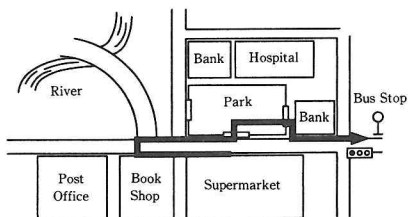
39



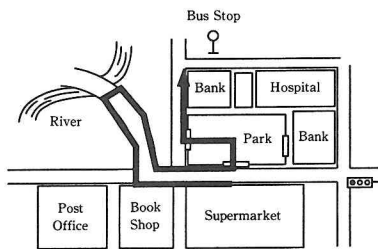
①



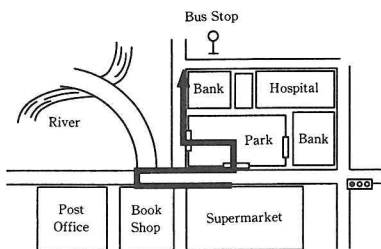
②



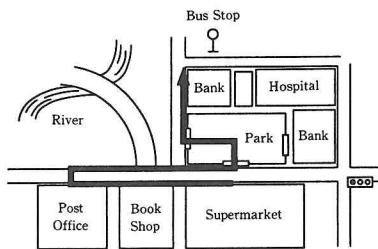
③



④



⑤



⑥

C 会話に出てくる女性の容姿・服装として最も適当なものを、次の①～⑧のうちから一つ選べ。

40



①



②



③



④



⑤



⑥



⑦



⑧

D 会話の内容と合っているものを、次の①～⑥のうちから二つ選べ。ただし、解答の順序は問わない。 41 ・ 42

- ① Mr. Tani was on the way to the bank on the corner.
- ② The woman is one of Mr. Tani's neighbors.
- ③ The police officer asked for the woman's address.
- ④ The woman often works late at the supermarket.
- ⑤ The woman was too late for the bus.
- ⑥ Mr. Tani asked the police officer the reason for his questions.

第6問 次の文章を読み、下の問い(A・B)に答えよ。(配点 45)

Uma heard the sound of a tray full of tea things and opened her eyes. Jyoti stood by her bed.

“Your tea, mother.” Jyoti gracefully gestured toward the tray on her bedside table.

“Let me pour it for you. How are you today?”

“I’m much better,” said Uma, “but I still have a headache.”

Jyoti’s response was quick: “Oh, you’ll soon be well. Dr. Marfatia assured me so last night.”

She sat down on the bed, and the concern in her eyes made Uma say quickly, “It’s nothing, really. Oh, how I look forward to the day when there will be a doctor in the house! India needs doctors. How is your work going, dear?”

Jyoti’s eyes clouded over and she dropped them quickly. “All right,” she murmured.

As the graceful head hung down, suddenly Uma saw her daughter as she had stood before her years ago, with a bowed head and a guilty, confused face.

And out of the past she recalled a scene and heard her own voice, saying :

“Have you learned it, or haven’t you?”

“Yes, mother.”

“Don’t murmur! Look up!”

“Yes, mother.”

“Then why don’t you know it?”

Silence. As Jyoti stood there, a paper fluttered out from between the pages of the human biology textbook Uma was waving angrily at her. Uma picked it up. It was a watercolor of a bird in flight. The art was simple and

self-taught. But there was a power, a wild grace in the open wings that Uma had failed to appreciate at that moment.

"So, this is what you've been doing all evening, is it ? Don't you have any sense of responsibility ?"

Uma felt black with anger inside and, without thinking, pushed her daughter toward the desk. It was not a hard push, but it mentally wounded the little girl. Jyoti did not look up as she bent obediently over her books.

Why, back then I brought out the worst in my lovely daughter, thought Uma, as she gazed at the young woman beside her. I caused her shyness and her hesitations. If she greets people not with joy but with *effort*, I am the cause of it.

"Mother," said Jyoti suddenly, "I don't want to go to the hospital any more. I don't want to study medicine. That was your idea, not mine."

The last words were said quickly.

"Yes." Uma closed her eyes for a moment. When she opened them again, Jyoti seemed to have changed in some unclear but important way.

"Do you know what you want?" asked Uma gently.

"Yes," came the unhesitating answer.

Uma felt a moment of worry, but forced herself to say quietly, "What is it you want?"

"I want to paint!"

Of course, thought Uma, she wants to paint. I should have known it for years. How could I have been so stupid? She stared at her daughter's face, which was very pale, but which now showed her strength.

"I didn't mean to tell you like this," whispered Jyoti.

"Of course you didn't." Uma raised a hand and let it fall back on the bed.

"Mother," cried Jyoti, "I'm sorry, but this is what I have to do!"

Uma shook her head and tried to smile. She wants to paint, shouted a

voice in her head. She *wants* that ! Uma wondered how she could explain to Jyoti that though she had killed a cherished hope, the feeling was one of relief. For Jyoti herself had grown up. She existed more; she had grown vivid. Sitting beside her on the bed, her Jyoti was a giant.

Uma smiled at her daughter as she held out her hand for the cup of tea.

- A 次の問い(問1～5)に対する答えとして最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。 43 ～ 47

問1 What did Uma mean when she said she was looking forward to having a doctor in the house? 43

- ① She was sick and needed medical care.
- ② Her husband was a doctor.
- ③ She wanted Jyoti to become a doctor.
- ④ There was a shortage of hospitals in India.

問2 What reminded Uma of Jyoti's childhood? 44

- ① Jyoti talked about her work.
- ② Jyoti seemed worried about Uma.
- ③ Jyoti looked down and spoke unclearly.
- ④ Jyoti was such a graceful young woman.

問3 What made Uma say, "Don't you have any sense of responsibility?"

45

- ① Uma did not try to pick the paper up.
- ② Uma was better but still had a headache.
- ③ Jyoti had not studied biology properly.
- ④ Jyoti did not pour tea for her mother.

問4 What happened when Uma pushed Jyoti? 46

- ① Jyoti felt hurt.
- ② Jyoti cut herself.
- ③ Jyoti shouted at her mother.
- ④ Jyoti pushed her back.

問5 Why did Uma shake her head and try to smile near the end of the story?

47

- ① She did not believe that Jyoti was sorry.
- ② Jyoti had made her angry.
- ③ She wanted to support Jyoti's decision.
- ④ Jyoti's crying made her headache worse.

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

- ① Uma brought a cup of tea to Jyoti's bedside in order to comfort her.
- ② When Dr. Marfatia visited the house, he told Jyoti that Uma was seriously ill.
- ③ Uma used to get angry with Jyoti about her schoolwork, which made Jyoti argue with Uma.
- ④ When Jyoti was young, her mother did not recognize her artistic talent.
- ⑤ Uma became ill because Jyoti fought against Uma's will.
- ⑥ Jyoti's shy and nervous behavior was the result of how Uma had treated her.
- ⑦ It was not Jyoti's but Uma's wish that Jyoti should become a doctor.
- ⑧ When Uma found that Jyoti had become independent enough to state her wish clearly, she felt miserable and tired.

第3問 次の問い(A～C)に答えよ。(配点 34)

- A 次の文章の 26 ・ 27 に入れるのに最も適当な語句を、それぞれ下の
①～④のうちから一つずつ選べ。

In a study aimed at finding ways to encourage children to use computers, some differences were found in the attitudes of boys and girls. While many of the boys said they enjoyed the use of the computer itself, the girls tended to value the computer for how it could help them do something. 26, computers were often a means for the girls, but an end for the boys. The study 27 found that the boys were more likely than the girls to have and use a home computer. However, further studies are necessary to confirm these results.

26

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

27

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

B 次の問い(問1・問2)において、文章の 28 ・ 29 に入れる三つの文が、順不同で下のA～Cに示されている。論理的な文章にするのに最も適当な配列のものを、それぞれ下の①～⑥のうちから一つずつ選べ。

問 1

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

- A. They believed that Sirius, the Dog Star, which rises with the sun during this time, added its heat to the sun's and caused the hot weather.
- B. This expression comes from Latin, the language used by the ancient Romans.
- C. These periods, which occur in July, August, and early September, are called "dog days" in English.

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

問 2

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

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

① C—A—B

② A—C—B

③ B—C—A

④ C—B—A

⑤ A—B—C

⑥ B—A—C

- C 次の枠内に示された 30 ～ 32 の各文を入れるのに最も適当な箇所を、下の文章中の①～⑥のうちからそれぞれ一つずつ選べ。ただし、各段落に一文ずつ入れよ。

- | | |
|----|--|
| 30 | Similarly, air does not conduct heat as well as water. |
| 31 | They, too, are poor conductors of heat and so a very good protection against cold. |
| 32 | This can be easily proved. |

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

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

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

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

第4問 次の文章とグラフを読み、下の問い(A・B)に答えよ。(配点 35)

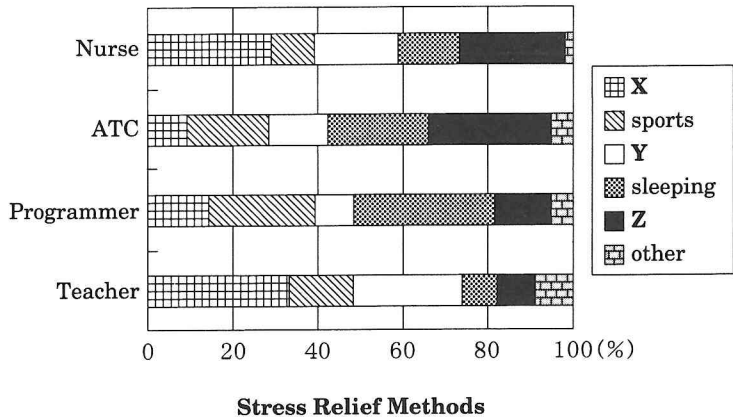
It is well known that stress affects workers' health. When workers are not well, they tend to miss many days of work every year. The organizations they work for are, in turn, not as productive as they should be. However, levels of stress in different occupations, and the ways that workers relieve such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

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

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

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

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



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

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

A グラフの X, Y, Z に対応するストレス解消法の組合せが, その順に示されている。最も適当な配列のものを, 次の①～⑥のうちから一つ選べ。 33

- ① music ————— shopping ————— talking
- ② music ————— talking ————— shopping
- ③ shopping ————— music ————— talking
- ④ shopping ————— talking ————— music
- ⑤ talking ————— music ————— shopping
- ⑥ talking ————— shopping ————— music

B 次の問い(問 1 ～ 4)の 34 ～ 37 に入れるのに最も適当なものを, それぞれ下の①～④のうちから一つずつ選べ。

問 1 The main reason for conducting the OPA survey was to study 34 .

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

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

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

問 3 Among the workers in the four occupations, 36 in particular said they suffered from severe stress while working.

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

問 4 The survey found that, among the people interviewed, 37 .

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

第5問 次の会話について、下の問い(A～C)に答えよ。(配点 32)

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

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

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

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

Andy: OK, let's do that.

Later, after setting up the tent . . .

Andy: Now, where should we put the barbecue?

Terry: How about behind the tent?

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

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

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

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

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

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

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

Terry: Did you see where he put it?

Pat: Maybe by the camping sign?

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

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

Terry: Which one?

Pat: The big one.

Terry: Where in the backpack?

Pat: In the side pocket.

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

Pat: The bottom one.

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

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

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

A 空欄(1)～(3)に入れる三つの表現が、順不同で次のA～Cに示されている。意味の通る会話にするのに最も適当な配列のものを、下の①～⑥のうちから一つ選べ。

A. Oh, now I remember.

B. That's not a good idea.

C. If you say so.

① C — B — A

② C — A — B

③ A — B — C

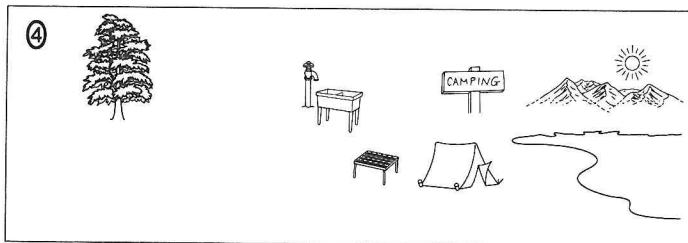
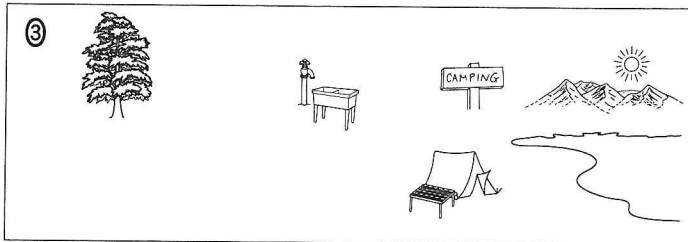
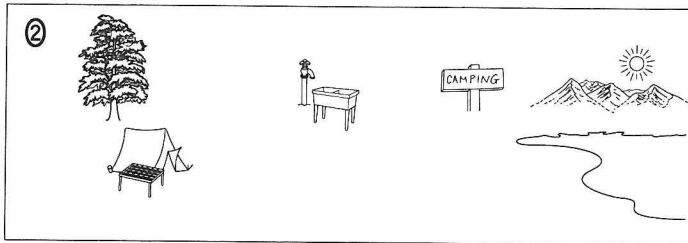
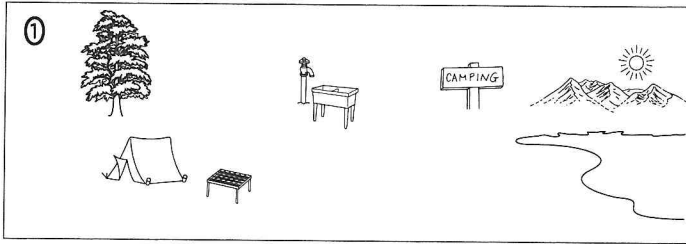
④ A — C — B

⑤ B — A — C

⑥ B — C — A

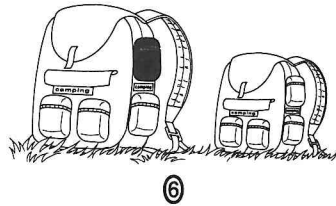
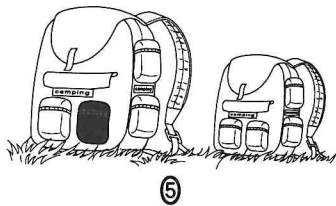
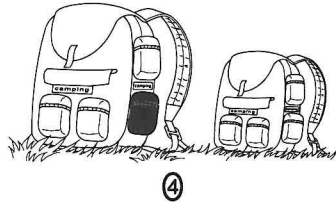
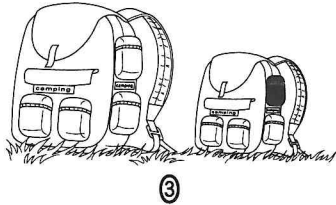
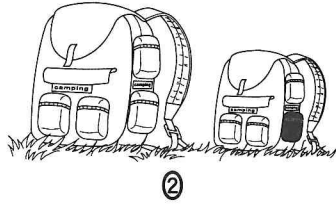
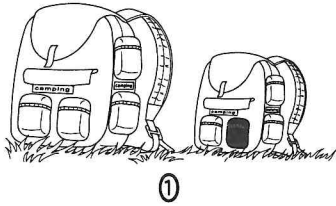
B 次の問い(問1・問2)に答えよ。

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



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

40



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

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| 41 |
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 ・

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|----|
| 42 |
|----|

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

第6問 次の文章を読み、下の問い(A・B)に答えよ。(配点 45)

“When are you going back to Brazil?”

