

学 力 検 査 問 題

外 国 語 (英語)

リーディング・ライティング・
オーラルコミュニケーションB (5問)

平成 17 年 2 月 25 日

自 15 時 20 分

至 17 時 20 分

答案作成上の注意

- 1 この問題冊子には、リーディング・ライティング・オーラルコミュニケーションBの問題があります。総ページは 12 ページです。
- 2 解答用紙は 1 枚 (表裏の 2 ページ) です。解答はすべてその解答用紙に記入しなさい。
- 3 受験番号は、解答用紙の所定の箇所に、必ず記入しなさい。
- 4 約 30 分間の放送問題があります。放送問題は、試験開始直後に始まります。
- 5 配付した解答用紙は、持ち出してはいけません。

このページは白紙です。

[I] 【放送問題】パート 3

(A) What is this passage about?

- (1)
- (2)
- (3)
- (4)

(B) Why did Aesop get his freedom?

- (1)
- (2)
- (3)
- (4)

(C) How were Aesop's fables made?

- (1)
- (2)
- (3)
- (4)

(D) Why are Aesop's fables so popular?

- (1)
- (2)
- (3)
- (4)

(E) What can we learn from Aesop's fables?

- (1)
- (2)
- (3)
- (4)

このページは白紙です。

〔Ⅱ〕 次の英文を読んで、その要旨を日本語で、150～170字にまとめなさい。数字や句読点も1字に数えます。

Slow Food is a movement dedicated to preserving and supporting traditional ways of growing, producing and preparing food. The movement was founded in 1986 and in its first years it was heavily concentrated on food and wine, also producing what is considered to be Italy's best guides to wine, restaurants and food stores. But in the mid-1990s Slow Food developed a new political dimension concerning food. "We want to extend the kind of attention that environmentalism has dedicated to the panda and the tiger to domesticated plants and animals," says Carlo Petrini, the movement's founder. "A hundred years ago people ate between one hundred and a hundred-and-twenty different species of food. Now our diet is made up of at most ten or twelve."

Worrying about the fate of the Paduan hen might have seemed an unusual concern a few years ago, but with the lingering panic over mad cow disease, the outbreak of foot and mouth disease, and the debate over genetically modified food, Slow Food — with its emphasis on natural, organic methods — has acquired a political importance and popularity that has surprised even its own leaders. Since 1995, when it began to defend endangered foods, the organization has grown rapidly. To press its political concern, Slow Food has opened offices in Brussels and in New York, where it organizes trade fairs and tries to find markets for traditional food producers.

As national boundaries gradually disappear in Europe, food has emerged as an important source of identity, giving a new twist to the phrase, "We are what we eat." But Slow Food does not merely look backwards with nostalgia at a world of vanishing pleasures. In Slow Food's view, globalization has the potential to help as well as harm the small food producer. On the one hand, globalization allows multinational corporations to extend their reach to virtually every corner of the world. But at the same time, by making communication easier it creates openings for local cultures to survive. The international network that Slow Food is building is an example of true globalization.

(Adapted from *The Nation*, August 20, 2001)

〔Ⅲ〕 次の対話を読んで、下の問いに答えなさい。

A : Hello Tony. I've just heard about your scholarship to Japan. (a), scholarships have become extremely difficult to obtain, so I congratulate you very much. I think it is so important for someone learning a foreign language .

B : Thank you, Mr. Brown. Yes, I'm very happy to have won a scholarship. (b), the particular scholarship I have been awarded is quite a good one. My school fees will be paid and my living allowance will be enough to enable me to travel around the country as well as pursue my studies at school. However, I've heard that I will not be based in Tokyo, where I was expecting to go. I will be going to Hiroshima, which is some distance away from Tokyo.

A : Hiroshima overlooks the Inland Sea. (c), the pace of life was far less intense and hurried, and I had many opportunities to get out and make friends with the local people. Though the central area has been rebuilt since the atomic bombing, Hiroshima is a typical provincial city. (d), you will have just as valuable an experience there as in a large metropolitan area like Tokyo or Osaka. The most important thing is to involve yourself as much as possible in the study and practice of the language, for this is essential to understanding the culture and you can do this just as well in Hiroshima as in Tokyo.

