

英 語

(解答番号 ~)

第1問 次の問い(A・B)に答えよ。(配点 16)

A 次の問い(問1・問2)において、下線部(a)・(b)の単語のアクセント(強勢)の位置が正しい組合せを、それぞれ下の①~④のうちから一つずつ選べ。

問1

The huge (a)network of canals is a (b)fascinating feature of the old city.

- ① (a) nétwork (b) fascináting ② (a) netwórk (b) fáscinating
③ (a) netwórk (b) fascináting ④ (a) nétwork (b) fáscinating

問2

The president's (a)comments on energy resources were general; she didn't deal with (b)particular problems.

- ① (a) comménts (b) párticular ② (a) cómments (b) partícular
③ (a) comménts (b) partícular ④ (a) cómments (b) párticular

B 次の会話の下線部(1)~(4)について、それぞれ下の問い(問1~4)に示された①~④のうちから、最も強調して発音されるものを一つずつ選べ。

《状況》 John の誕生日のパーティに行く途中で Zack は偶然 John に会う。

John: Hi, Zack. Where are you going?

Zack: To the party, of course.

John: What party?

Zack: Your birthday party. Nick sent an e-mail message to everyone about it.

John: To everyone? (1)He didn't send me one. He just asked me to come to his house so (2)we could study a bit.

Zack: Oh, no! I should have kept my mouth shut.

John: Oh, I see... (3)it's going to be a surprise party.

Zack: Well, (4)it was a surprise party. But now you won't be surprised. I'm really sorry.

問 1

- ① He ② send ③ me ④ one

問 2

- ① we ② could ③ study ④ bit

問 3

- ① it's ② going ③ be ④ surprise

問 4

- ① it ② was ③ surprise ④ party

第2問 次の問い(A～C)に答えよ。(配点 38)

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

問1 Does this answer sense to you? I can't understand it.

- ① give ② cause ③ mean ④ make

問2 Taro is now devoting all his time and energy English.

- ① studying ② to studying
③ to study ④ study

問3 Every winter, colds are at schools.

- ① familiar ② popular ③ broad ④ common

問4 Akiko had her bag and lost all her money.

- ① steal ② stole ③ stealing ④ stolen

問5 By the time the 2002 World Cup was held, soccer already become a leading sport in Japan.

- ① had ② has ③ was ④ is

問 6 The laundry won't dry quickly it's sunny.

- ① if ② whether ③ unless ④ since

問 7 Would you mind an eye on my luggage while I make a phone call?

- ① to keep ② if you will keep
③ that you keep ④ keeping

問 8 The beach was beautiful! I wish I longer.

- ① have stayed ② could have stayed
③ can stay ④ will stay

問 9 I think I did well on the English listening test. I understood on the tape.

- ① even anything ② almost everything
③ only nothing ④ probably something

問10 As soon as the star player came in, the game .

- ① had been excited ② became excited
③ had been exciting ④ became exciting

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

問1 Osamu: It's very hot and humid today. Will it be any better tomorrow?

Betty: I heard that it's going to be even worse!

Osamu:

- ① I'm sorry that it's going to be cooler.
- ② That's too bad. I like humid weather.
- ③ It's a shame that it's so dry.
- ④ Oh, no. I'm planning to go hiking.

問2 Jack: I'm hungry. Shall we go for lunch now?

Ken: There isn't time. The meeting is about to start.

Jack:

Ken: That's right. Let's hurry. Everyone must be waiting.

- ① Why will we be late for the meeting?
- ② When did it start?
- ③ What? No lunch today?
- ④ Where would you like to eat?

問3 Janet: When do we have to hand in the report?

Ichiro: I don't remember.

Janet: Oh, good. Could you let me know what you find out from her?

- ① I'll go and ask the teacher.
- ② Did the teacher already tell us?
- ③ I don't know when it's due.
- ④ I've just started it.

C 次の問い(問1～3)において、それぞれ下の①～⑤の語句を並べかえて空所を補い、文を完成させよ。ただし、解答は ～ に入れるものの番号のみを答えよ。

問1 That gallery has many miss.

- ① that ② not ③ art lovers
④ paintings ⑤ should

問2 When he was tired, my brother used in his room.

- ① on ② with ③ fall asleep
④ the light ⑤ to

問3 I wonder upstairs.

- ① what ② that ③ is making
④ it is ⑤ the noise

第3問 次の問い(A～C)に答えよ。(配点 34)

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

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 , 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, , reflects this fact about the human body.

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

- 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.

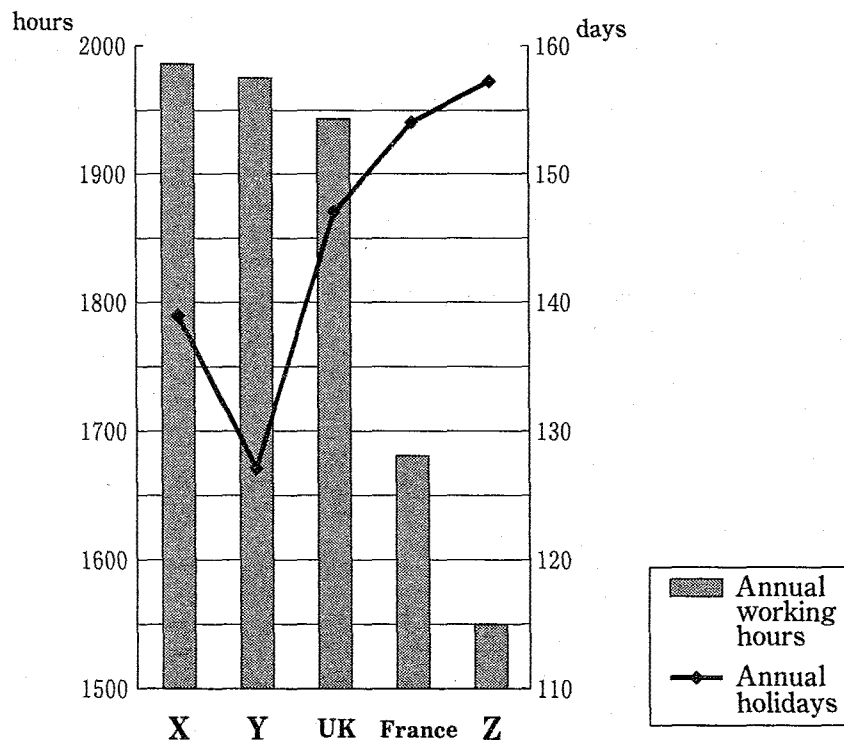
第4問 次の文章とグラフを読み、下の問い(A・B)に答えよ。(配点 35)

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 ～ 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 .

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

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

- 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, 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。 ～

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

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

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

- 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?

- 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?

- 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.