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

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

“Elena, we're going to Japan.”

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A 次の問い(問1～5)に対する答えとして最も適当なものを、それぞれ下の①～

④のうちから一つずつ選べ。 43 ～ 47

問 1 According to Elena's parents, why would it be good for Elena to move to Japan? 43

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

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

44

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

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

45

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

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

46

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

問 5 What is the main theme of this story?

47

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

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

48

50

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

第3問 次の問い(A～C)に答えよ。(配点 34)

- A 次の文章の 26 ・ 27 に入れるのに最も適当な語句を、それぞれ下の①～④のうちから一つずつ選べ。

The concept of zero was not clearly expressed in most ancient number systems. The early Chinese did not have a symbol for it. 26, their invention of the abacus (*soroban*) seems to suggest that they understood the concept. The ancient Egyptians, 27, had a symbol for zero, although its function was different from that in the modern system.

26

- ① However
- ② Furthermore
- ③ Then
- ④ Therefore

27

- ① for this reason
- ② from then on
- ③ on the other hand
- ④ in the same way

- B 次の問い(問1・問2)において、文章の 28 ・ 29 に入れる三つの文が、順不同で下のA～Cに示されている。論理的な文章にするのに最も適当な配列のものを、それぞれ下の①～⑥のうちから一つずつ選べ。

問 1

Many people believe that it rains all the time in Britain. 28 For example, London's annual rainfall is not much different from that of Paris or Berlin.

- A. However, the climate of southeast Britain is more or less the same as that of the northwestern part of the European mainland.
 B. The image of a wet, foggy land was created two thousand years ago by the Romans, who were from sunny southern Europe.
 C. This image has been preserved in modern times by Hollywood movies.

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

問 2

The word “drug” means anything that, even in small amounts, produces changes in the body, the mind, or both. This definition, however, does not clearly separate drugs from what we usually think of as food. 29 It can be any of the three, depending on how we use it.

- A. All drugs become poisons in large amounts, and many poisons are useful drugs in carefully controlled amounts.
 B. Is alcohol, for instance, a food, a drug, or a poison?
 C. The difference between a drug and a poison is also unclear.

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

- C 次の枠内に示された 30 ～ 32 の各文を入れるのに最も適当な箇所を、下の文章中の①～⑥のうちからそれぞれ一つずつ選べ。ただし、各段落に一文ずつ入れよ。

| | |
|----|--|
| 30 | They then turn these ideas into actual objects of beauty. |
| 31 | For instance, fashions in materials, colors, and styles are always changing. |
| 32 | Few companies would be willing to make or sell such a knife. |

We do not usually give much thought to how the things that surround us in our everyday lives are created. Everything we use — from the knives and forks we eat with to the chairs we sit on and the computers we work at — has been designed. Designing may seem simple, but only those who are creative, practical, and sensitive to people's needs can be successful designers.

Designers are artists, first of all. ① They have to be creative enough to come up with original ideas all the time. ② Even when they produce an ordinary object like a knife, they should try to make it attractive. However, that is not enough. Good designing requires much, much more.

There are practical issues to consider as well. In an age of mass production, designers have to be familiar with manufacturing techniques and the best ways of using materials. ③ For example, it is no use designing an elegant knife which is complicated and expensive to produce in the factory. ④ Therefore, the designer needs to create a knife that can be produced at a reasonable cost.

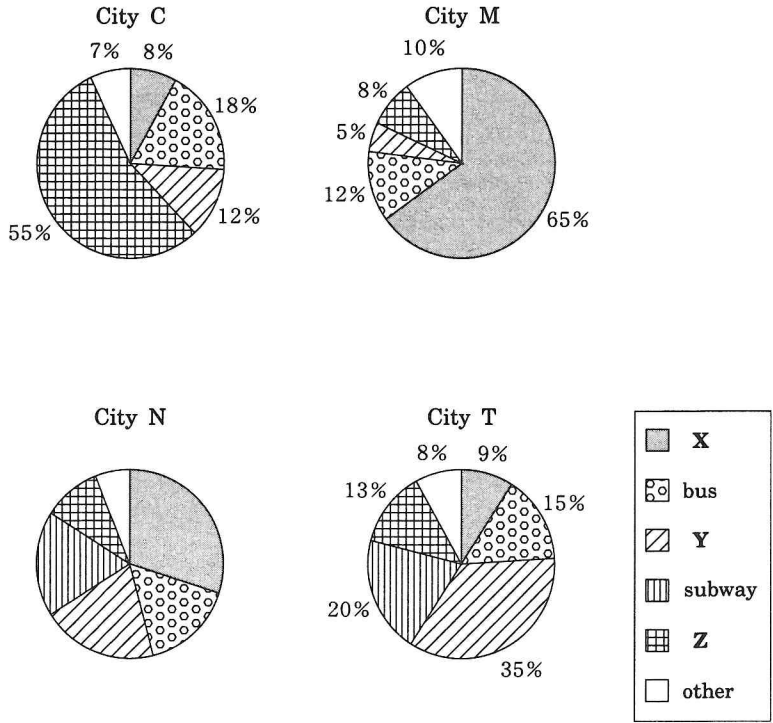
Designers also have to respond quickly to changes in what people think of as desirable. ⑤ Designers have to make sure that their creations meet the demands of new lifestyles in the changing world. Their products have to be attractive to ordinary people, not just to themselves. ⑥ In short, designers must be practical artists who are sensitive to people's tastes.

第4問 次の文章と円グラフを読み、下の問い(A・B)に答えよ。(配点 35)

When going to their schools or places of work, people may choose among several different means of transportation, such as trains, buses, subways, bicycles, or cars. The differences in the ways people commute can be quite large when cities around the world are compared.

The following charts show the types of transportation that are used in four cities. Cars are the favored means in City M, where the city government has chosen to spend money on roads and buildings rather than on public transportation systems. In addition, the average salary has increased enough for

Methods of Commuting



more people to own cars. In City C, on the other hand, more than half the commuters depend on bicycles, because there is not enough space to park cars and the level of income for workers is low. Furthermore, bicycles, which are smaller and cheaper, have been the traditional means of travel there since the 1920s. In City T, which is known for its modern and efficient rail services, more than one-third of the people use trains, while one-fifth use the subway. Like City T, City N shows a fairly good balance in the numbers of commuters using the different types of transportation. However, unlike City T, City N was designed for automobiles, so the proportion of drivers is over three times that of City T.

Several problems have occurred in places where the number of people who drive in the city has increased in recent years. One problem is heavy traffic jams, especially during rush hours. For example, in City M, it takes more than one hour to go only four kilometers by car, while by train it would take less than 10 minutes. Another problem is the air pollution caused by automobiles.

City M is trying to solve the problem of the traffic jams by introducing a "Park-and-Ride" system in areas close to the city. Drivers will be able to park at a train or bus station near their homes and then continue their journey into the city using public transportation. Additional parking spaces are to be created around these stations. Such solutions as City M's lead to far fewer traffic jams, greater commuter'satisfaction, and a cleaner environment.

A グラフのX, Y, Zに対応する交通手段の組合せが, その順に示されている。

最も適当な配列のものを, 次の①～⑥のうちから一つ選べ。 33

- ① car ——— bicycle ——— train
- ② car ——— train ——— bicycle
- ③ train ——— car ——— bicycle
- ④ bicycle ——— car ——— train
- ⑤ train ——— bicycle ——— car
- ⑥ bicycle ——— train ——— car

B 次の問い(問1～4)の 34 ～ 37 に入れるのに最も適当なものを, それぞれ下の①～④のうちから一つずつ選べ。

問1 The probable percentage of commuters who use cars in City N is

34 .

- ① 15
- ② 20
- ③ 25
- ④ 30

問2 In which of the following methods of commuting do the cities differ the least? 35

- ① subways
- ② bicycles
- ③ automobiles
- ④ buses

問 3 What is NOT mentioned in this passage as an influence on the choice of transportation by commuters?

| |
|----|
| 36 |
|----|

- ① earnings
- ② education
- ③ tradition
- ④ roads

問 4 The passage shows that

| |
|----|
| 37 |
|----|

.

- ① bicycles last for an average of about 80 years in City C
- ② City M wants to limit commuter automobile use within the city
- ③ “Park-and-Ride” is a way to help drivers to use extra parking space in the city
- ④ bicycles in City T are slightly more expensive than they are in City C

第5問 次の会話について、下の問い(A～C)に答えよ。(配点 32)

Mr. and Mrs. Suzuki and their son Jun have held a party. Among the guests were Alison, Leah, and Rosa. At 11:15 p.m., after the party, Mr. and Mrs. Suzuki are cleaning up.

Mr. Suzuki: It was a good party, wasn't it?

Mrs. Suzuki: (1) I'm so tired, though. I haven't sat down all evening.

Mr. Suzuki: Looks like Jun's tired, too. See, he's asleep over there on the couch.

Mrs. Suzuki: Yes, he's been asleep since Alison left.

Mr. Suzuki: When did she leave?

Mrs. Suzuki: She had to leave about ten.

Mr. Suzuki: (2) I wanted to introduce her to Rosa. I wonder if Rosa managed to talk to her. . . .

Mrs. Suzuki: I'm sure she didn't. Remember she didn't get here until after ten. Her babysitter didn't turn up, so in the end she brought the baby with her.

Mr. Suzuki: Oh, so that was Rosa's baby? I noticed that Leah was playing with a baby for the last half hour.

Mrs. Suzuki: Yes, he seemed quite happy with her. Maybe because she looks a little similar to his mother. That long blonde hair and the glasses, you know.

Mr. Suzuki: Yes, they are similar, although Leah always wears a lot of jewelry, doesn't she?

Mrs. Suzuki: I guess that's what the baby liked. He was playing with her bracelet for a long time. And she took the necklace off because she was worried he would hurt himself.

Mr. Suzuki: Oh, look, I think she must have left it. Isn't this it, on the table?

Mrs. Suzuki: Does it have a silver chain?

Mr. Suzuki: Yes, with a pendant.

Mrs. Suzuki: (3) No, that's not Leah's. Hers had a square pendant,
with a snake on it, the same as her bracelet.

Mr. Suzuki: Really? This one is round.

Mrs. Suzuki: Oh, that must be Alison's. See, it has her initial on it.

Mr. Suzuki: Yes, you're right, she must have dropped it. She'll be pleased
we found it.

