

英 語

12 : 30 ~ 14 : 00

解 答 上 の 注 意

1. 試験開始の合図があるまで、この問題紙を開いてはならない。
2. 問題紙は 13 ページある。
3. 解答用紙は

解答用紙番号
英語 0—1

 と

解答用紙番号
英語 0—2

 の 2 枚である。
4. 解答用紙は 2 枚とも必ず提出せよ。
5. 受験番号および座席番号(上下 2 箇所)は、監督員の指示に従って、すべての解答用紙の指定された箇所に必ず記入せよ。
6. 解答はすべて解答用紙の指定された欄に記入せよ。
7. 必要以外のことを解答用紙に書いてはならない。
8. 問題紙の余白は下書きに使用してもさしつかえない。

1

次の英文を読んで、設問に答えなさい。

Everybody who has learned a foreign language will have probably wished that they could put away their dictionary or grammar book and communicate effortlessly in the language. Many people want to speak a second language fluently, and bilingual people are often admired or even envied. But have you ever thought about what being bilingual or fluent in a second language actually means?

The words “bilingual” and “fluent” are clearly defined in the dictionary. *The Oxford Advanced Learner’s Dictionary*, for example, defines bilingual as being “able to speak two languages equally well because you have used them since you were very young”, and fluent as using a foreign language “easily and well”. However, these definitions actually leave scope for varying⁽¹⁾ interpretations. Consequently, experts remain divided over precise definitions.

Let’s start with “bilingual”. The common assumption is that a bilingual individual—typically either the child of an international marriage, or someone who has grown up in a foreign country—is equally comfortable in both languages. But whereas someone may sound equally competent in both languages in day-to-day conversation, the person might be considerably⁽²⁾ stronger, or weaker, in one language in a given situation. Take Jun, a Japanese boy who grew up in a Japanese-speaking home but lives in Australia. All his schooling was in English. In daily conversation, he sounds completely bilingual (in both languages he makes no grammar mistakes and has a native-like accent) and he switches effortlessly between English and Japanese. But he struggles to discuss biology in Japanese. He has never had the opportunity to learn properly the Japanese equivalents of the biological terms he learned at school.

(A) Jun (B) the (C) grammatical (D) equally competent (E) is (F) nor⁽³⁾
(G) social and cultural (H) in aspects of both languages. He has got used to

the relaxed approach to life in his community of friends in Australia. Whenever he returns to Japan, he struggles with issues of social etiquette. He also does not know what his Japanese cousins are talking about when they discuss their favorite television programs. While using grammatically identical Japanese, it is as if they are speaking a different language in terms of cultural values and knowledge.

Describing someone as “fluent” in a second language generates even more
(4)problems than calling the person “bilingual” does. If fluency means using a language “easily and well”, how can it be measured? Is it being able to conduct everyday conversations without using a dictionary, understanding 70 per cent of a television documentary, having almost perfect grammar. . . ?

Sachiko has been living in the UK for 25 years and is married to a British man. She has a few Japanese friends, but most of her professional and personal life is conducted in English. In most situations she is happy to use English, though she has never lost her Japanese accent and still cannot understand some of the subtleties of English grammar, such as when to use “the” instead of “a”, or the present perfect.

Sachiko is not bilingual, although her friends describe her as “fluent” in English. By her own admission she still finds aspects of English difficult. So, does this mean that she is not fluent (remember that the dictionary definition for fluency is using a language “easily and well”)? Clearly, fluency is a subjective term.

In conclusion, the terms “bilingual” and “fluent” are not clearly defined at all. In fact, nobody ever completely masters their mother tongue. Even an educated monolingual person may be utterly confused by complicated legal terminology in their one and only language. Given the diversity of dialects,
(5)slang and cultural norms within a linguistic group (particularly English, which is an official language in many countries), there cannot be a comprehensive set of criteria to determine “fluency”, “native speaker” status or “bilingualism”.

Perhaps we should concentrate on “communicative competence” instead; in other words, we should develop linguistic abilities to suit our needs rather than worrying about the unattainable goal of speaking a language “completely” or “perfectly”.

問 1 下線部(1)が意味する内容として最も適切なものを、次の(A)~(E)の中から1つ選び、記号で答えなさい。

(A) In fact, the interpretations of these definitions vary according to the dictionaries you consult.

(B) In fact, these definitions are not so clear and allow a range of different interpretations.

(C) In fact, these definitions are used to explain a variety of interpretations for these words.

(D) In fact, these definitions are the results of varying interpretations of these words.

(E) In fact, in addition to these definitions, there are other definitions with scope for varying interpretations.

