

英 語

(1～11 ページ)

注 意

1. 試験開始の合図があるまで、問題用紙を開いてはいけません。
2. 解答用紙に受験番号・氏名を記入しなさい。
受験番号は、下記の「受験番号欄記入例」に従って正確にマークしなさい。
3. 解答用紙にはマーク式解答欄の番号が **1** ～ **50** までありますが、使用しない解答欄も含まれています。
4. 試験時間は **60分** です。
5. 試験開始後、問題用紙に不備(ページのふぞろい・印刷不鮮明など)があったら申し出なさい。
6. 問題の内容についての質問には、いっさい応じられません。
7. 中途退場は認めません。試験終了後、この問題用紙は持ち帰りなさい。

受験番号欄記入例

		受 験 番 号 欄				
アルファベットと数字の位置に注意してマークしなさい	Y	8	1	5	0	
●	①	①	①	●	●	
②	①	●	①	①	①	
	②	②	②	②	②	
	③	③	③	③	③	
	④	④	④	④	④	
	⑤	⑤	●	⑤	⑤	
	⑥	⑥	⑥	⑥	⑥	
	⑦	⑦	⑦	⑦	⑦	
	●	⑧	⑧	⑧	⑧	
	⑨	⑨	⑨	⑨	⑨	

マーク式解答欄記入上の注意

1. 解答は、HBの黒鉛筆を使用して丁寧にマークしなさい。
《マーク例》
良い例 ●
悪い例 ⊕ ⊙ ⊗ ⊖ ○
2. 訂正する場合は、プラスチック消しゴムで、きれいにマークを消し取りなさい。
3. 所定の記入欄以外には、何も記入してはいけません。
4. 解答用紙を汚したり、折り曲げたりしてはいけません。

I 次の英文 (1) ~ (6) の空所 ~ を埋めるのに最も適切なものを、それぞれ下の選択肢①~④から1つずつ選びなさい。

- (1) () further information, please refer to the attached documents.
① Regarded ② Regarding ③ Regards ④ Being regarded
- (2) () am coming to the party.
① Neither Tony nor I ② Tony as well as I
③ Both Tony and I ④ Not only I but also Tony
- (3) I () walk than wait for the next train.
① ought to ② had better ③ would rather ④ might as well
- (4) You cannot save money () you give up making impulsive purchases.
① as long as ② while ③ until ④ as soon as
- (5) This glass is superior () heat resistance to other glasses.
① in ② to ③ than ④ for
- (6) He came close () hit by a car when crossing the street.
① to get ② getting ③ by getting ④ to getting

Ⅲ 次の英文 (1) ~ (6) の空所 [13] ~ [18] を埋めるのに最も適切なものを、それぞれ下の選択肢①~④から1つずつ選びなさい。

- (1) Queen Elizabeth II ([13]) the throne after her father's death in 1952.
① worked out ② succeeded to ③ left out ④ led to
- (2) You shouldn't ([14]) what you can do today.
① put off ② work on ③ set off ④ leave out
- (3) Stamps from that era are hard to ([15]).
① come about ② come off ③ come out ④ come by
- (4) I've talked to my counselor several times on the phone, but I've never met her ([16]).
① for nothing ② on occasion ③ at random ④ in person
- (5) William practiced the guitar for hours ([17]), and now the tips of his fingers hurt.
① on purpose ② in short ③ on end ④ in time
- (6) Jessie has won the gymnastics competition three years ([18]) now.
① in a while ② in a sense ③ in a row ④ in a way

IV 次の英文を読み、空所 [19] ~ [23] を埋めるのに文脈上最も適切なものを、それぞれ下の選択肢①~④から1つずつ選びなさい。*の付いた語には [Notes] があります。

In many ways, traveling is much easier and faster than it was in the past. But traveling fast doesn't always mean traveling in [19]. For many people, long plane flights are unpleasant. For some people, flying can even be dangerous. Why? Because passengers in planes have to sit still.

In fact, doctors say that sitting still for a long time is not good for you. When you sit still for many hours, your blood doesn't flow well, especially in your legs. When the blood stops flowing well, you may get a blood clot* in your leg. This can be painful. It can also have more serious effects [20] your health. If the blood clot breaks up, the small clots can then travel to other parts of the body. If they get into the lungs, the heart, or the brain, there is risk of death.

Fortunately, there are simple ways to [21] that. First, before you go on a long flight, you should talk to your doctor. If you have a high risk of blood clots, you should wear special stockings on your legs. Second, you should try to keep your blood [22] well during a long flight. You can get up [23] and walk down the aisle. You can also do exercises in your seat. Many airline companies now show videos that explain how to do these exercises. They are just simple movements of the arms, legs, and head, but they help the blood flow better.