A 空欄(1)～(3)に入れる三つの表現が、順不同で次のA～Cに示されている。意味の通る会話にするのに最も適当な配列のものを、下の①～⑥のうちから一つ選べ。 38

A. Oh, that's a shame.

B. Let me see.

C. It was great.

① C—A—B

② B—A—C

③ C—B—A

④ A—B—C

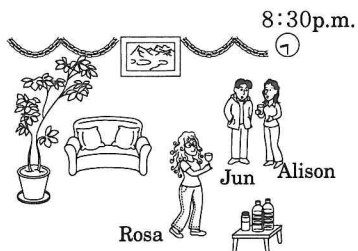
⑤ A—C—B

⑥ B—C—A

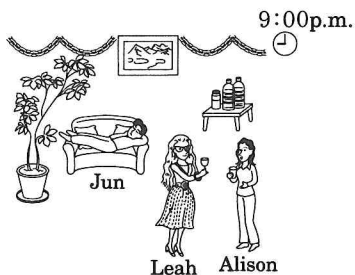
B 次の問い(問1・問2)に答えよ。

問1 次の四つの絵のうち、パーティに集まった人たちの様子を示す絵として最も適当なものを、次の①～④のうちから一つ選べ。(ただし、Suzuki 夫妻は絵には描かれていない。)

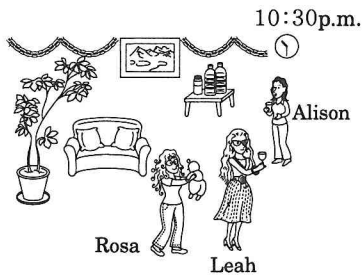
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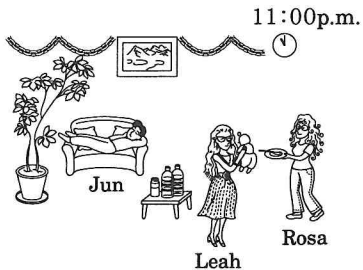
①



②



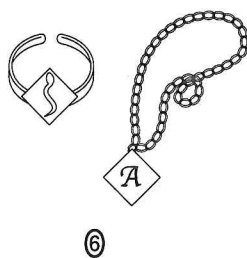
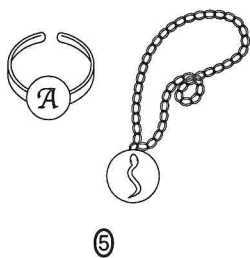
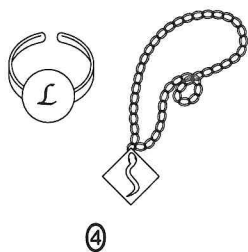
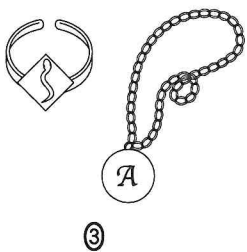
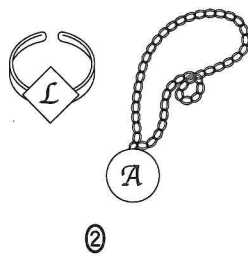
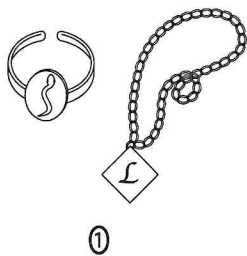
③



④

問 2 次の六つの絵のうち、Leah のブレスレットと Alison のネックレスを示す絵として最も適当なものを、次の①～⑥のうちから一つ選べ。

40



- C 会話の内容と合っているものを、次の①～⑥のうちから二つ選べ。ただし解答の順序は問わない。 41 ・ 42

- ① Alison didn't talk to Leah at the party because Leah came after she had left.
- ② Rosa came late to the party because the babysitter came late.
- ③ Leah and Rosa looked similar, with their long hair and jewelry.
- ④ Leah was afraid the baby might get hurt if he played with the necklace.
- ⑤ Mr. Suzuki found Alison's necklace while he was cleaning up.
- ⑥ Alison put her bracelet and necklace down somewhere in the room.

第6問 次の文章を読み、下の問い(A・B)に答えよ。(配点 45)

George was a piano tuner. As he walked along the street, his head was held high and his eyes were smiling. He whistled softly to himself, a constant stream of thoughts running through his mind. He was a tall, thin man who was always cheerful. No matter how busy he was, he always made time to talk to other people, even if it was only a few words of greeting. In his right hand he carried a heavy, square, painted toolbox. As the sun set behind the hills and George marched down the middle of the street, he came across a child sitting on the edge of the road.

“Are you a carpenter, sir?” the boy asked, looking up at the old man’s face.

George stopped and turned toward the boy to answer.

“No, I’m not a carpenter.”

“But you’ve got a carpenter’s toolbox.”

George smiled at the boy.

“It looks like a carpenter’s toolbox, doesn’t it? But I don’t make things out of wood. I’m a piano tuner. If you look inside this box, you’ll see that the contents are completely different. Do you want to see?”

“Yes, please.”

George sat down on the sidewalk and opened the box. The boy sat down beside him. He was very interested in the contents of the box and asked many questions: “What does a piano tuner do?” “What’s this for?” “How does this work?” George answered all the child’s questions in great detail. He described how the piano worked, with its little hammers striking the strings to produce sounds. He told stories about famous pianists and their lives. He hummed well-known parts of classical music and tapped out different rhythms on his box. He tried to teach the boy the notes of the scale using a piece of stone on the sidewalk. His explanations and gestures thrilled the boy and made him laugh.

The two sat side by side on the sidewalk. George had his long legs drawn up to his chin and was waving his arms as he explained things to the boy. The boy was listening to the man with all his attention, his eyes wide open and curious. Neither the man nor the boy paid any attention to what was happening around them in the street. They were clearly enjoying each other's company, and everybody who walked past them smiled to see such a happy pair.

Then George looked into his box again and took out a small flute. He lifted it to his mouth and played a short, soft tune, and the birds in the nearby trees sang back joyfully. The boy watched with admiration, and then George handed him the flute.

"Do you want to try?"

"I don't know how to play it."

"Just try. Like this. . . ." George showed the boy where to place his fingers and how to make the sounds. The boy tried. He could not play well at first, but he kept trying and was excited when he started to produce the right notes.

"You see," said George with a broad smile. "You can do it!"

The look of pure delight in the boy's eyes encouraged George to continue.

"You can keep the flute if you like."

"Really, sir? Really? Oh, thank you."

Time passed quickly and it was soon time to say good-bye. The young boy, his face glowing with happiness, spoke up in a loud voice.

"When I grow up, I'm going to be like you."

The piano tuner put his hand on the child's head. He felt proud and satisfied that he had managed to give the boy such a good impression of his job.

"Then you're going to be a piano tuner?"

"No," said the little boy confidently, "I'm going to talk with children."

A 次の問い(問1～5)に対する答えとして最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。 43 ～ 47

問 1 What kind of person is George? 43

- ① quiet and shy
- ② lonely and thoughtless
- ③ outgoing and kind
- ④ unfriendly and cold

問 2 At the beginning of the story, what did the boy think George did for a living? 44

- ① He thought he made and repaired wooden objects.
- ② He thought he painted pictures or houses.
- ③ He thought he grew plants and flowers.
- ④ He thought he fixed musical instruments.

問 3 Why did the piano tuner show the contents of his toolbox to the boy? 45

- ① He wanted to teach the boy how to play the flute.
- ② The boy wanted to know about famous pianists.
- ③ He wanted to explain his job to the boy.
- ④ The boy wanted to learn classical music.

問 4 Why did the passers-by smile when they saw George and the boy?

46

- ① George and the boy were having fun.
- ② George and the boy were talking loudly.
- ③ George and the boy were acting strangely.
- ④ George and the boy were playing music.

問 5 How did the boy feel after meeting George?

47

- ① He wished that he could be a piano tuner, too.
- ② He felt confident in his ability to play the flute.
- ③ He was happy that he met a carpenter.
- ④ He was pleased to have talked to him.

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

48

50

- ① George and the boy already knew each other before meeting on the street.
- ② George and the boy met each other in the evening.
- ③ George was a well-known piano maker in his town.
- ④ George did not really want to show the boy the contents of his toolbox.
- ⑤ George changed his job from carpenter to piano tuner.
- ⑥ The boy knew a lot about music before meeting George.
- ⑦ As the boy practiced playing the flute, he gradually got better.
- ⑧ George thought that the boy wanted to be a piano tuner like him.

第3問 次の問い(A～C)に答えよ。(配点 34)

- A 次の文章の 26 ・ 27 に入れるのに最も適当な語句を、それぞれ下の①～④のうちから一つずつ選べ。

When English-speaking people talk about “hot” food, are they saying the food is spicy like curry, or are they talking about its temperature, as in “hot” coffee? These two different meanings of “hot” may seem confusing to Japanese students, but 26, the word is the right one for describing the way the body responds to spice and heat. A simple explanation would go something like this: when we eat or drink, the same nerves in the mouth react both to spicy chemicals in the food and to a rise in temperature. The English expression, 27, reflects this fact about the human body.

26

- ① in contrast to this
- ② for this reason
- ③ as a matter of fact
- ④ in addition to this

27

- ① however
- ② therefore
- ③ for instance
- ④ on the other hand

B 次の問い(問1・問2)において、文章の 28 ・ 29 に入れる三つの文が、順不同で下のA～Cに示されている。論理的な文章にするのに最も適当な配列のものを、それぞれ下の①～⑥のうちから一つずつ選べ。

問 1

Interpol is an international police organization that promotes cooperation among more than 180 nations to fight against international crime. Unlike the image created in films and TV movies, Interpol agents do not travel freely from country to country, arresting criminals here and there. 28 In this way, member countries help one another within the limits of their own laws.

- A. No country would be happy to see these agents ignore its laws.
 B. Such information is gathered from the police of the member nations.
 C. What Interpol basically does is to send information on criminals over its telecommunications network.

① A—B—C

② A—C—B

③ B—A—C

④ B—C—A

⑤ C—A—B

⑥ C—B—A

問 2

In the nineteenth century, a number of people tried to develop a method of sending messages by using electric signals. 29 Telegraph lines were laid alongside the railway tracks so that they could be repaired easily. This was the beginning of the era of rapid communication.

- A. The signals were produced by interrupting the flow of electricity with a simple on-off switch.
- B. This new system of communication, called telegraphy, developed swiftly, along with the spread of railway networks.
- C. They reached the receiver in the form of dots and dashes, which were changed into words.

① A—B—C

② A—C—B

③ B—A—C

④ B—C—A

⑤ C—A—B

⑥ C—B—A

- C 次の枠内に示された 30 ～ 32 の各文を入れるのに最も適当な箇所を、下の文章中の①～⑥のうちからそれぞれ一つずつ選べ。ただし、各段落に一文ずつ入れよ。

30 These activities do not teach them how to get along with others.

31 They need space, especially outdoors, so that they can run, jump, and yell.

32 It is very doubtful, however, whether any Japanese children get that much free time.

When we watch kittens and puppies playing, we realize that through play they are learning how to live. They learn various physical skills, such as how to jump over barriers without getting hurt. They also learn social interaction. For example, if a kitten bites his sister too hard, she will get angry and bite him back. These physical and social skills form part of the training that young animals need in order to grow up.

① Just as kittens and puppies learn about how to live through play, so do children. But in present-day Japan, especially in cities, there is not much space for children to play in. Children need to release their energy for their mental and physical health. ②

Another point to consider is how much time children have to play. Some people say that four to five hours a day of playing outdoors with others is necessary, even for twelve-year-olds. ③ Concerned about their future in an increasingly competitive society, parents generally tell their children to study more; very few would tell them to go out and play. ④

What do these children do at home when they are not studying? They tend to spend time by themselves. They play video games or watch TV, for

instance. ⑤ This can only be learned through playing with other children. They need to play without being told what to do by adults in order to learn about leadership and group harmony on their own. ⑥ Outdoor space is particularly suitable for this purpose. Children need a proper outdoor environment where they can freely spend their time playing with friends.

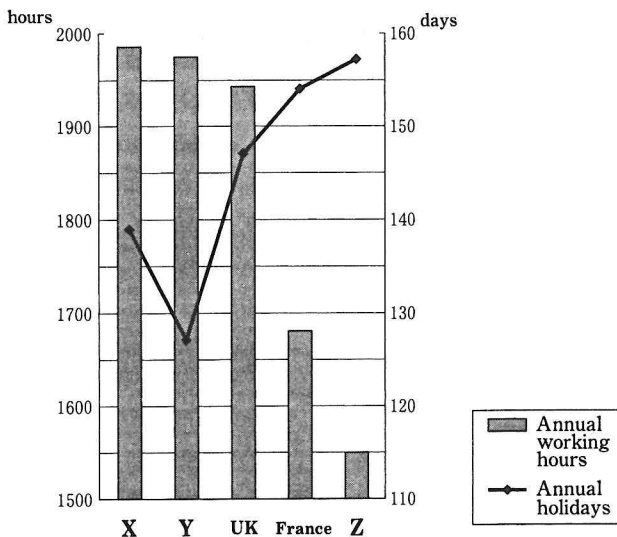
第4問 次の文章とグラフを読み、下の問い(A・B)に答えよ。(配点 35)

How hard do Japanese people work? Do they have enough free time to enjoy family life, travel, or hobbies? We have compared the working hours and holidays of workers in the manufacturing industry of five nations for the year 1995.

There are national holidays in each of the five countries, and people often enjoy three-day weekends. Japan leads this group in terms of the number of national holidays per year, with 15 days on its calendar such as Children's Day and Culture Day.

What if we look at the total number of holidays per year? This would include not only national holidays but also weekends and paid vacation. Germany led the five nations in the total number of annual holidays with 157 days. France came in second with 154 days. The United Kingdom (UK) was third, followed by the United States of America (USA). Japan came in last

Annual Working Hours and Holidays (1995)



(Data: Japanese Ministry of Labor, *White Paper on Labor*, 1997)

with the smallest number of holidays.

Some people say that the Japanese are taking more time off than they used to, and that the number of Japanese vacationing overseas is high. This may be true, but statistics show that, in 1995 at least, Western Europeans and Americans took more holidays than the Japanese did.

Most Western Europeans take about four weeks of paid vacation a year, while the Japanese and Americans usually take much less than that. A problem that seems to be unique to the Japanese is that only a small percentage of the paid vacation offered is actually taken. There are a lot of Japanese who do not feel comfortable about taking time off while their fellow workers have to continue working. Some Japanese business leaders, however, have encouraged workers to take more paid vacations in an effort to reduce international criticism that the Japanese work too hard.

Surprisingly, Japan came in second to the USA in terms of the average number of annual working hours at 1,975 hours in 1995. The United Kingdom came in third at 1,943 hours, followed by France at 1,680 hours. Germans worked the fewest hours that year. It is interesting that research such as this shows that facts do not always match the impression most people have.