問 2 下線部(2)の具体例を同じ段落から探し、40字以内の日本語で説明しなさい。

問 3 文脈に合うように下線部(3)を正しい語順に並べ替えたとき、3番目と7番目に来る語句の記号を答えなさい。ただし、選択肢の中には使わないものが1つある。また、完成文で文頭に来る語も小文字で表記してある。

問 4 下線部(4)を日本語に訳しなさい。

問 5 下線部(5)と同じ内容を表す2語からなる表現を本文中から抜き出し、英語で書きなさい。

問 6 本文の内容と合致しないものを次の(A)~(G)の中から2つ選び、記号で答えなさい。

- (A) The perceived meaning of the word “bilingual” is not necessarily the same for all people.
- (B) The agreed description of “fluency” in a second language is that the person can conduct everyday conversations without using a dictionary.
- (C) Speaking two languages well, like a bilingual person, is an ability that many people wish to have.
- (D) The author implies that becoming a communicatively competent person is an attainable goal.
- (E) Jun often does not know how to behave appropriately in social settings in Japan.
- (F) According to the author, a bilingual individual is equally competent in two languages regardless of the context of communication.
- (G) Sachiko is widely regarded as fluent in English, even though she has some difficulties with its grammar.

2 次の英文を読んで、設問に答えなさい。

Bread-making provides many pleasures to people of varying ages and levels of cooking ability. Not only is bread relatively easy to make, but the actual process of making it is very satisfying, and in the end you can enjoy eating the delicious results of your efforts. Kneading the dough, working it until it is smooth, (a) open up the lungs and rib cage, and allows you to release stress. At the same time, the pressure and warmth of your hands transform a few basic ingredients into a living, growing dough. And of course, people nearby can enjoy the smell of the bread that is being made. At first, the yeasty fragrance of the rising dough fills the kitchen; then, the delicious aroma of the bread baking in the oven takes over; finally, you and your friends or family can enjoy eating your tasty creation with a bit of fruit jam and a cup of tea.

The main ingredient of most bread is flour, which (b) for about three-quarters of the finished loaf. The flour you select will give your bread its character. For instance, mass-produced, highly-processed flour will allow you to make a tolerable loaf, whereas organic flour will allow you to create a unique homemade loaf of incomparable taste and texture. The choice of flour affects not only the quality of the baked bread but also the bread-making process. Flour will absorb more or less liquid depending on the variety of wheat that it is made from, the place where it is harvested, and the way in which it is milled.⁽¹⁾

The amount of liquid given in the recipes—usually water or milk—can never be more than guidelines. This is to say, you should hold back a portion of liquid specified in a recipe and add it as needed. This method keeps you from making overly wet dough or having to add extra flour, which upsets the balance among flour, salt, and yeast.⁽²⁾ If you need a little more liquid than stated in the recipe, simply add it; your aim is to produce a dough conforming

to the texture indicated in the recipe, be it firm, soft, or wet. Observing and understanding the character of your dough and what it requires is the key to successful bread-making.

A warm kitchen is a perfect place for making bread. Ideally, ingredients should be at room temperature before mixing, except the yeast, which should be dissolved at body temperature. Room temperature or a little warmer also provides the best conditions for rising dough. So, in the days before modern heating, some people even took their dough to bed with them! Less unusual ⁽³⁾dough-rising spots during cold weather include a place near, but not too close, to an open fire or a stove. With experience, you learn to use temperature to control the baking timetable. For instance, you can decrease the water temperature and leave the dough in a cool spot in order to slow down the rising process; the refrigerator is ideal for all-day or overnight rising.

Making bread requires little more than an oven, your hands, and a little patience. The recipe for success is simple: time and warmth are all it (c) to transform a few basic ingredients into a soft, smooth dough that bakes to a delicious crusted loaf. And like so many skills we aim to improve, practice makes perfect. In other words, the more often you make bread, the (d) you get at it. You will discover through experience that bread is alive and, above all, the product of its ingredients and its surroundings. As an old cookbook advises, you should “treat rising dough as if it were human.” While scales, timers, and thermometers are all very useful, you must remember that observation and experience are the baker’s best tools.

注) dough パン生地

問 1 下線部(1)を日本語に訳しなさい。

問 2 下線部(2)が指している内容を日本語で述べなさい。

問 3 下線部(3)の行為の目的は何か。日本語で答えなさい。

問 4 空欄(a)～(c)に入る適切な語を次の(A)～(G)の中からそれぞれ1つずつ選び、記号で答えなさい。

- (A) accounts (B) applies (C) helps (D) keeps
(E) makes (F) succeeds (G) takes

問 5 空欄(d)に入る最も適切な英語 1 語を答えなさい。

問 6 本文の内容と合致しないものを次の(A)～(G)の中から2つ選び、記号で答えなさい。

- (A) Temperature is one of the key factors in regulating the speed of the dough-rising process.
(B) In bread-making, it is not essential to follow the recipe exactly.
(C) What makes a good baker is close observation as well as experience.
(D) The amount of flour you should add to your dough varies with the temperature of the room.
(E) Not only the ingredients but also the bread-making environment affect the quality of the finished product.
(F) The best way to make bread is to enjoy the process together with people close to you.
(G) Bread-making, particularly kneading the dough, can lead to a reduction in tension.

3

Read the following passage.