出典：Linda Jeffries & Beatrice S. Mikulecky, *Reading Power 2*, Fourth edition

[Notes]

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blood clot 「血栓」

- | | | | | |
|------|-------------------|----------------|-----------|--------------|
| [19] | ① pain | ② sympathy | ③ comfort | ④ tense |
| [20] | ① on | ② in | ③ to | ④ for |
| [21] | ① support | ② encourage | ③ fix | ④ prevent |
| [22] | ① flow | ② to flow | ③ flowing | ④ to flowing |
| [23] | ① sooner or later | ② for now | | |
| | ③ once for all | ④ now and then | | |

英語の試験問題は次に続きます。

V 次の英文を読み、～の各文を完成させるのに最も適切なものを、それぞれ下の選択肢①～④から1つずつ選びなさい。

Even though a young child might be nervous about starting school, he or she is more often than not excited as well on the first day of school. Perhaps that excitement lasts through the first few years of school. But over time, many children are less excited about going to school. School becomes a place of “all work and no play.” As the years go by, students are pressured to do more work and to do it better, make better test scores, and have a higher class rank. It is therefore not surprising that by middle school many students lose interest in school and learning.

Teachers face a big challenge in such a situation. When they enter a classroom in which most of the students do not want to be there and do not want to study, how can they teach? Some teachers may be tempted to focus their energy on the handful of students in the classroom who show an interest in learning. Other teachers may resort to rewarding “good” students and punishing “bad” students in the hope that this may somehow motivate all students to try harder.

Through his own teaching experience, Dr. Richard Lavoie became interested in the problem of motivating students. He wondered what motivates students to want to learn. In studying this question, Dr. Lavoie discovered that other people have done a lot of research into this question already. However, those people do not work in schools. The people who seemed to know the most about what motivates kids were researchers who work for companies that were advertising products such as toys and music for children.

By applying some of the information from the existing advertising research to his own study, Dr. Lavoie was able to determine eight types of motivation for children. From these eight types, a child usually responds to one or two kinds of motivation more than the others. Therefore, if teachers and parents could figure out which type of motivation a child best responds to, lessons and classroom activities could be adapted in a way to motivate the child to try harder and get excited about learning again.

For example, one type of motivation is responsibility or authority. A student who responds to this type of motivation can be given a position of responsibility in a group or in the classroom to excite his or her interest in learning. Another type of motivation is competition. Competitive students get excited about learning when they are given a chance to win or when they can help others to win. The other types of motivation listed by Dr. Lavoie are interaction, connection with a group, independence, exploration, encouragement, and status.

The challenge is for teachers to recognize the different ways to motivate students who have lost interest in learning. Not all students will respond to the same type of motivation in the classroom. But by adapting different lessons to suit different types of motivation, more students may begin to respond and get excited about learning again.

出典：Casey Malarcher, *Reading Advantage 3*, Third Edition

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- 24 The author argues that children
- ① are most interested in learning when they have clear goals.
 - ② become less engaged in learning as they spend more time in school.
 - ③ most likely lose interest in learning in their first few years of school.
 - ④ are pressured to balance schoolwork and play from a young age.
- 25 One thing that a teacher might try to do to motivate students is to
- ① treat them differently according to how they behave.
 - ② divide them into groups and teach one group at a time.
 - ③ focus their energy on the students who need help.
 - ④ encourage them to teach and help each other.
- 26 Dr. Richard Lavoie found out that
- ① a lot of research had been done about what makes a good teacher.
 - ② many teachers were looking for ways to motivate their students.
 - ③ some companies had developed special toys to motivate kids.
 - ④ people in the advertising industry had already studied how to motivate kids.
- 27 One challenge of using the eight types of motivation for children is that
- ① a child often responds to a different type of motivation depending on the situation.
 - ② some teachers believe that it is not the right way to motivate kids.
 - ③ teachers and parents often have a hard time figuring out which type works best.
 - ④ each child might respond to a different type of motivation.
- 28 This passage was most likely written for
- ① children who are starting school and excited about learning.
 - ② researchers who study the best types of motivation for kids.
 - ③ teachers struggling to motivate students who are not interested in learning.
 - ④ parents who want to help their children find what they want to do in life.

VI 次の会話文を読み、～の各文を完成させるのに最も適切なものを、それぞれ下の選択肢①～④から1つずつ選びなさい。*の付いた語には [Notes] があります。

Mark: I'm so stressed out. I just lost my whole term paper because my computer had a virus. It completely wiped out my hard drive.

Emma: Didn't you have any virus protection?

Mark: I did, but it was out of date. I guess it's partly my fault.

Emma: It can be so risky using the Internet these days.

Mark: That's a bit of an overstatement.

Emma: No, it isn't. The Internet is a dangerous place. For example, did you know that if a hacker really wants to get into your computer, he can access all your files as well as your Internet transactions? That means all of your personal information, including credit card transactions can be hacked into.

Mark: That may be true if you're not careful, but you can take steps to avoid getting hacked such as keeping your virus protection up to date and installing a really good firewall*.

Emma: But there's no absolute guarantee. Look what just happened to you. And take my uncle; his company had up-to-date anti-spyware and everything, but an employee leaving the company copied files about their new technology, and then he went to another firm pretending that it was his. My uncle couldn't prove a thing.

Mark: All that proves is that people are dishonest. It's got nothing to do with computers!

Emma: But computers make it easier for people to commit crimes like that. Look at online banking.