A グラフの X, Y, Z に対応する国名の組合せが, その順に示されている。最も適当な配列のものを, 次の①～⑥のうちから一つ選べ。 33

- ① Germany — Japan — USA
- ② Japan — USA — Germany
- ③ Japan — Germany — USA
- ④ USA — Japan — Germany
- ⑤ USA — Germany — Japan
- ⑥ Germany — USA — Japan

B 次の問い(問1～4)の 34 ～ 37 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問 1 Japan leads the five nations in the number of 34 .

- ① paid holidays
- ② annual holidays
- ③ national holidays
- ④ working hours

問 2 Japan is different from the other nations in that 35 .

- ① the Japanese have only about half as many days off as Western Europeans
- ② many Japanese workers hesitate to take paid vacations
- ③ most Japanese go abroad to enjoy their holidays far away from work
- ④ most of the holidays offered to workers each year are national holidays

問 3 Among the five countries, 36 are similar in that their workers receive more vacation time and spend fewer hours at work than the others.

- ① the UK and France
- ② Germany and Japan
- ③ Japan and the USA
- ④ France and Germany

問 4 According to the passage and the figure, it can be said that in 1995

37 .

- ① French workers spent twice as many hours on the job as Germans
- ② the more hours people spent working, the fewer holidays they took
- ③ Japanese workers cared about what people in other countries thought about them
- ④ the Japanese took the fewest holidays and yet did not work the most hours

第5問 次の会話について、下の問い(A～D)に答えよ。(配点 32)

Yuki and Gerry are making a homepage for their class on-line newspaper, "The Class e-Times."

Yuki: OK, let's check what we've got so far. We've decided to have one main story and one short story, right?

Gerry: Right. And what about pictures? Should we have one for each story?

Yuki: (1) Maybe it would be too much. How about just for the main story?

Gerry: That sounds good. Now, what will our stories be? We could do one about the students who visited from Korea. Maybe we can use one of the photos they sent us.

Yuki: Mmm, we could do that for the short story. I think I'd rather have the bus tour we took to Kyoto as the main story, though. (1)It was a lot of fun, and I'm sure people still remember the trip very clearly.

Gerry: (2) What about that great story you wrote about the trip for the homework assignment? We can use that as it is, if you could type (2)it into the computer. I can't write about it myself because I missed it.

Yuki: Oh, I remember. You were sick, weren't you?

Gerry: That's right. I wish I could have gone there.

Yuki: It was great. Kinkakuji was beautiful.

Gerry: You must have seen a lot of women in kimono.

Yuki: Not really. And even when we went to Gion later, we only saw a couple of them.

Gerry: (3) Have we got photos of them to go with the story?

Yuki: Yes, I've got a few here on my desk, but we decided we'd have just one picture. Do you think (3)it should go with the story about the Korean students or this one?

Gerry: I think it would be better to use one of your Kyoto photographs.
Those pictures came out clearer.

Yuki: You're right. Look, I have this beautiful one of a woman in kimono,
and these, here, of Kinkakuji.

Gerry: I like the first one. Can we use that?

Yuki: OK. The only thing now is to decide where to put each story.

Gerry: I've got an idea. We could have the main story in the left column,
with the picture next to (4) it at the top, and the Korea story under the
picture.

Yuki: I like that. It's got good balance. So, it looks like we're almost there.
I'm beginning to see the light at the end of the tunnel.

Gerry: Yes. We're getting a pretty clear picture of what the homepage will
look like, aren't we?

A 空欄(1)～(3)に入る三つの表現が、順不同で次のA～Cに示されて
いる。意味の通る会話にするのに最も適当な配列のものを、下の①～⑥のうちか
ら一つ選べ。 38

A. Oh, really?

B. That's a good idea.

C. I'm not so sure about that.

① A—B—C

② A—C—B

③ B—A—C

④ B—C—A


⑤ C—A—B

⑥ C—B—A


B Yuki と Gerry が決めたオンライン学級新聞の記事と写真の配置場所として最も適当なものを、次の①～⑥のうちから一つ選べ。

39


①

| The Class e-Times | |
|---|---|
| Visiting students from Korea | Our trip to Kyoto |
|  | |



②

| The Class e-Times | |
|---|---|
| Our trip to Kyoto | |
|  | Visiting students from Korea |


③

| The Class e-Times | |
|---|---|
| Visiting students from Korea |  |
| Our trip to Kyoto | |



④

| The Class e-Times | |
|---|---|
|  | Visiting students from Korea |
|  | Our trip to Kyoto |

⑤

| The Class e-Times | |
|--|---|
| Our trip to Kyoto |  |
| | Visiting students from Korea |

⑥

| The Class e-Times | |
|---|---|
| Our trip to Kyoto |  |
| Visiting students from Korea |  |

- C 会話の中の下線部(1)～(4)で示された四つの it のうち、同じ内容のものを示す組合せはどれか。次の①～⑥のうちから一つ選べ。 40

- | | |
|-----------------|-----------------|
| ① 下線部(1)と下線部(2) | ② 下線部(1)と下線部(3) |
| ③ 下線部(1)と下線部(4) | ④ 下線部(2)と下線部(3) |
| ⑤ 下線部(2)と下線部(4) | ⑥ 下線部(3)と下線部(4) |

- D 会話の内容と合っているものを、次の①～⑥のうちから二つ選べ。ただし、解答の順序は問わない。 41 ・ 42

- ① The students from Korea enjoyed their trip to Kyoto.
- ② Yuki didn't see many women wearing kimono in Kyoto.
- ③ Gerry took pictures of the trip to Kyoto.
- ④ Yuki and Gerry decided to write a story about their trip to Korea.
- ⑤ Yuki and her class went to Kinkakuji before they visited Gion.
- ⑥ Gerry and Yuki are on a train during this conversation.

第6問 次の文章を読み、下の問い(A・B)に答えよ。(配点 45)

My confidence as a swimmer started to disappear the day Angela moved to our small town. At the time, some members of the town's swimming club, myself included, were preparing for the National Championships, which were just six months away. I had always been the best, and everyone thought that I would be chosen for the relay race. But now I had competition. There was only one place for the butterfly on the relay team, and we both wanted it.

For two weeks it was awful. Angela was always the star. She was faster than I, and her form was better, too. I was jealous and scared. My chances of being selected were disappearing fast. My fear caused me to be unfriendly to Angela. I refused to speak to her and never said anything good about her.

One day, however, our coach called me over and said, "Kate, I've got something to say to you. Your attitude is hurting your performance. I know you can change that. I'd like you to think about it."

When I arrived at the pool the next morning, I thought about what he had said as I was going through my warm-up. Angela and I were going to compete that morning, and only eight girls would enter the finals.

My thoughts were interrupted when a voice said, "Nervous?" It was Angela. "I don't like to talk before a race," I replied coldly.

"I get nervous, too," she said. Her voice didn't have the anger of mine, which surprised me quite a bit.

Angela and I competed in our separate trial races. I jumped into the pool and swam like a flying fish. My mind was clear, and I could think about only one thing: swimming well.

When the races were over, the judges announced that both of us were among the lucky eight who would be competing in the finals. Despite this good news, I noticed that Angela was sitting sadly alone. This puzzled me, but I thought that I knew how she felt and tried to be friendly to her.

"I don't talk before races, but I do talk *after* them. Sometimes it helps," I said.

Angela was silent for a while, but then she said, "I'm great in practices, but in competitions I just can't do well. It's like this all the time. I'm so worried about the finals."

Now I felt really bad. I realized how horrible I had been to Angela. I wanted to help her. I wanted to show her that I was sorry for my behavior of the past two weeks.

"Listen, I have an idea," I said. "Why don't we help each other prepare for the final race? We have two weeks to work on things."

"Good idea," said Angela.

For the next two weeks Angela and I worked together. I taught her how to deal with stress and how to train her muscles. She helped me with my form, and at the end of those two weeks we were the best of friends and respected each other as swimmers.

The day of the final race came and when the starter pistol was fired, I swam off like a dolphin. I thought about nothing but winning, but just before I reached the finish line, I thought of Angela and looked over into her lane.

As I was climbing out of the pool, I said to myself, "Oh no, what have I done?" I thought that I had dropped behind Angela and lost the race when I looked in her direction.

While we were waiting for the official announcement, the coach came running over to us. "Congratulations, girls! It was close, but Angela has won, and so have *you*, Kate!"

"What do you mean?" I asked.

"Well, Angela will be in the relay, but you swam so fast, Kate, that you, too, have won."

"Really?" I screamed. "I don't understand."

"I'll explain. The 21st Century Swimsuit Company is giving both of you their Future Swimmers Scholarship this year."

"Wow, I suppose that I'm a double winner: I got a scholarship and made a friend, too."

"You're not the only one," Angela remarked.

A 次の問い(問1～5)に対する答えとして最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。 43 ～ 47

問 1 How did Kate feel after Angela joined the swimming club? 43

- ① Happy.
- ② Excited.
- ③ Sad.
- ④ Anxious.

問 2 Why did the coach talk to Kate before the trial races? 44

- ① He thought she should be independent.
- ② He wanted to encourage her to swim better.
- ③ He wanted her to be afraid of Angela.
- ④ He thought she should support Angela.

問 3 Why did Kate want to help Angela? 45

- ① She wanted Angela to win.
- ② The coach insisted that she do so.
- ③ Angela was a newcomer.
- ④ She understood how Angela felt.

問 4 Why was Kate disappointed immediately after the final race? 46

- ① She thought she would not be going to the Nationals.
- ② She thought Angela had lost.
- ③ She had decided to give up swimming.
- ④ She found that Angela was not her friend.

問 5 What did Angela mean when she said, "You're not the only one"? 47

- ① She knew that both she and Kate had won the race.
- ② She believed that only Kate would get a scholarship.
- ③ She thought that she had made a friend, too.
- ④ She guessed that she would be given more than one scholarship.

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

- ① Angela felt uneasy about Kate when she joined the club.
- ② Kate had a negative attitude toward Angela before the trial races.
- ③ The girls had to face eight trial races before the finals.
- ④ Kate got very angry because Angela was very calm before a race.
- ⑤ When they were working together, Kate taught Angela how to relax.
- ⑥ When Kate looked toward Angela, she believed that Angela had lost.
- ⑦ Kate could go to the Nationals in place of Angela.
- ⑧ The coach believed that both girls were winners.

第3問 次の問い(A～C)に答えよ。(配点 34)

- A 次の文章の 26 ・ 27 に入れるのに最も適当な語句を、それぞれ下の①～④のうちから一つずつ選べ。

Game theory is a branch of mathematics that examines competitive situations, such as card games and chess matches. Although luck can be involved in a game, the result depends not only on what one player does but also on what all the others do. 26, each player tries to guess the other players' next moves in order to determine his or her own best choice. Game theory, then, studies how the result of a game depends on one's own choices and on the choices made by the other players, 27 on chance in some cases.

26

- ① Instead
- ② Moreover
- ③ Thus
- ④ However

27

- ① in the long run
- ② in conclusion
- ③ as far as
- ④ as well as

- B 次の問い(問1・問2)において、文章の 28 ・ 29 に入れる三つの文が、順不同で下のA～Cに示されている。論理的な文章にするのに最も適当な配列のものを、それぞれ下の①～⑥のうちから一つずつ選べ。

問 1

The *biwa* is a musical instrument that was in use in Japan as early as the eighth century. 28 The number of strings, for example, can range from three to five. There are also different ways of holding and playing the instrument.

- A. As time went by, different types of *biwa* were developed.
 B. This resulted in the various sizes and styles that can be seen today.
 C. Originally, it came from Persia, traveling east through Asia to Japan.

① A—B—C

② A—C—B

③ B—A—C

④ B—C—A

⑤ C—A—B

⑥ C—B—A

問 2

Western clothes have buttons on the right for men. This is convenient because the majority of men are right-handed. It is easier for them to use the right hand when buttoning up. Why, then, do women's clothes have buttons on the left, even though most women are also right-handed? Is this a kind of discrimination? 29 Therefore, to make it easier for the servants, buttons were put on the left.

- A. Women in such wealthy families had servants who dressed them.
 B. In the past, buttons were quite expensive and only very rich people could afford them.
 C. In fact, there is a reason why women's buttons are on that side.

① A—B—C

② A—C—B

③ B—A—C

④ B—C—A

⑤ C—A—B

⑥ C—B—A

- C 次の枠内に示された 30 ～ 32 の各文を入れるのに最も適当な箇所を、下の文章中の①～⑥のうちからそれぞれ一つずつ選べ。ただし、各段落に一文ずつ入れよ。

30 Furthermore, he or she will not have to wait for someone to die to get a new heart.

31 They are afraid that cloning will lead to the production of human beings for body parts.

32 Even if one country bans cloning, there will always be another country that promotes it.

A basic rule of medical science is that no human life should be used for the benefit of another. Some people are against human cloning and related techniques for this reason. In cloning, an egg cell is used to develop ordinary cells. The opponents of cloning insist that this is killing, because it destroys the potential of the egg to develop into a human being.

Other people oppose cloning because at this stage it is unreliable. ① In animal experiments, for example, success rates are very low. Still others are concerned about the future that cloning might bring about. ② They also fear that cloning might lead to attempts to create “superior” humans.

Not everyone is against human cloning, however. Some people support cloning if it is for the purpose of medical treatment, although they oppose the cloning of babies. ③ The medical benefits of cloning and related techniques, they argue, could be huge. For example, if a heart can be developed from a patient’s own cell, the body will not reject it. ④

Supporters claim that the use of such techniques is not killing. Just as ordinary store-bought eggs do not develop into chickens, the eggs used for cloning do not develop into human beings by themselves. They also argue that

it is already practically impossible to stop a patient from receiving medical treatment that in some way depends on cloning and related techniques.