Wind power is one of the fastest growing forms of clean, renewable energy. In fact, many consider wind turbines, which convert the non-polluting energy of wind into electrical energy, as the best alternative to the oil and coal power plants around the world today that produce such massive amounts of greenhouse gasses. Wind farms are areas where a number of wind turbines are grouped together, such as the Horse Hollow Wind Project in Texas, which produces 730 megawatts of electricity per day; this is about 20% more than typical new coal power plants. Not only do wind farms produce clean energy, but they also reduce the country's dependency on oil from other countries, thus improving the national economy; while the price of oil will only increase in the future, wind will always remain free.

But there are challenges to the construction of large-scale wind farms. For instance, the massive towers, power lines, and associated equipment are considered unacceptably ugly by some people. Meanwhile, wind farms are thought to be the cause of injury and death to many migrating birds.

注) power plant 発電所

Answer questions A through C *in English*. You may use words and ideas from the text, but you must not copy complete sentences.

Question A

In one sentence, explain why wind power is good for the national economy. Make sure to use the word “**dependent**”.

Question B

What are the two criticisms in the text concerning the construction of large-scale wind farms? Complete the following sentence:

Some people _____,
_____ ,
while others _____ .

Question C

Imagine a wind farm will be built in an open space close to where you live. Write a 70 — 100 word paragraph which either supports the development or opposes it. You have to give concrete reasons to support your argument.

4 以下の英文〔Ⅰ〕は二人の友人による対話であり、英文〔Ⅱ〕はその内容要約である。

英文〔Ⅰ〕との内容が合致するように、英文〔Ⅱ〕の(1)～(12)の空欄に入る最も適切な語を下の枠の中からそれぞれ1つずつ選び、記号で答えなさい。なお、文頭に
来る語も小文字で表記してある。

〔Ⅰ〕

Georgina (G): Did you watch the TV news today? The global economic situation is going from bad to worse. Hokkaido seems to be badly hit, too. Three more big factories closed yesterday.

Harry (H): Really? I haven't watched the news much recently.

G: You really should take more of an interest in local issues. What's the point of coming on an exchange program like ours if you don't take the opportunity to learn about such things?

H: I'd like to learn more, but I've just started a new part-time job.

G: Oh, I didn't know you were working.

H: I have to. You are talking about the Hokkaido economy going bad, but what about the economy in Minnesota? My parents have been sending me money for my tuition fees, but Dad lost his job because of the recession. They had to cut the amount of money they send me. And if that wasn't bad enough, then the value of the yen increased dramatically in the fall. The amount of yen I got for those dollars my parents could send me was drastically reduced. The last few months have been pretty tough.

G: I didn't realize you've been so badly affected.

H: Well, I get by. I got a part-time job doing some tutoring. Actually, events over the past six months or so have made me more grateful for all the good things in my life. You value money much more when you have to earn it. I was probably going out and enjoying myself too much on Dad's money!

- G:** It's good that you can be philosophical about things and see the bright side.
- H:** It's all you can do. Anyway, how about you? How have you been affected?
- G:** Actually, not that much. Ironically—and I'm a bit embarrassed to say it—I've probably been better off thanks to the recession.
- H:** How come?
- G:** I get a scholarship from the Japanese government paid in yen. I went back to Minnesota last fall to give support to my sister, who's just had a baby girl. The dollar was really weak. Everything at home seemed so cheap!
- H:** But the yen isn't as strong now as it was six months ago, is it?
- G:** That's true. I was really lucky in that I went back at the best time. But presumably if the dollar has strengthened again recently, it means your situation has eased.
- H:** Yes. I was looking for a job at the time when I needed money most. When I eventually found one, the exchange rate was already more favorable again. Actually, I have a bigger income in yen now than when the global recession first started!
- G:** But you just don't have so much time to watch the local news!
- H:** You can't have everything.

{ II }

The conversation is between two American students in Hokkaido, Georgina and Harry. Harry has not heard about the factories that have (1) down in Hokkaido, and Georgina tells him off for not paying more attention to local news. Then they discuss the (2) of the global economic slowdown on their own lives. Harry experienced a (3) in his income because his father was laid (4) and because of fluctuations in the exchange rate. But he is quite (5) about his circumstances. He is doing some tutoring to supplement his income, and describes (6) the past few months have taught him to (7) the value of money more. The other student, Georgina, receives a scholarship from the Japanese government. (8) to expectations, she (9) from the appreciation of the yen during the early stages of the global recession. During a trip home to the US to care (10) her sister and niece, she had (11) spending money as a result. At the time the conversation is taking place, the yen has weakened compared to the (12) year. Harry's income is more than before the recession started, although he no longer has much free time. "You can't have everything," he concludes.

(A) shut	(B) previous	(C) for	(D) over
(E) what	(F) contrary	(G) suffered	(H) effects
(I) estimate	(J) off	(K) former	(L) how
(M) less	(N) positive	(O) more	(P) fallen
(Q) appreciate	(R) lost	(S) according	(T) promising
(U) rise	(V) affects	(W) decline	(X) benefited