

[1] 次の英文を読んで、以下の問いに答えなさい。

Understanding different cultures can be difficult for most people. Cross-cultural understanding results in people being able to (1) with people or situations from different cultures. This usually happens after people stay in another country for some time. At first, they think that everything is so different that they will never fit in. However, they ultimately gain an appreciation of the customs and culture of that country. For people to get used to a new culture, it is necessary for them to gain the three following features, in order: cross-cultural knowledge, cross-cultural awareness, and cross-cultural competence.

First, *cross-cultural knowledge* is vital to basic cross-cultural understanding. Without it, people cannot fully understand other cultures. To have this knowledge means that people become (2) with the cultural characteristics, values, principles and behaviors of the other culture. This type of knowledge helps them immerse themselves in the new culture more easily. For example, they understand the customs of the culture – they can easily intermingle with people and have more interest in the daily activities that occur around them.

Next, *cross-cultural awareness* develops from knowledge a person gets from learning about a culture by being (3) into it: They become used to the culture. At this stage, people develop an understanding of the new culture and it becomes very natural to them. Other people may see a change in the person, as his or her (4) and attitude become more similar to the new culture. As a result, he or she has feelings of adapting to the new culture.

Finally, *cross-cultural competence* occurs when people become so accustomed to the new culture that they can work with others without many problems. When first arriving in a new culture, people feel left out and not in control of situations. However, gaining knowledge and awareness of a culture results in them becoming (5) in that culture. This becomes so useful for them that they begin to help other newcomers to the culture – they can teach the skills they have learned to people just arriving in the new culture.

Understanding another culture well is a process that takes time and patience. But for those people who succeed in the steps mentioned above, life becomes much more interesting, and the second culture eventually (6) with their first culture. This is when true cross-cultural understanding can take place.

基礎学力テスト I (全7の2)

1. 本文の空所 (1) ~ (6) に入れるのに最も適切な語を、下記の (a) ~ (d) からそれぞれ 1 つずつ選び、その記号をマークしなさい。

- | | | | | |
|-----|----------------|----------------|----------------|----------------|
| (1) | (a) interact | (b) interfere | (c) confirm | (d) compete |
| (2) | (a) depressed | (b) enthused | (c) acquainted | (d) dislocated |
| (3) | (a) instigated | (b) conjugated | (c) separated | (d) integrated |
| (4) | (a) activity | (b) behavior | (c) motions | (d) existence |
| (5) | (a) unskilled | (b) rendered | (c) proficient | (d) ignoble |
| (6) | (a) blends | (b) implements | (c) recasts | (d) varies |

2. 本文の内容と最もよく適合するものを下記の (a) ~ (h) から 3つ 選び、その記号をマークしなさい。

- (a) Most people that relocate to a new country undergo challenges.
- (b) It is more important to understand some cultures than others.
- (c) Two cultures seldom blend easily when one gets used to living in a new place.
- (d) Understanding a new culture involves a three-step program.
- (e) It is almost impossible to assimilate into a new culture.
- (f) Learning as much as possible about a new culture will facilitate acceptance of that culture.
- (g) Teaching is a common profession for people coming into a new culture.
- (h) When a person gets used to a new culture they become cross-culturally aware.

基礎学力テスト I (全7の3)

2 次の英文が完成した文章になるように、その文意に沿って(1)～(4)の(a)～(f)をそれぞれ並べ替えなさい。そして、1番目, 3番目, 6番目にくるものを1つずつ選び, その記号をマークしなさい。

Current trends in technological and cultural development make it unlikely that public libraries will survive in their traditional format.

Firstly, the book itself is becoming a thing of the past. Although e-book usage has not become widespread as quickly as many anticipated with the advent of the computer, this slow adoption is beginning to accelerate with the recent development of specialized e-book readers which use electronic-paper technology, such as the high-profile Amazon Kindle, which has sold tens of thousands of units. Just as consumers are moving away from hard-copy formats in music and videos, towards electronic files, the same will happen with books once e-reader technology reaches the “killer app” level achieved by the iPod for music. With (1) [(a) come the (b) of the (c) necessary decline (d) physical (e) book will (f) the decline] of the physical library.

Secondly, the Internet is creating a culture where information and files are shared freely, negating the need for public institutions to hoard and distribute books. This has already been observed in music and videos – despite their best efforts, recording companies cannot stop the inevitable free sharing of data. The same process is under way with books – Project Gutenberg makes it possible to find almost any popular public domain classic free on-line, while Google Books is doing the same with more obscure selections. Already (2) [(a) large collection of (b) scanned (c) there is a (d) which have been (e) commercial (f) books] into digital formats and are available for download.