⑤ The supporters, therefore, maintain that scientists should have the freedom to experiment and that people should have the freedom to seek lifesaving treatments. ⑥ In other words, they feel that cloning should be continued unless it is clearly shown to be harmful. The debate over this issue is likely to go on for some time.

第4問 次の文章とグラフを読み、下の問い(A・B)に答えよ。(配点 35)

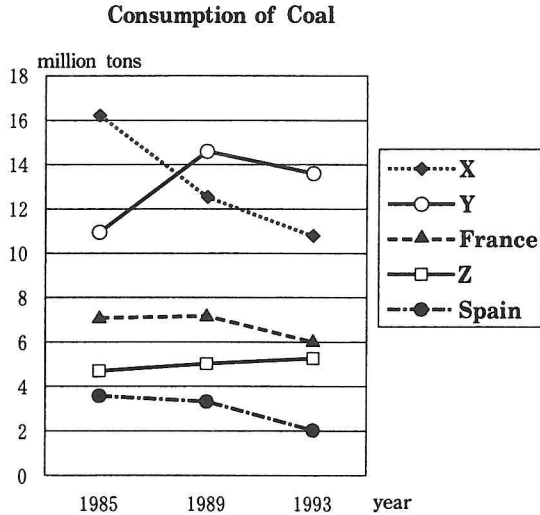
Coal has long been an important natural resource. It is still widely used as a source of heat both for industrial and domestic purposes. It was used in the production of metal goods as far back as 3,000 years ago. However, its value was not fully appreciated until the late 18th century, when it began to replace wood as an energy source for producing steam power. In the 1880s, the use of steam to produce electricity created another market for coal. Around 1920, however, oil and the electricity produced by water power began replacing coal, and it seemed that coal would gradually lose all importance as a major energy source. Figures for patterns of coal consumption between 1985 and 1993 released by the Organization for Economic Cooperation and Development (OECD) show that, among the 24 nations studied, overall consumption fell by about 32%, from a little over 137 million tons to about 94 million tons.

We can see, however, that the trend towards using less coal is not universal when we look at individual countries. If we compare three European countries (the United Kingdom, France, and Spain) and two countries in the Pacific region (Japan and Australia), we find some interesting differences. The trend for the European countries does indeed follow the overall pattern, with the UK and Spain as the obvious examples (a 36% and a 44% decrease, respectively, in eight years). During the same period, France decreased its coal consumption from 7.1 to 6.0 million tons. On the other hand, when we look at the two Pacific nations, we see an overall increase in coal consumption during the same period. Japan, which is a major coal user along with the UK, increased consumption from 10.9 to 13.8 million tons, while Australia increased its coal consumption from 4.7 to 5.3 million tons.

What is a possible explanation for Japan's case? Ever since the first oil crisis in 1973, the Japanese have been looking into other sources of energy. These include coal, natural gas, and nuclear energy. Japan's dependence on oil as a primary energy source fell from 73% in 1975 to 56% in 1995, while

its dependence on coal, natural gas, and nuclear energy increased.

Oil became the world's most favored source of energy in the 20th century, but large quantities of coal remain in the Asia-Pacific region, and economic planners see a continued demand for it despite its effect on the environment.



(Data: OECD, Structural Analysis Industrial Database)

A グラフの X, Y, Z に対応する国名の組合せが, その順に示されている。最も適当な配列のものを, 次の①～⑥のうちから一つ選べ。 33

- ① UK ————— Japan ————— Australia
- ② UK ————— Australia ————— Japan
- ③ Japan ————— UK ————— Australia
- ④ Japan ————— Australia ————— UK
- ⑤ Australia ————— Japan ————— UK
- ⑥ Australia ————— UK ————— Japan

B 次の問い(問1～4)の 34 ～ 37 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問 1 The real value of coal was recognized in the 34 .

- ① early 1900s
- ② late 1800s
- ③ early 1800s
- ④ late 1700s

問 2 Among the countries whose 1985–1993 coal consumption fit the general pattern, 35 showed the smallest percentage of decrease.

- ① France
- ② Japan
- ③ Spain
- ④ the UK

問 3 After the mid-1970s, 36 played a smaller role in meeting Japan's total energy needs.

- ① natural gas
- ② coal
- ③ oil
- ④ nuclear power

問 4 According to the passage and the figure, it can be said that

| |
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| 37 |
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.

- ① the trends in the use of coal between 1985 and 1989 continued without change until 1993
- ② even with its increased use of coal, Australia consumed less than France did
- ③ a country's choice of its main energy source is connected with both its size and location
- ④ by the year 1985 it was clear that Japan had begun using more coal than the UK

第5問 次の会話について、下の問い(A～D)に答えよ。(配点 32)

Nicole is starting a new job in a Chinese restaurant in San Francisco.

Nicole: Hello, I'm Nicole. I phoned you this morning about the job.

Ms. Chen: Yes, come in. You've done this kind of work before, haven't you?

Nicole: Yes, I have.

Ms. Chen: Why did you leave your last job?

Nicole: Well, I really didn't want to leave, but when I moved to this area, I had to. It just took too long to get to work.

Ms. Chen: I see. Now, are you any good at math? Sometimes you'll have to calculate customers' bills.

Nicole: (1) Math was my favorite subject at school. By the way, I studied Japanese for three years.

Ms. Chen: Japanese is not essential, but it will be useful. We get quite a few Japanese customers here. They often speak English, but I'm in trouble when they don't.

A cell phone rings.

Ms. Chen: Oh, excuse me, that's my phone. Could you turn it off for me, please? I can't do it with these gloves on, and it's hard to take (1)them off.

Nicole: Sure. This button?

Ms. Chen: Yes, thank you. Now, let me explain a few rules. (2)They are quite simple. First, each time you come to work, you should punch your time card. The machine is right there on the left, as you come in the door. And you need to wear a uniform. I'll get one for you in a moment.

Nicole: OK. Where do I change my clothes?

Ms. Chen: You see those two doors over there? The one on the right is the women's locker room, next to the cooking area, and the other is for men. By the way, your hair's quite long, so you'll have to tie it back. And, since we handle food here, your hands must be clean, so you must remember to wash ⁽³⁾them before you do anything else.

Nicole: (2) Over there, next to the men's locker room?

Ms. Chen: No, that's the sink for washing dishes. Please use the small washbasin in the corner by the toilet.

Nicole: OK. I suppose I have to wear gloves, too.

Ms. Chen: No, you don't need to. I'm only wearing them because I've been cleaning the kitchen this morning.

Nicole: Oh, good. I don't like the idea of wearing gloves all day. ⁽⁴⁾They look very uncomfortable. Is there anything else?

Ms. Chen: (3) Oh, I nearly forgot. You can use your cell phone during your break, but not while you're working. You don't have to turn it off, but please set it to vibration mode all the time.

A 空欄(1)～(3)に入る三つの表現が、順不同で次のA～Cに示されている。意味の通る会話にするのに最も適当な配列のものを、下の①～⑥のうちから一つ選べ。 38

A. Sure, but where?

B. No, I don't think so.

C. Oh, I can do that.

① A—B—C

② A—C—B

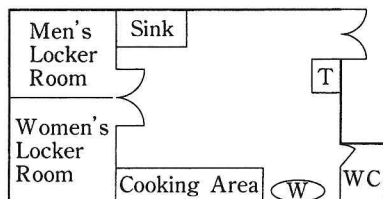
③ B—A—C

④ B—C—A

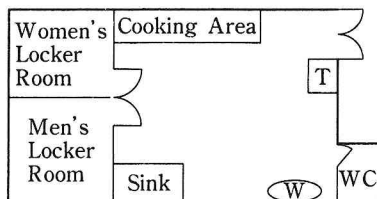
⑤ C—A—B

⑥ C—B—A

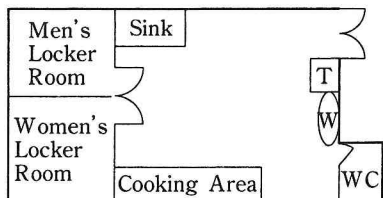
B 本文の内容と合った配置図として最も適当なものを、次の①～⑥のうちから一つ選べ。 39



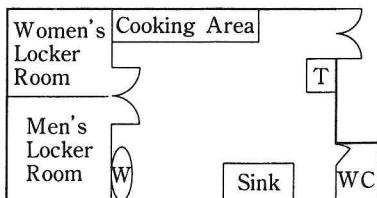
①



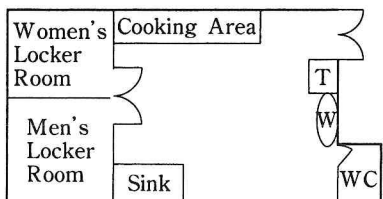
②



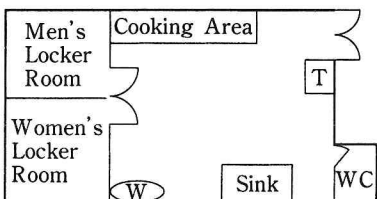
③



④



⑤



⑥

T: Time Clock
W: Washbasin
WC: Toilet

C 会話の中の下線部(1)～(4)で示された四つの語のうち、同じ内容のものを示す組合せはどれか。次の①～⑥のうちから一つ選べ。 40

- | | |
|-----------------|-----------------|
| ① 下線部(1)と下線部(2) | ② 下線部(1)と下線部(3) |
| ③ 下線部(1)と下線部(4) | ④ 下線部(2)と下線部(3) |
| ⑤ 下線部(2)と下線部(4) | ⑥ 下線部(3)と下線部(4) |

D 会話の内容と最もよく合っているものを、次の①～⑥のうちから二つ選べ。ただし、解答の順序は問わない。 41 ・ 42

- ① Nicole has worked at this restaurant before.
- ② Nicole liked where she worked before.
- ③ Nicole will have to travel a long way to work.
- ④ Ms. Chen speaks Japanese as well as English.
- ⑤ Nicole will have to wear gloves while working.
- ⑥ Ms. Chen has a clear rule about cell phone use.

第6問 次の文章を読み、下の問い(A・B)に答えよ。(配点 45)

My hometown was a sleepy place, safe and clean, but far from the bright lights of New York City, which shone two hundred miles to the south. It was, I suppose, a great place to grow up. As there was little traffic, kids could ride their bicycles anywhere. There were many gardens and parks full of trees and flowers. The air was fresh, and the nights were peaceful. But my hometown bored me and some of my friends. One day, however, a very special day, all of that changed.

My mother came home from shopping out of breath with excitement and announced that Mrs. Beakey had been bitten by a snake.

“What’s so unusual about that?” I asked. In the woods surrounding the town there lived many snakes, and every once in a while some unfortunate person would put a hand where it should not have gone and would soon regret it.

“Well, it happened in Marci’s Department Store, John,” she replied.

“What? Are you serious?”

“I sure am,” she said. “She put her hand into a rolled-up carpet and felt something grab her finger.”

“Why would she want to do a thing like that?” I remarked.

“Well, Mrs. Beakey is always doing strange things.”

Actually, it was pretty hard to say much about Mrs. Beakey, because she was frequently out of town. Beakey, you see, was a writer and spent a great deal of time on the road doing research for her books. She was hardly ever home.

“Where is she now, Mom?” I asked.

“Well, I suppose she’s at Hope Hospital.”

Hope was the town’s only hospital, so there was really no place else for someone in Mrs. Beakey’s condition to go. I immediately regretted asking the question. But before I could change the topic, the doorbell rang. It was my best friend, Roger.

Roger and I had known each other since elementary school. He had a very good imagination, and I often thought that he would become an artist or a writer or something. He didn't, but that's another story.

"What's up?" I asked.

"Did you hear about Mrs. Beakey?" he shouted.

"Yeah, she got bitten by a snake at Marci's Department Store."

"No way. She got bitten by a rare African spider at Merlin's Bakery," Roger insisted.

"Hey, something's wrong here, Roger. I heard it was a snake."

"Okay, let's call Hope Hospital and check," Roger said.

"They're not going to give out that kind of information. It's personal."

"Yeah, you're right. Maybe we should just ask to speak to her."

"Good idea," I replied.

We went over to the phone and made the call. The operator on the other end was polite, but she sounded slightly annoyed. "You want to know about Mrs. Beakey, too?" she said.

"Is she all right?"

"Well, it depends on whether you think she has been bitten by a snake, punched by a kangaroo, kicked in the head by a horse...", the operator answered.

"I don't understand," I said.

"Then I'll explain it. You see, I happen to know Mrs. Beakey very well. She's my next-door neighbor, and she is now in Chicago. Listen, young man, do you happen to know what day it is today?"

Being a kid, I didn't. I did not start to be concerned about such things as dates until I got my first job. "No," I replied.

"Well, it's April 1st, and you know what that means, don't you?"

At that point, the operator, my excited friend Roger, and I shouted, "April Fools' Day!"

All of us, even my usually wise mother, had been fooled. But we all learned a couple of things from all of that: stories that travel around in small towns often become wild and crazy, and facts should be checked before you believe anything.

A 次の問い(問1～5)に対する答えとして最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。 43 ～ 47

問 1 What made John's mother excited when she talked about Mrs. Beakey?

43

- ① She thought she could make fun of her son.
- ② She thought something unusual had happened to Mrs. Beakey.
- ③ Mrs. Beakey did not like her very much.
- ④ Mrs. Beakey had always done strange things.

問 2 Why couldn't John talk a lot about Mrs. Beakey?

44

- ① She was a very strange person.
- ② She was not John's neighbor.
- ③ He had never read her books.
- ④ He did not know her well enough.

問 3 Why did John want to "change the topic"?

45

- ① His best friend, Roger, was at the door.
- ② He thought he had asked a stupid question.
- ③ His mother did not want to discuss snakes.
- ④ He did not know enough about the town.