B : Yes, I understand how important it is to study and practice the language. (e), I have to take a six-month special intensive language course before I can start my regular school classes. I have not done much language practice and I am certainly looking forward to getting to know some Japanese students and local people.

A : I'm sure you'll have a great time. Good luck — and let me know how you get on.

問 1 文中の空欄(a)~(e)に入れるのもっとも適当なものを下から選び、それぞれ記号で答えなさい。同じ記号は1度しか使えません。

- (ア) Recently (イ) Nevertheless (ウ) In any case
(エ) Apparently (オ) When I was there

問 2 文中の空欄 にもっともよくあてはまる表現を下から選び、番号で答えなさい。

- ① to take a six-month special intensive language course
② to win the scholarship and pursue your studies at school
③ to spend much time in the library of the country
④ to go and spend some time in the country where the language is spoken

問 3 下線部“this”とは何のことか、日本語で答えなさい。

問 4 これは誰と誰の対話ですか。下から選んで番号で答えなさい。

- ① 友人同士
② 旅行業者と客
③ 先生と生徒
④ 先生と生徒の親

〔IV〕 次の英文(A)と(B)を読んで、それぞれの問いに答えなさい。

(A)

At the age of fifteen, I failed the subject of English. I failed English because I could not write, or I should say, my English teacher did not like what I wrote about. That meant I would have to repeat my second year. The emotional pain and embarrassment came from many fronts. First of all, my dad was the Director of Education for our state and in charge of over forty schools. There was laughter throughout the halls of education as the word spread from school to school that the boss's son was an academic failure. Second, failing meant I was going to join my younger sister's class. And third, it meant I would not receive my athletic scholarship for playing football, the sport for which I had played my heart out. The day I received my report card and saw the F for English, I went behind the science building to be alone. I sat down on the cold concrete slab, pulled my knees up to my chest, pushed my back up against the wooden building, and began to cry. I had been expecting this F for a few months, but seeing it on paper brought out all the emotions suddenly and uncontrollably. I sat alone behind the building for over⁽¹⁾an hour.

That evening, I told my parents that I had failed English and would have to repeat my second year of high school. At that time, the educational system had a policy requiring a student failing either English or Social Studies to repeat the entire year. My dad, who was quite familiar with the policy, sat quietly and nodded. His face was expressionless. My mom, on the other hand, was having much more difficulty. I could see the emotions on her face—emotions that went from sadness to anger. Turning to my dad she said, “What’s going to happen now? Will he be held back?” All my dad would say in reply was, “That’s the policy. But before I make any decision, I’ll look into the matter.”⁽²⁾

For the next few days, my dad did look into the matter and discovered that out of my class of thirty-two, the teacher had failed fifteen of us. With such a high failure rate, my dad stepped in, not as my father, but as the Director of Education. His first step was to order the principal of the school to open a formal investigation. The investigation began with interviews of the students in the class. The investigation ended with the teacher being transferred to another school and a special summer school offered to students who wanted an opportunity to improve their grades. I spent three weeks that summer working my way up to a D in English and was able to move on to the eleventh grade with the rest of my class.

My dad found that there were rights and wrongs with both the students and the teacher. So he came home and said to me, “Take this academic failure as a very important lesson in your life. You can learn a lot or you can learn a little from this incident. You can be angry and blame the teacher. Or you can look at your own behavior and learn more about yourself and grow from the experience. I do hope both the students and the teacher grow from this experience.”

After that, I took my dad’s advice and made the best of a bad situation. If not for this incident, I doubt if I would have become a best-selling author today.

(Adapted from *Rich Dad’s Guide to Becoming Rich* (Warner Books, 2003))

問 1 下線部(1)の気持ちを具体的に表した表現を、本文中から5語以内で抜き出しなさい。

問 2 下線部(2)について、以下の①、②に日本語で答えなさい。

- ① “the matter”とは具体的にどのようなことですか。
- ② その結果、どのように決着しましたか。

(B)

When Mariner 10 traveled swiftly past Mercury in 1974 and 1975, some impressive data were collected, at least by the standards of the period. The craft was equipped with a television camera and other specialized instruments, but it was able to photograph only half of the planet in any detail.