Mark: Well, yes, banking is a good example. Even if you don't want to bank through your computer, your bank uses computers all the time, and thieves can get access to your account details that way.

Emma: Yes, but if you use the Internet for banking and buying things less frequently, your chances of having problems are reduced.

Mark: That's just not practical in today's world. Think of those who live in small towns where there are few specialty stores. There are a lot of things you simply can't find there. More and more stores are only operating online these days, and they say that's a trend that is going to continue.

Emma: I still think it's too risky.

Mark: And I don't know what I would do without the Internet.

出典：Jun Liu & Kathryn Harper, *Communication Strategies 4*

[Notes]

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firewall 「ファイアーウォール (インターネットからの不正侵入を防ぐシステム)」

29 Mark is upset because

- ① he has forgotten where he put his term paper.
- ② he cannot figure out why his computer is not working.
- ③ he has lost all the work he has done for an assignment.
- ④ he bought a computer that had no virus protection.

30 Mark and Emma have different opinions about

- ① how dangerous it is to use the Internet.
- ② where to buy the best computer.
- ③ how to know if a person is a hacker or not.
- ④ what to do when important data is lost.

31 Mark thinks that Emma's uncle's experience

- ① shows only that there are people capable of committing crimes everywhere.
- ② proves that up-to-date anti-spyware can prevent most computer-related crimes.
- ③ has nothing to do with how dishonest people can be in certain situations.
- ④ proves that companies are always competing to get the best people in the industry.

32 One thing Mark tells Emma is that

- ① online banking would be more secure if banks improved their systems.
- ② some people get upset when they cannot find what they want in stores.
- ③ more and more things will only be available for purchase on the Internet.
- ④ many specialty stores have items that cannot be found on the Internet.

33 Throughout the conversation, Emma

- ① changes her opinion in response to what Mark says.
- ② sticks with her belief and often argues with Mark.
- ③ agrees with Mark most of the time and supports his point.
- ④ states her opinion but does not give reasons to support it.

VII 次の 34 ~ 39 の英訳文を完成させるように、()内の①~⑦を並べかえ、その7つの中で4番目にくる語句の番号を選びなさい。なお、()の中では、文のはじめにくる語句も小文字になっています。

34 この本は、学生たちが今学んでいることをより理解するのに役立つだろう。
This book will (①students ②a ③of ④understanding ⑤with ⑥provide ⑦better) what they are learning.

35 王女は他人が彼女に同意しないことに慣れていなかった。
The princess was (①with ②disagreeing ③to ④others ⑤used ⑥not ⑦her).

36 あなたとロブがその生き物を見たのはどこだと言いましたか。
(①did ②had ③you and Rob ④say ⑤where ⑥seen ⑦you) the creature?

37 この問題は私が解くには難しすぎた。
This (①me ②was ③difficult ④problem ⑤for ⑥a ⑦too) to solve.

38 彼は、彼の妻が選挙に立候補するとは思ってもしなかった。
(①his wife ②that ③him ④occurred ⑤never ⑥it ⑦to) would run for election.

39 私が今日あるのはわが師のおかげである。
I (①today ②what ③am ④my ⑤to ⑥owe ⑦I) mentor.

VIII 次の [40] ~ [45] の英文を完成させるように、[] 内の①~⑤を並べかえ、その5つの中で3番目にくる語句の番号を選びなさい。なお、[] の中では、文のはじめにくる語句も小文字になっています。*の付いた語には [Notes] があります。

Most people will never see a volcano erupt*, but volcanoes [40] [①not ②only ③way ④are ⑤the] that the earth reveals its inner energy. Hot springs are smaller, gentler ways to enjoy the earth's hot interior.

Hot springs are found where [41] [①the ground ②flows ③hot underground water ④from ⑤up]. The water is heated far below the ground by magma. Because heated water can hold more dissolved solids, hot springs often contain a lot of minerals. Some people believe these mineral waters are good for their health. For example, they believe that sulfur* relieves nasal congestion*, calcium helps circulation, and salt water improves digestion. Not [42] [①of ②have ③healing properties ④these ⑤all] been scientifically proven. However, studies do suggest that soaking in a hot mineral spring can decrease arthritic* pain.

The countries most famous for hot springs are New Zealand, Iceland, and Japan. New Zealand [43] [①dozen ②than ③more ④two ⑤has] popular hot spring areas. Iceland, on the other hand, has about 800 hot springs in 250 areas around the country. Iceland's largest hot spring, Deildartunguhver, has a flow of 150 liters of boiling water per second! Japan boasts about 3,000 hot spring resorts. In Japan, [44] [①for ②hot springs ③to ④going ⑤relaxation] is a national obsession.

The energy inside the earth is unimaginable. [45] [①explode ②mountains ③make ④it ⑤can]. Yet it can also provide relaxing, healing waters. That's something to think about the next time you are soaking in a hot spring.

出典：Eric Prochaska et al., *Reading For The Real World Intro*, Third edition

[Notes]

erupt 「噴火する」 sulfur 「硫黄」 nasal congestion 「鼻詰まり」
arthritic 「関節炎の」

英語の問題はここまでです。

以下余白