問 4 Why was the operator annoyed? 46

- ① She thought John did not understand her explanation very well.
- ② She did not want Mrs. Beakey to go to Chicago.
- ③ She had received many calls from people asking about Mrs. Beakey.
- ④ She happened to live next to Mrs. Beakey.

問 5 What did the experience teach John? 47

- ① You cannot accept everything you hear as true.
- ② Stay away from “unusual” people like Mrs. Beakey.
- ③ You should be careful where you put your hands.
- ④ It is good to grow up in a small town.

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

- ① To get to New York City, John would have had to go east.
- ② There was usually not much excitement in John's town.
- ③ Mrs. Beakey was bitten by a snake in a department store.
- ④ Work often took Mrs. Beakey away from home.
- ⑤ Snakes were never a problem for people who lived in and around John's town.
- ⑥ Roger had such a good imagination that he made up many stories about Mrs. Beakey.
- ⑦ John and Roger visited Mrs. Beakey in the hospital on April 1st.
- ⑧ John and Roger learned that Mrs. Beakey was not at the hospital.

第3問 次の問い(A～C)に答えよ。(配点 34)

- A 次の文章の 26 ・ 27 に入れるのに最も適当な語句を、それぞれ下の①～④のうちから一つずつ選べ。

Most Japanese houses still have traditional tatami mats in at least one of the rooms. At first, tatami mats could be folded or rolled like a carpet when they were not in use. From the 14th century on, 26, tatami mats have had an approximately six-centimeter thick straw base with a fine soft covering. This thicker type of mat spread throughout Japan in various sizes. Today, in the Kyoto area standard tatami mats measure 1.91 by 0.95 meters, 27 in the Nagoya and Tokyo areas they are a little smaller.

26

- ① however
- ② thus
- ③ in short
- ④ for this reason

27

- ① because
- ② while
- ③ so
- ④ unless

B 次の問い(問1・問2)において、文章の 28 ・ 29 に入れる三つの文が、順不同で下のA～Cに示されている。論理的な文章にするのに最も適当な配列のものを、それぞれ下の①～⑥のうちから一つずつ選べ。

問 1

Did you know that things as small as leaves can delay trains? When leaves fall onto the tracks, they can cause wheels to slip and then the brakes may not work properly. 28 They claim that it could blast leaves away easily and quickly.

- A. Some scientists suggest that a laser device fitted onto the front of a train might solve the problem.
- B. In spite of such efforts, trains are sometimes delayed for long periods of time.
- C. In some areas, those leaves have to be removed by an army of cleaners.

① A—B—C

② A—C—B

③ B—A—C

④ B—C—A

⑤ C—A—B

⑥ C—B—A

問 2

Have you ever thought about what skin does for us? Most of us are aware that skin protects us from liquid, heat, cold, dirt, and bacteria. But that is not its only job. For instance, the skin is where our bodies make the vitamin D that we need. 29 The wrong color — slightly gray or very pale — may be a sign of disease. Skin may reflect a person's mental state, too. Unusual sweating, for example, may be a sign that a person is nervous or under stress.

- A. Without that sense, we could not feel any difference between rough and smooth surfaces.
- B. Skin can even help us determine if someone is sick.
- C. Another function has to do with the sense of touch.

① A—B—C

② A—C—B

③ B—A—C

④ B—C—A

⑤ C—A—B

⑥ C—B—A

- C 次の枠内に示された 30 ～ 32 の各文を入れるのに最も適当な箇所を、下の文章中の①～⑥のうちからそれぞれ一つずつ選べ。ただし、一つの段落に一文ずつ入れよ。

30 These are just a few of the things you can do immediately, anywhere, and without any equipment.

31 This is perhaps because lifestyle changes are easier to stick with than exercise programs for which you must set aside time.

32 However, forget the common belief that you have to suffer in order to make progress.

These days many people are trying to lose weight. Dieting will help, but there is some evidence that cutting calories alone is not the best way to become, and stay, slimmer.

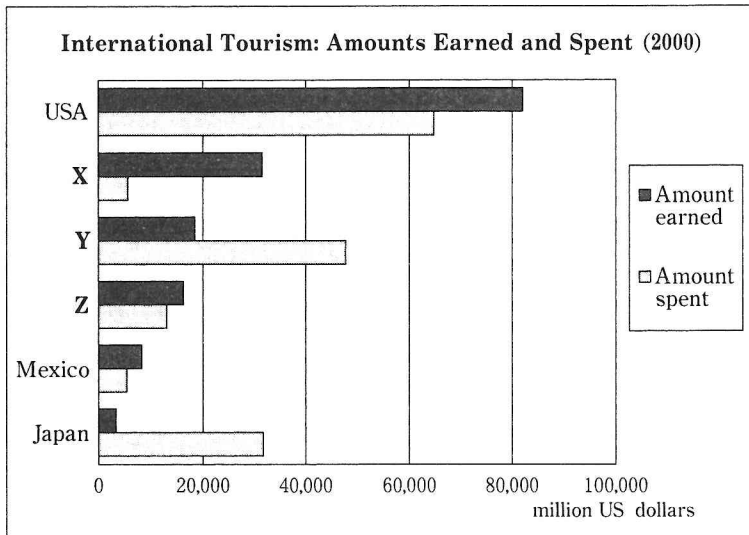
Studies show that a weight-loss program that relies only on dieting is less effective than a plan that includes physical exercise. One expert claims that people who cut 250 calories through dieting can double that number by combining it with exercise and other physical activities. (①) Exercise need not be uncomfortable. For people who favor an aerobic program, cycling and swimming are good activities. Dancing can also slim you down. (②)

Some researchers have suggested that part of the added physical activity should be in the form of weight training. Their study involved two groups of women. Both were dieting, but one group also lifted weights while the other did not. The women in both groups lost 13 pounds on average, but the weight-training women lost *only* fat. The women who did not lift weights lost not only fat but also muscle. (③) Yet another study, however, found that overweight people on low-fat diets who increased or changed their regular daily activities — by choosing the stairs over the elevator, for example — were better able to maintain weight loss than those in a tough physical program. (④)

How can you put these findings to use right now? There are a lot of ways to do so. Stand up, walk, stretch... . (⑤) So go for a walk during your coffee break! You'll feel better and be healthier as a result. (⑥)

第4問 次の文章とグラフを読み、下の問い(A・B)に答えよ。(配点 35)

Tourism is an important part of international trade today, and business activities connected with transportation, hotels, services, and entertainment for tourists are essential sources of income for many countries. The figure below shows the amounts of money earned from and spent on international travel in 2000 by six countries: China, Germany, Japan, Mexico, Spain, and the United States of America (USA).



(Data: Ministry of Land, Infrastructure and Transport, *White Paper on Tourism*, 2003)

While the figure shows that the USA led other countries in both earning and spending, we can also see that nations receiving large sums of money from tourism do not always spend equally great amounts overseas. For example, the amount of money spent by Spanish travelers abroad was less than 20 percent of that earned from foreign travelers to Spain. China also earned more

from international tourism than it spent. The opposite pattern was shown by Germany and Japan, where the amounts spent abroad by their citizens, 47,785 million dollars and 31,886 million dollars, respectively, were far greater than the amounts earned, 18,483 million dollars and 3,373 million dollars.

According to the World Tourism Organization, there is a growing tendency for tourists to seek out places where they have never been. Europe, which received almost 60 percent of all international tourists in 2000, is expected to see its share fall to 46 percent by 2020. On the other hand, by that time the East Asia and Pacific region will have replaced North and South America as the second most popular tourist destination. Of course, tourists choose a destination not only on the basis of how fresh it is or whether an international event such as the Olympics is being held there, but also by the level of safety and the ease of getting around.

Many foreigners have the idea that Japan is too far away and too expensive, and its language and culture too hard to understand. However, distance and language alone cannot explain Japan's lack of appeal to tourists from North America and Europe: in 2000, China received more visitors from these areas than Japan did. Despite its negative image among some tourists, many who do make the trip to Japan are pleasantly surprised by the friendliness of its people and the efficiency of its public transportation. Moreover, not every foreign visitor finds Japan so expensive these days. With its safe society and excellent travel facilities—not to mention its history, culture, and natural beauty—there is no reason why Japan should not become one of Asia's major tourist destinations. The amount spent by foreigners in Japan may one day be more than that spent by Japanese overseas.

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

- ① China ————— Germany ————— Spain
- ② China ————— Spain ————— Germany
- ③ Germany ————— China ————— Spain
- ④ Germany ————— Spain ————— China
- ⑤ Spain ————— China ————— Germany
- ⑥ Spain ————— Germany ————— China

B 次の問い(問 1～4)の 34 ～ 37 に入れるのに最も適当なものを, それぞれ下の①～④のうちから一つずつ選べ。

問 1 Japanese travelers spent almost 34 times as much money abroad as Japan received from foreign travelers in 2000.

- ① four
- ② seven
- ③ ten
- ④ thirteen

問 2 In this analysis of tourism, opposite earning and spending patterns were found between 35 .

- ① Germany and Japan
- ② the USA and China
- ③ China and Mexico
- ④ Spain and Japan

問 3 The author mentions that in recent years tourists have been likely to choose a destination if

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- ① the language spoken there is fascinating
- ② the location is new to them
- ③ the people living there are rich
- ④ the culture is interesting

問 4 According to the passage,

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- ① Japan earned far less from international tourism than the USA, but more than Mexico
- ② Europe will still attract more tourists than any other area in 2020
- ③ China became a new destination for Europeans mainly because of its international events
- ④ Spanish travelers abroad spend 20 percent less than tourists from other countries

第 5 問 次の会話について、下の問い(A～D)に答えよ。(配点 32)

Elementary school students are taking a Saturday morning tour of a TV station.

Mr. Wright: Welcome, boys and girls, to WXP Channel 19. I'm Dan Wright. Today you'll tour the station to find out how we broadcast the programs you watch on TV.

Bobby: Mr. Wright, it's ten o'clock, and I'm usually watching the *Mailman Jack Show* right now. Is Mailman Jack here? Can we see him?

Mr. Wright: (1), Bobby, our studio is too small for us to do the show here. Instead, Mailman Jack makes a videotape of the show at a bigger studio in Peyton City and sends it to us. We're playing the tape right now, and that's how people can watch it at home. But while that tape is playing, we're getting ready for a live local weather report. Let's go into the studio to watch how we do it.

The students go into the studio and see a woman in front of a blue screen.

Mr. Wright: In 30 minutes, Ms. Cole here will be pointing to different parts of the blue screen behind her and talking about the weather. All you see now is that empty blue screen, but if you look at the TV screen over here, you see something else. Take a look.

Carla: Wow, it's a weather map, and Ms. Cole's standing in front of it!

Ms. Cole: (2), Carla. This is what people actually see on their TV at home. The map you see now is of our part of the state at eight this morning. Here we are in Jonestown. Here's Lake Axelrod south of us and the Blue Hills to the northwest. Peyton City is

northeast.

Carla: What is that letter in the circle next to Peyton City, and that line with black triangles between Jonestown and Peyton City?

Ms. Cole: The line is called a “cold front,” and the “R” in the circle stands for rain. It was raining in Peyton City this morning.

Carla: I see. Then a “C” in the circle would mean cloudy, right?

Ms. Cole: That’s a good guess, Carla, but no. I’ll get to that later.

Bobby: Is it going to rain here?

Ms. Cole: (3), because the wind is from the northeast, and it’s likely that the cold front will move past Lake Axelrod by this evening. Even if it doesn’t rain, it’s going to get cooler in Jonestown.

Bobby: What about that circle above Jonestown?

Ms. Cole: That’s a symbol for a sunny sky. When you came in this morning, the sky was clear, right? If it had been cloudy, Carla, the symbol would have been filled in and look like a big black ball. Now, that cold front is still moving toward us, and we can expect a cloudy sky — maybe even rain — in a few hours.