There are, then, many unanswered questions about the planet closest to the (a) and this is why on August 3, America's space agency, NASA, launched a new mission to Mercury — named Messenger.

One of the key questions the mission will tackle is the mystery of its magnetic field. Of the four planets — Mercury, Venus, Earth and Mars — only the (b) shares this characteristic. The Earth's field arises from the hot liquid matter that moves around in its core. This explanation is not thought likely for Mercury. The planet is much smaller than the Earth (only slightly larger than our moon) and so it is assumed that its core would have cooled long ago and become solid.

Scientists, then, want to work out whether they are correct about Mercury having a solid core, and thus whether the planet's field comes from magnetic rocks that remain from its earlier and more active days. They will also be looking for water. Although the (c) day reaches an extremely severe 450°C, there are deep craters, always in shadow, which are probably very cold, so cold that water may exist as ice. Scientists are also curious to see what type of environment exists inside these craters.

Mercury is the innermost of all the planets in the solar system and this could cause problems for the spacecraft. Messenger will operate behind a ceramic heat shield to keep its instruments at room temperature, and will pass only briefly over the hotter regions in order to limit exposure to heat reflected from the surface of the planet.

The scientific equipment on board includes instruments for measuring magnetic fields and analyzing the chemistry of the planet. And this time around there will be cameras taking panoramic full-color pictures of the entire planet.

Messenger represents the highest level of new technology that will be used to answer many old questions. But the planet, named after the Roman messenger of the gods, will hold on to its secrets for a little while longer. Messenger will not begin orbiting Mercury till 2011.

(Adapted from *The Economist*, July 24, 2004)

問 1 文中の空欄 (a), (b), (c) にもっともふさわしい 1 語をそれぞれ下から選んで、記入しなさい。

(Earth, Sun, Mercury)

問 2 下線部の理由を日本語で簡潔に説明しなさい。

問 3 いくつかある “old questions” の具体例を本文中から 2 つ選び、日本語で書きなさい。

〔V〕 あなたが母校の校長先生になれるとしたら、何をしたいですか。その理由とともに 80 語程度の英語で書きなさい。コンマやピリオドなどは語数に含めません。解答欄の最初の()に語数を記入しなさい。

【放送原稿】

これから英語の放送問題を始めます。大きな1番が放送問題です。問題用紙の3ページと解答用紙を見て下さい。放送問題にはパート1からパート3まで3つのパートがあります。パート1とパート2は問題用紙に印刷されていません。すべて放送の指示に従って答えてください。

ではパート1から始めます。今から読まれる英文を聞いて、その答えとしてもっとも適当な表現を、続いて流れる(1)(2)(3)(4)の中から1つ選び、解答欄に番号を書きなさい。英文はそれぞれ問い、答え、問い、答えの順で2度ずつ読まれます。なお英文を聞きながら、問題用紙の余白にメモを取ってもかまいません。

問題を始める前に例を1つやってみましょう。

Example: What are you interested in?

- (1) Yes, I am.
- (2) I always get up at seven.
- (3) I'm interested in playing basketball.
- (4) You play tennis, can't you? (繰り返し)

もっとも適当な答えは(3)なので、解答欄に3と書いて下さい。わかりましたか。では始めます。

A. Where is the nearest place to buy printer cables around here?

- (1) They have a special rate for printer cables.
- (2) I think they carry them at Ace Stationery.
- (3) A laser printer prints clearest.
- (4) Well, you should go down to the bank. (これを繰り返しポーズが入る)

B. Do you have any non-smoking tables?

- (1) Yes, we have some available, but you'll have to wait ten minutes.
- (2) No, all of our tables smoke very much.
- (3) We've already installed the smoke detectors.
- (4) It depends upon the situation. You'd better ask someone else.

C. Wouldn't it be easier if you used a wire brush?

- (1) How much are we talking about?
- (2) I don't brush my teeth as often as I should.
- (3) They are going to brush up their teeth.
- (4) Good idea! Why didn't I think of that?