The Internet presents a better way to achieve the goals of libraries than physical libraries themselves – namely free and open access to information and books. Providing free access (3) [(a) to the Internet (b) media (c) a more effective way (d) available than (e) of making (f) would be] building and supporting large buildings filled with unread books. Once this fact becomes apparent to governments, it will become difficult to justify the larger relative cost of running a traditional library. Relative environmental impact is another point in favor of switching to a digital format.

Furthermore, (4) [(a) its (b) to share (c) for bringing people together (d) the Internet has demonstrated (e) in a social network (f) effectiveness] preferences within a given domain. *Last.fm* is a popular music sharing and discovery resource. These types of sites are popular amongst the current generation, and are a likely candidate to replace the community fostered by traditional libraries. Altogether, trends indicate that traditional libraries will become obsolete.

基礎学力テスト I (全7の4)

3 次の英文 (1) ~ (5) の応答として最も適切なものを、下記の (a) ~ (d) の中からそれぞれ1つずつ選び、その記号をマークしなさい。

(1) When do you think you will be ready to go to the station?

- (a) Please give me ten more minutes.
- (b) I'm not sure if I'll be ready by then.
- (c) Yes, you are always on top of things.
- (d) I'm not planning on getting back by then.

(2) My computer broke this morning!

- (a) I don't think about breaking up.
- (b) Will you go on another trip?
- (c) Really? How did that happen?
- (d) I'm not ready to think of them.

(3) It's been so long since we have seen each other!

- (a) I'm not at all moody.
- (b) It seems like it was nice.
- (c) They always see each other.
- (d) That's very true.

(4) I have three tests in a row next week.

- (a) They will be held at the same time.
- (b) That's really bad luck.
- (c) I wasn't sure it was correct.
- (d) He didn't know the difference.

(5) Do you have a particular place in mind for dinner tonight?

- (a) I didn't go to dinner last night.
- (b) I'm not aware of any changes.
- (c) I'd really like to have some fish.
- (d) I don't recognize it at all.

基礎学力テスト I (全 7 の 5)

4 次の英文 (1) ~ (5) の下線部 (a) ~ (d) の中で、英語の表現として最も不適切なものをそれぞれ 1 つずつ選び、その記号をマークしなさい。

(1) Geology has always seemed for me to be a most difficult subject at this school.

(a) (b) (c) (d)

(2) The messenger from whom you received this letter is one of my acquaintance.

(a) (b) (c) (d)

(3) Here is the house which Anne Frank wrote her famous diary during World War II.

(a) (b) (c) (d)

(4) The apples seemed to be reasonable priced, so Alex bought some for his mother.

(a) (b) (c) (d)

(5) Nobody else shall be my wife but the girl whose foot this shoe is fitted.

(a) (b) (c) (d)

基礎学力テスト I (全7の6)

5 次の英文 (1) ~ (10) の空欄を補充するのに最も適切なものを、下記の (a) ~ (d) の中からそれぞれ1つずつ選び、その記号をマークしなさい。

(1) The deadline for submission of the assignments has been brought forward () Monday, April 25.

- (a) at (b) from (c) in (d) for

(2) Some symptoms of this disease are () and can last for three years or more.

- (a) curdled (b) accurate (c) chronic (d) obese

(3) I do not think we will ever find another planet that can () life.

- (a) survive (b) suspend (c) supply (d) sustain

(4) The popular press often contains a lot more () than hard facts.

- (a) realism (b) tolerance (c) speculation (d) influence

(5) So that it can better () trends in the industry, the company has encouraged the customers to participate in the survey.

- (a) anticipatorily (b) anticipatory (c) anticipation (d) anticipate

(6) Mr. Brown was a staunch () of the plan to diversify its products by including network components.

- (a) oppose (b) opposition (c) opponent (d) opposing

(7) The new CEO claimed that () measures would need to be taken if the company was to avoid a drop in sales.

- (a) topical (b) wrong (c) extreme (d) distant

(8) The () results mentioned in the advertisements for the company are quite impressive.

- (a) guaranteed (b) guarantees (c) guarantee (d) guaranteeing

(9) Cleaning detergent is a common household () that can be found in our waterways.

- (a) pollution (b) pollutant (c) polluter (d) polluted

(10) Most books on written English style say you should not use a long word in a sentence if a () one will do.

- (a) diminutive (b) colossal (c) hazy (d) radiant

基礎学力テストI (全7の7)

6 次の(1)～(5)の単語に関して、最も強いアクセントをもつ音節をそれぞれ1つずつ選び、その記号をマークしなさい。

(1) pa-ra-do-xi-cal

(a) (b) (c) (d) (e)

(2) trans-gen-ic

(a) (b) (c)

(3) mul-ti-pli-ci-ty

(a) (b) (c) (d) (e)

(4) dif-fer-en-ti-ate

(a) (b) (c) (d) (e)

(5) pre-do-mi-nant

(a) (b) (c) (d)