A 空欄(1)～(3)に入れる三つの表現が、順不同で次のA～Cに示されている。意味の通る会話にするのに最も適当な配列のものを、下の①～⑥のうちから一つ選べ。 38

A. Maybe

B. That's right

C. Actually

① A—B—C

② A—C—B

③ B—A—C

④ B—C—A

⑤ C—A—B

⑥ C—B—A

B WXPの天気予報番組で使われている「曇り」を表す記号はどれか。正しいものを、次の①～⑥のうちから一つ選べ。 39



①



②



③



④

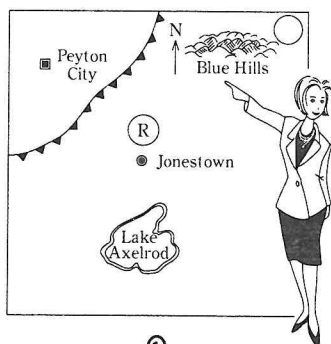


⑤

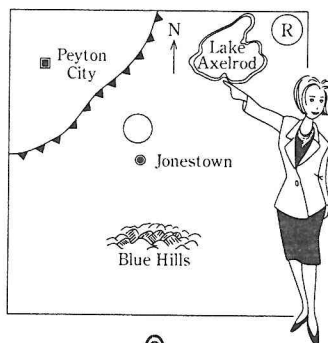


⑥

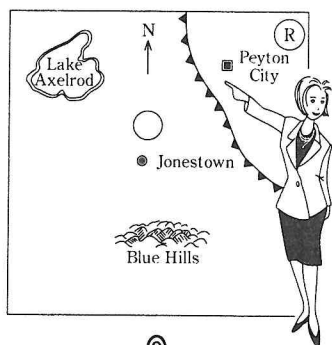
C Ms. Cole が説明している天気図はどれか。正しいものを、次の①～⑥のうちから一つ選べ。 40



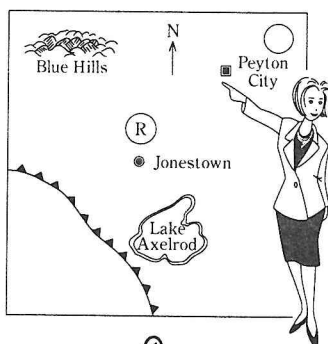
①



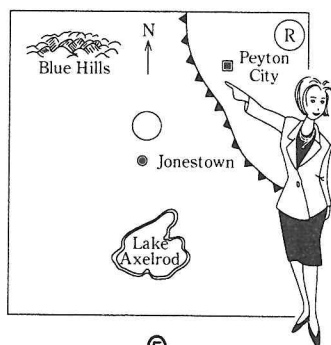
②



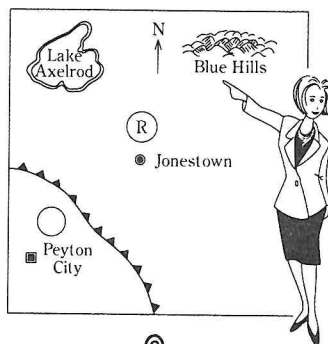
③



④



⑤



⑥

D 会話の内容と合っているものを、次の①～⑥のうちから二つ選べ。ただし、解答の順序は問わない。 41 ・ 42

- ① When the students entered the station, they talked to Ms. Cole.
- ② Ms. Cole reports the local weather using the blue screen in the TV studio.
- ③ Channel 19 videotapes the local weather report in Peyton City.
- ④ Ms. Cole said that it would begin to rain in Jonestown in a few hours.
- ⑤ The weather in Jonestown was sunny at ten o'clock in the morning.
- ⑥ Bobby and Carla were shown into the studio to watch the *Mailman Jack Show*.

第6問 次の文章を読み、下の問い(A・B)に答えよ。(配点 45)

During my college days, I spent my summers as an assistant at a camp for junior high school students. It was work I looked forward to every year because it was a pleasure. Of my camp memories, there is one summer that stands out from the rest.

It was the first day of camp. About an hour after everyone had arrived, I noticed a small boy sitting alone under a tree. He was thin, pale and obviously uneasy. Only fifty feet away, all the other campers were playing, joking and enjoying getting to know each other, but he seemed to want to be anywhere other than where he was. He had a lost look, a look of deep loneliness. To be honest, I felt uncomfortable approaching him, but our senior staff members had instructed us to watch for campers who might feel left out, campers just like this boy. I knew it was my responsibility to talk with him even though I felt it would not be easy.

I walked up to him and said, "Hi, my name is Kevin, and I'm one of the assistants." In a small, shaky voice he shyly answered, "Hi, I'm Tommy."

"Welcome to camp, Tommy. How's it going?"

"Okay, I guess," he said quietly, not looking at me.

"Do you want to join the activities and meet some new kids, or do you want to just sit here under this tree?" I asked with a smile. He replied unwillingly, "I'm fine here. This camp is not really my thing." It was clear that camp life was new to him, and I somehow knew it would not be right to push him to join the other campers. Instead, I sat down and talked with him for a while, and then took him to his cabin. I hoped he would make some friends there.

After lunch the next day, I led the two hundred campers in songs. I looked over the enthusiastic crowd and noticed Tommy, sitting alone, staring at the floor. I realized he was going to require some very special care. That

night at our staff meeting, I told everyone about him, and asked them to pay attention to him and spend time with him whenever possible. Tommy became our special project. We always helped him participate in the camp activities, and slowly he opened up.

Time passed quickly, and Tommy became more active every day. In no time camp was over. As the campers celebrated at a farewell party, I suddenly saw what would be one of the most vivid memories of my life. The boy who had once sat alone under the tree was now dancing. Towards the end of the party, he was dancing as if he owned the dance floor, and talking with people he had not even been able to look at a few weeks earlier. The changes in Tommy were dramatic. All of the camp staff saw him as the camp's greatest success.

About five years later, I got a letter from Tommy. I had not seen him since the night he was all over the dance floor, so it was a complete surprise to get a letter from him. And what the letter said was even more of a surprise.

In the letter, Tommy said, "I appreciate your help very much. On the first day of camp, you came up to me while I was sitting alone. After that, you always gave me special attention and encouraged me to join activities when I hesitated. As a result, I gradually got to know the other campers, and I even became 'the king of the dance floor' on the last night. Because of your help that summer, my life changed. I gained so much confidence that I went back to school as a new person. My grades improved. I became very active and made new friends. Today, I got a letter that said I have been given a scholarship for college next year. I am proud to have gotten it, but I know that if you had not helped me, I would not have. I just wanted to thank you for helping me become a different person."

I have kept that letter; it is special to me. I read it sometimes to remind myself that we never know how much our actions may affect someone.

A 次の問い(問1～5)に対する答えとして最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。 43 ～ 47

問 1 What happened on the first day of camp? 43

- ① Tommy felt a responsibility to talk with the lonely boy.
- ② Tommy left the camp to return to his house.
- ③ Tommy tried to get to know other campers.
- ④ Tommy did not feel at all comfortable.

問 2 What did Kevin do to help Tommy? 44

- ① He taught him how to become a good dancer.
- ② He decided to stay with him in the same cabin.
- ③ He suggested that Tommy stay under the tree.
- ④ He asked the assistants to take care of him.

問 3 What happened on the last night of camp? 45

- ① Kevin felt sorry about Tommy's big change.
- ② Tommy demonstrated his new confidence.
- ③ Tommy wanted some friends to talk with.
- ④ Kevin got a letter from Tommy.

問 4 How did the camp affect Tommy? 46

- ① He changed into a new person.
- ② He became a little more lonely and shy.
- ③ He lost the confidence to make friends.
- ④ He was happy with his high school scholarship.

問 5 What did Kevin gain from his experience with Tommy? 47

- ① He learned he was able to make a real difference in someone's life.
- ② He realized that he really enjoyed his work as a camp assistant.
- ③ He realized he should force campers to participate in activities.
- ④ He learned that he did not know how to be a helpful camp assistant.

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

- ① Kevin did not enjoy his summer job at camp because he did not like uneasy campers.
- ② At the beginning of camp life, Tommy looked as if he wished he were somewhere else.
- ③ Campers who did not join the activities were given special attention by the assistants.
- ④ Most of the children at the camp enjoyed participating in singing after lunch.
- ⑤ Kevin asked the other campers to help Tommy because he did not want to.
- ⑥ The camp staff found that Tommy was a failure on the final day of camp.
- ⑦ If Kevin had failed to help him, Tommy would not have remained lonely at the camp.
- ⑧ Tommy learned to make friends with others by hiding his true feelings.

第3問 次の問い(A～C)に答えよ。(配点 34)

- A 次の文章の 26 ・ 27 に入れるのに最も適当な語句を、それぞれ下の①～④のうちから一つずつ選べ。

There have been many changes in the designs of wardrobes, and in the kinds of people who use them. Originally, only rich people could afford wardrobes, which were in two separate units: one for hanging clothes, and the other for folded items such as shirts and dresses. 26, these were combined into a single large piece of furniture. With the mass production of furniture in the 19th century, more people could afford wardrobes. 27, from that time on, many bedrooms in Western-style houses have included a wardrobe to keep clothing in.

26

- ① Now
- ② Therefore
- ③ In addition
- ④ Later on

27

- ① Meanwhile
- ② For instance
- ③ As a result
- ④ In spite of this

B 次の問い(問1・問2)において、文章の 28 ・ 29 に入れる三つの文が、順不同で下のA～Cに示されている。論理的な文章にするのに最も適当な配列のものを、それぞれ下の①～⑥のうちから一つずつ選べ。

問 1

It is a custom to make a toast during a formal dinner. Have you ever thought about the origin of this practice and the word that we use to describe it? 28 The word *toast*, however, comes to us from ancient Rome, where bad wine was improved by putting a piece of burnt bread — called *tostus* — in it.

- A. Well, the act of toasting began with the ancient Greeks.
 B. In those days, people sometimes killed their dinner guests by poisoning their wine.
 C. To show that the wine was safe to drink, some Greek hosts drank a little of it before their guests did.

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

問 2

Vitamin C plays an important role in keeping us healthy. Most mammals produce it in their livers, so they never suffer from a lack of it. 29 Your teeth could suffer, too: the pink area around them might become soft and bleed easily. These are just a couple of good reasons to eat plenty of fresh fruit.

- A. You might see black-and-blue marks on your skin.
- B. What happens when you lack this important vitamin?
- C. Curiously, however, some mammals, such as humans and apes, cannot do so.

① A—B—C

② A—C—B

③ B—A—C

④ B—C—A

⑤ C—A—B

⑥ C—B—A

C 次の枠内に示された 30 ～ 32 の各文を入れるのに最も適当な箇所を、下の文章中の①～⑥のうちからそれぞれ一つずつ選べ。ただし、一つの段落に一文ずつ入れよ。

| | |
|----|---|
| 30 | The longest anyone has ever lived is 122 years. |
| 31 | Then pick up your things and move to a cleaner place. |
| 32 | Well, stop sitting for hours and hours. |

In 300 B.C. the average European male could expect to live for about thirty-four years and the typical female about thirty years. In many countries today, however, there are a number of people who live to be much older. How long can you expect to live? The answer to that question depends on many things. Genes certainly contribute to a long life. If your ancestors had long lives, you have an advantage. If not, there is not much you can do about that.

Environment is a different matter, however. (①) You can take steps to make sure that your environment is a healthy one. First, you can examine your house or apartment. Is it clean? Free of dirt and dust? If not, do something about it. Second, if you suspect that you live in a neighborhood that is polluted, you might want to get out. (②)

One of the best things you can do if you want to live a long time is to make some lifestyle changes. How is your level of physical activity? Not so good? (③) Turn off the television; put down the book; throw away the video game; and get some exercise. A sports club is good for that, or you may prefer some outdoor activity like hiking or cycling. (④) Say “yes” to plenty of fruit and vegetables and “no” to fried chicken and sugary doughnuts. And don’t forget those “wonder foods,” things like honey, yogurt, tea, and vinegar. These foods are almost like medicine, and besides, they taste really good. Oh, and don’t even *think* of smoking!

(⑤) Perhaps you won't break that record, but if you follow the advice above, you may get pretty close. Besides, you will enjoy your life more if you are in good health. (⑥) So, give it a try! Who knows what will happen?

第4問 次の文章とグラフを読み、下の問い(A・B)に答えよ。(配点 35)

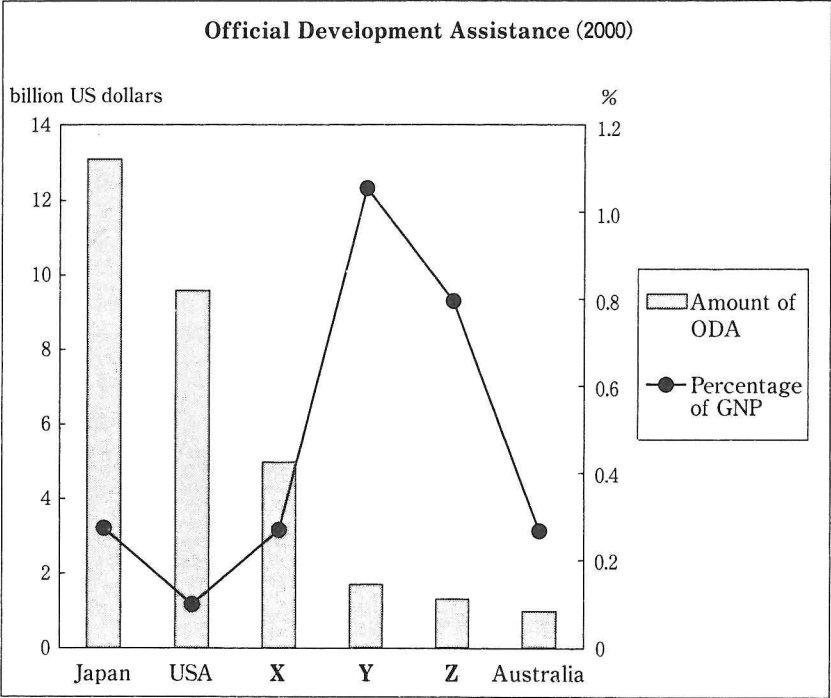
As a member of the international community, each country has a duty to cooperate with other nations. An important form of economic cooperation for developing countries is Official Development Assistance (ODA), and Japan is one of the twenty-two countries on the Development Assistance Committee (DAC). In the 1970s, the DAC asked its members to reach a goal: to spend an amount equal to 0.7 percent of their Gross National Product (GNP) on ODA. In the year 2000, a total of 53.1 billion dollars was provided by the DAC countries in economic assistance.

The figure below shows the amounts of ODA provided in 2000 by six of the DAC nations: Australia, Denmark, Germany, Japan, Norway, and the United States of America (USA). It also shows ODA payments as a percentage of GNP. According to the Ministry of Foreign Affairs, Japan offered 13.1 billion dollars in ODA, by far the largest amount among the member countries. However, it was only 0.27 percent of Japan's GNP. The DAC member that offered the second largest amount of ODA was the USA, which provided 9.6 billion dollars. This was only 0.1 percent of its GNP, the smallest percentage among the twenty-two nations.

The country that offered the largest amount of ODA with respect to its GNP was Denmark, which provided 1.06 percent, or 1.7 billion dollars. Norway also went beyond the goal by offering 0.8 percent of its GNP. Among all the DAC members, Germany provided the third largest amount of ODA, more than 5 billion dollars, or 0.27 percent of its GNP. Although Australia used the same percentage of its GNP for ODA as Germany and Japan, its spending of 1 billion dollars placed it thirteenth among the DAC nations.