D. I'm considering stopping my studies at this university and going back to Japan.

- (1) It might be a good idea to visit Japan.
- (2) I'd suggest you stay, and carry out your research.
- (3) I think that's right. The research office is just over there.
- (4) I recommend you see a doctor.

E. It bothers me that today's youth aren't familiar with politics.

- (1) I'm feeling somewhat anxious about our new venture.
- (2) Yes. I appreciate your compliment very much.
- (3) I feel the same way. I think they should have more interest.
- (4) No question about that. It's quite acceptable.

ではパート2に移ります。それぞれの問題の指示に従って、もっとも適当な答えを(1)(2)(3)(4)の中から1つ選び、解答欄に番号を書きなさい。なお英文は2度ずつ読まれます。

では問題Aから始めます。次の対話を聞いて、男性はなぜ車を持たないのか、その理由はなんでしょう。

Woman: Why haven't you got a car?

Man: Well, I I don't think it's er particularly practical, um, I've I've-

Woman: Not practical? Why? Why not?

Man: Well, I mean I can walk to work, um, I can do my shopping quite easily, because shops are within walking distance of my house and when I need the car occasionally, when I would need a car I er find I can use public transport.

Woman: I find public transportation very unreliable, I must say that.

Man: Well er yes I agree I mean sometimes it is unreliable but um I don't see that it's worth my while um buying a car at the moment. I see it as a complication of my life um, I mean -

Woman: What do you mean by complication exactly? I mean -

Man: It's it's it's er it takes quite a lot of time, er energy and money to run a car and I I don't think it's worth it, with the the situation I'm I'm in with er work being quite close to home and the other things I mentioned um, I I I mean I prefer to er save money and spend it on...

- (1) He would like to walk to the shops.
- (2) He prefers using public transport.
- (3) He is a practical user of a car.
- (4) He doesn't want to spend money on a car.

これを繰り返し 以下同じ

問題 B は男女の会話です。その会話はどこでなされているのでしょうか。

Woman: Ken, we hope you're comfortable here. Please make yourself at home.

Man: Oh, yes. Thank you, Ms. Ross.

Woman: You can call me by my first name, Beverly.

Man: OK...Beverly. May I ask you about the house rules?

Woman: Of course. What do you want to know?

Man: Well, is it OK to take a bath in the evening?

Woman: Sure, that's fine. But it's best to do it before 10 o'clock.

Man: All right. And do you mind if I play music in the room?

Woman: No, not at all. But please make sure it's not too loud..

Man: OK. Well, I can't think of anything else right now.

Woman: Well, don't be afraid to ask when you're not sure.

- (1) at the front desk of a hotel
- (2) at the airport immigration
- (3) in the living room of a host house
- (4) in the music room of a school

問題 C に進みます。次の発話を聞いて、この後に続く内容としてもっともふさわしいものを選びなさい。

I wish to complain about my holiday to London from 20-27 July this year. We didn't arrive at Dover in time for lunch as it says in the brochure. The ferry from the Netherlands was on strike and we were not in time for dinner.

We didn't stay in the Ritz Hotel but in a one-star hotel. The breakfast was poor and the service was even worse. We didn't have time to go to the British Museum and the Tower of London. We also had to pay extra for the visit to Buckingham Palace. The brochure didn't say that we had to pay extra.

- (1) I think you should refund all the money I paid for this holiday.
- (2) I'm looking forward to visiting London quite soon.
- (3) I should have visited London in winter last year.
- (4) I intend to go to Singapore with your tour next month.

続いて問題 D に移ります。女性は男性に何をすることをすすめていますか。

Leigh: Are you going to see your mom today?

Theo: I'm not planning to.

Leigh: Do you know what day it is?

Theo: Sunday.

Leigh: It's Mother's Day.

Theo: Oh no. I forgot all about it. Did you send your mom something?

Leigh: I sent her a card and a pair of earrings. I sent my grandma a Portland Trail Blazers sweatshirt. She's a big fan. I called them both this morning, too.

Theo: You're such a good girl. Why didn't you tell me Mother's Day was coming?

Leigh: I thought you knew. Besides, your mother is your responsibility.

Theo: I'd better call her.

Leigh: You're just going to call her?

Theo: What do you think I should do?

Leigh: She lives 10 minutes away. Why don't you go to see her? Take her some flowers or a plant or something.

Theo: OK, that's what I'll do. Do you want to come with me?

Leigh: I love seeing your mother, but I think you should go alone this time.

- (1) To send his mother a card and a pair of earrings.
- (2) To take his mother some chocolates.
- (3) To visit his mother by himself.
- (4) To send his mother a sweatshirt.

では問題 E です。次の対話の中で、Annie はゴールキーパーをすることを、最初はどのように感じましたか。

Coach: Annie, come over here for a minute.

Annie: What is it, Coach?

Coach: Betty says her wrist hurts. I'm going to take her out of goal and put you in.

Annie: But I've never played keeper in a game before.

Coach: I've seen you at practice. You can do it.

Annie: Can't Erica do it? She's played keeper a lot of times.

Coach: I need her on defense. The forward on the other team is left-footed, so keep watching for her on your right.

Annie: I don't know...

Coach: Look, Annie, don't be nervous. You're quick and aggressive. You'll be fine. Just concentrate on getting the ball.

Annie: But ...

Coach: If the ball comes near the goal, get it. If someone takes a shot, catch the ball. If the ball rolls near the goal, jump on it and don't let go.

Annie: OK, Coach.

Coach: Now go get the goalkeeper jersey on. Quick!

- (1) The girl feels eager about playing keeper.
- (2) The girl feels excited about playing keeper.
- (3) The girl feels happy about playing keeper.
- (4) The girl feels afraid about playing keeper.

パート3に移ります。これから読まれる文章を聞いて、問題用紙に書かれている(A)から(E)の問いに対する答えとして、もっとも適当なものを、それぞれ(1)(2)(3)(4)の中から1つ選び、解答欄に番号を書きなさい。英文は、本文、問い、本文、問いの順にそれぞれ2度ずつ読まれます。英文を聞きながらメモを取ってもかまいません。

Aesop's fables are animal stories that teach important lessons to children and adults. No one knows for sure where these popular stories came from, but many believe that a man called Aesop lived about 2,500 years ago.

Aesop was a Greek slave. He was also a wonderful storyteller. The people who owned Aesop were so happy with his funny stories that they gave him his freedom. After that, it is believed, Aesop worked for two different kings, who liked listening to his stories. They even used his stories to find answers to problems in their kingdoms.

We now know that many of the stories that we call Aesop's fables were originally from India. Many others are Greek folk stories that were told long before Aesop lived. We also know that the stories called Aesop's fables were told for hundreds of years before anyone wrote them down.

Why do people enjoy Aesop's fables so much? First, they are simple and easy to remember. Second, they are about animals, but they have important lessons for people. Every story from Aesop's fables has a moral. A moral is a lesson about life. It is usually a lesson people can use to understand many different situations in life — for example, the slow animal can sometimes win the race; the strong often need the help of the weak; animals that work hard do better than lazy animals; the rich will lose their riches if they become too greedy. These stories teach the values of patience, hard work, and planning for the future. Also, and maybe most important, they teach us to think carefully to find the answers to difficult problems.

A. What is this passage about?

- (1) Greek myths.
- (2) Aesop's fables and their morals.
- (3) The history of Aesop's life.
- (4) The origin of Aesop's fables

B. Why did Aesop get his freedom?

- (1) The people were so happy with his funny storytelling.
- (2) Because Aesop solved difficult problems.
- (3) Aesop worked for two different kings.
- (4) The people who owned Aesop were two kings.

C. How were Aesop's fables made?

- (1) They were written by Aesop.
- (2) Originally they were written in Greek.
- (3) They have various origins.
- (4) They were written about 2,500 years ago.

D. Why are Aesop's fables so popular?

- (1) Because they are very creative.
- (2) Because they are easy to learn.
- (3) Because they are simple and teach us important things about life.
- (4) Because they teach us how to become rich.

E. What can we learn from Aesop's fables?

- (1) About the life of wild animals.
- (2) About the value of simple life.
- (3) About how to plan for the future.
- (4) About the importance of careful thinking.

2 回目

本文と問い、選択肢の繰り返し

以上で放送問題を終わります。