In 2000, the major part of ODA given by the DAC members was made up of grants, which developing countries are not required to pay back. Some people, however, believe that other forms of economic aid, such as loans, are

just as effective as gifts of money. The need to pay back loans might promote careful planning and independent economic growth. In any case, each DAC member needs to continue contributing to the improvement of economic conditions of people in developing countries.



(Data: Ministry of Foreign Affairs, *JAPAN ALMANAC 2002*)

A グラフの X, Y, Z に対応する国名の組合せが、その順に示されている。正しいものを、次の①～⑥のうちから一つ選べ。 33

- ① Denmark ——— Germany ——— Norway
- ② Denmark ——— Norway ——— Germany
- ③ Germany ——— Denmark ——— Norway
- ④ Germany ——— Norway ——— Denmark
- ⑤ Norway ——— Denmark ——— Germany
- ⑥ Norway ——— Germany ——— Denmark

B 次の問い(問1～4)の 34 ～ 37 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問 1 The passage suggests that 34 .

- ① if Japan doubled the percentage of GNP set aside for ODA, it would reach the target
- ② the target set by the DAC is impossible to reach
- ③ the target was reached by the country that gave the largest amount of money
- ④ the USA was unsuccessful in reaching the DAC's target

問 2 Germany's GNP was 35 that of Australia in 2000.

- ① half as much as
- ② as much as
- ③ about twice as much as
- ④ about five times as much as

問 3 The passage indicates that grants of money to developing countries

36 .

- ① might not be the only effective way to provide assistance
- ② might encourage better planning and self-help
- ③ should not be more than half of the total value of foreign aid
- ④ should be paid back to members of the DAC

問 4 According to the passage, in 2000 37 .

- ① Japan led the other DAC countries in the percentage of GNP and the total amount given for ODA
- ② the countries which reached the DAC's target provided less than 2 billion dollars each
- ③ the larger the amount of a country's ODA, the higher the percentage of its GNP for ODA
- ④ the USA offered more than 9.6 billion dollars for ODA in the form of grants

第5問 次の会話について、下の問い(A～D)に答えよ。(配点 32)

Vijay, Sarah, Mari, and Paul are traveling to a speech contest by train.

Vijay: Do we have enough time to get something to drink?

Mari: We've got over an hour before we get to Kyoto.

Vijay: I think there's a vending machine in the car ahead.

Mari: In Car 1? (1) But I saw one back in Car 4 when I went to the washroom. There's a phone there and some snack machines too.

Vijay: Car 4 ... OK. I guess I shouldn't wake Sarah up, but I'll get something for you if you want.

Mari: No, but thanks anyway.

Vijay returns with his drink and finds Sarah awake. Mari is gone.

Sarah: Hi, Vijay.

Vijay: You're awake! Sorry, I didn't get anything for you.

Sarah: (2) I've got some water here in my bag. Where's Mari?

Vijay: I don't know. She was sitting here when I left.

Sarah: She wanted to ask Paul about the speech she's giving tomorrow. She may be practicing it with him. Where is he, anyway?

Vijay: I passed him on the way back here. He's in the car behind us. He really should have come with the rest of us when we bought our tickets.

Sarah: Oh, you saw Paul. Did he give you his cap?

Vijay: What? No, this is my cap! Oh ... it isn't. It has the same stripes, but mine is a Shooting Stars cap.

Sarah: You two must have switched caps by mistake when we were waiting at the station. Oh, here comes Mari.

Mari enters from the front of the car.

Sarah: Mari, where were you?

Mari: I was looking for Paul up ahead. I have to talk with him about the speech. Does anyone know where he is?

Vijay: He's in the car just behind us. (3) He's sitting in the second ... no ... no ... in the third row from the back, on your left.

Mari: Thanks.

Vijay: Mari, can you give him this cap? I picked his up by mistake. Oh, and see if he's got my cap. They look so similar.

Mari: Sure, Vijay. But you know, whether Shooting Stars or Sharks, I don't like caps with stripes. I like simple black, like the caps for my favorite team, the Crows.

Mari goes and finds Paul reading her speech.

Mari: Hi, Paul. Here's your cap. I think you're wearing Vijay's.

Paul: What? Oh no, Shooting Stars! Take it back to him. I don't even want to look at it.

Mari: OK. So, what did you think of my speech?

Paul: I've just finished reading it. It's got a natural flow, but the conclusion is weak. Let's work on it together.

Mari: Great! Then, I'd like to practice it so I can be more confident.

- A 空欄(1)～(3)に入れる三つの表現が、順不同で次のA～Cに示されている。意味の通る会話にするのに最も適当な配列のものを、下の①～⑥のうちから一つ選べ。 38

A. Let me see.

B. I don't think so.

C. That's OK.

① A—B—C

② A—C—B

③ B—A—C

④ B—C—A

⑤ C—A—B

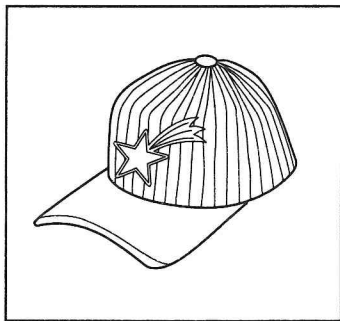
⑥ C—B—A

B Paul の帽子はどれか。正しいものを、次の①～⑥のうちから一つ選べ。

39



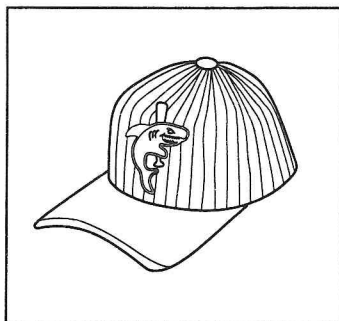
①



②



③



④



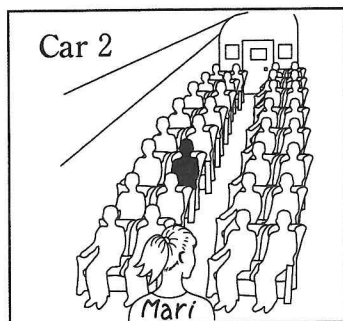
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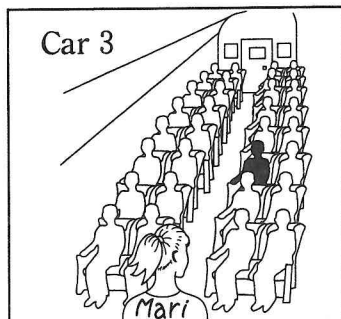
⑥

- C Paul の座席はどれか。正しいものを、次の①～⑥のうちから一つ選べ。ただし、乗客は列車の進行方向を向いて座っている。

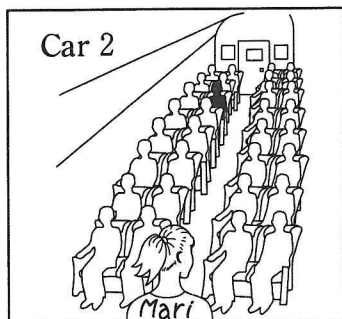
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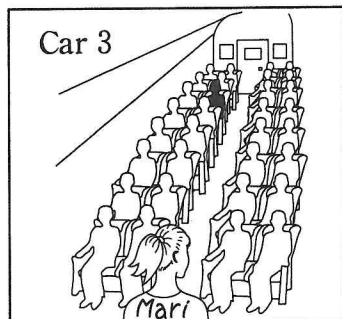
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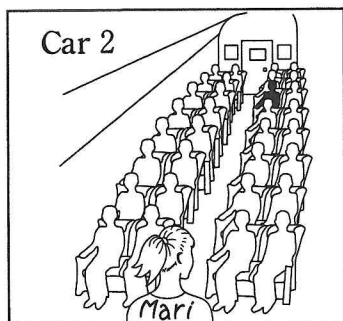
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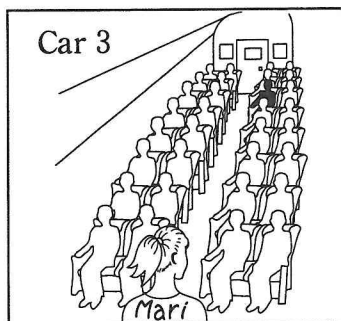
③



④



⑤



⑥

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

| |
|----|
| 41 |
|----|

 ・

| |
|----|
| 42 |
|----|

- ① Vijay bought Sarah a bottle of mineral water from the vending machine.
- ② While Vijay was getting a drink in Car 4, Paul was helping Mari.
- ③ Paul thought Mari should improve the end of her speech.
- ④ Sarah fell asleep when Vijay went to another car to buy a drink.
- ⑤ Vijay, Mari, and Sarah went to another car to talk to their friend Paul.
- ⑥ Paul failed to get his ticket at the same time as the others.

第6問 次の文章を読み、下の問い(A・B)に答えよ。(配点 45)

I met Susan when I was a first-year student in college. We were put together as roommates, and I found that we had completely opposite personalities. I was never neat, and Susan was extremely organized. Everything she owned was labeled, and she carefully returned each item to its own place after she had used it. Both of us had cute little pencil cases; hers was full of labeled pencils, but mine was always empty.

Over time Susan got neater and I got messier. A messy environment was comfortable enough for me but not for her. Because of our different habits, we began to dislike each other. Day after day she would complain about my dirty clothes thrown all over the floor, and I would complain about the heavy smell of her air freshener.

One October evening Susan came into our room while I was on my bed reading, and she glanced at the top of her desk.

“What’s this, Mary?” she asked.

“Oh, that’s my T-shirt from gym class,” I responded casually and turned my attention back to my book.

“Why is your dirty, smelly T-shirt on my desk? Get it off and keep it off,” she exploded with anger.

I always left my clothes all over the room, so I did not know why she was so concerned about that one particular shirt, but it really made her mad. She picked it up and threw it toward my side of the room, knocking my lamp off my desk and onto the floor. I leapt off the bed in shock and screamed at her. She yelled back and we probably would have argued all evening and not shared the room another day if the phone had not rung.

Susan answered it. Since it was for her, I angrily threw myself on my bed. The room was thick with unspoken words, and I thought I simply could not remain her roommate: I had to move out. I probably would have, but as I lay

there, I could tell that Susan's phone call was not good news. I knew she had a boyfriend back home. From what I could hear her say, I guessed he had found a new girlfriend. It surprised me that tender feelings began to fill my heart. Not long before I left for college, my boyfriend had done the same thing and that painful memory was still fresh. I sat up on the edge of my bed and looked across the room at her.

When she had hung up the phone, she quickly crawled under her bedcovers and turned toward the wall. I could hear her sobbing quietly. I was still upset, so I did not want to just walk over and talk to her. But I did not want to leave her alone, either. I sat on my bed for a moment, wondering what I should do. Then I got an idea and smiled to myself.

Slowly I began to clean up my side of the room. I returned my lamp to the desk. I picked up my socks and shirts. I put the pencils in my pencil case and made my bed. Then I took the books I had left on her desk and put them in the bookcase. I swept the floor, even on her side. I got so involved in my work that I did not know that she had turned away from the wall and come out from under the covers.

When I was finally done, I looked at her and saw that her tears had stopped and she was watching me in complete surprise. I went and sat on her bed, not saying anything. I did not know what to say. After a moment, I took her hand. Unexpectedly, it was warm. I had thought it would be cold, probably because I always thought organized people were heartless. But no. Her hand was warm as it held mine. I looked down into Susan's eyes, and she smiled at me.

Susan and I stayed roommates for the rest of that year. We still did not always agree on things, but we came to understand the key to living together: giving in, cleaning up, and getting along.

- A 次の問い(問1～5)に対する答えとして最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。 43 ～ 47

問 1 How was Mary different from Susan? 43

- ① Her belongings were clearly identified.
- ② She enjoyed the smell of air freshener.
- ③ She left dirty clothes lying on the floor.
- ④ She was quite neat and organized.

問 2 Why did Susan shout at Mary angrily one evening? 44

- ① Mary tried to borrow Susan's T-shirt for gym class.
- ② Mary had left a T-shirt that needed washing on Susan's desk.
- ③ Susan thought that Mary had stolen her boyfriend.
- ④ Susan had accidentally knocked Mary's lamp on the floor.

問 3 Why was Susan so upset by the phone call? 45

- ① Mary's boyfriend had found a new girlfriend.
- ② The call interrupted her argument with Mary.
- ③ Her boyfriend had lost interest in her.
- ④ The caller did not want to talk to Mary.

問 4 What did Mary do to show her sympathy for Susan? 46

- ① She told Susan about losing her boyfriend.
- ② She held Susan's hand and warmed it.
- ③ She watched Susan crying alone.
- ④ She began to clean the room.

問 5 What happened after that evening?

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- ① Susan and Mary had no problem getting along.
- ② Susan thanked Mary for the phone call.
- ③ Susan and Mary became better roommates.
- ④ Susan learned how to keep her side of the room clean.

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

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- ① At first, Mary thought that she could comfortably share the room with Susan.
- ② Mary and Susan learned that their characters had very little in common.
- ③ When Susan began to sob, Mary quietly crept out of the room.
- ④ While Mary was cleaning the room, she pretended not to notice Susan watching her.
- ⑤ Susan's hands were cold because she was a cold-hearted person.
- ⑥ After the call, Susan no longer wanted to continue her quarrel with Mary.
- ⑦ Mary had a boyfriend back home, and Susan's was on campus.
- ⑧ The two roommates learned the importance of accepting people's differences.

