

1

次の英文を読み、下の問い(1)～(9)に答えなさい。

1 Standing six feet, six inches, and weighing 245 pounds, science teacher Tom Kent is an imposing figure when he steps into his “classroom” in rural West Bainbridge Middle School. His co-instructor is five times that size. (ア)

2 The idea for Kent’s unique course of equine-science (studies on horses) was sparked by his daughter’s fascination (イ) horses. Like many preteens, Brandy didn’t like school, learning little and barely passing. But when she was in the sixth grade she began to show an interest in learning to ride horses on the small farm that Kent had bought.

3 In her request, Kent saw an opportunity. If she really wished to ride, he told her, she would first have to learn how to feed and groom the animal—budgeting her time to take care of another life. She’d also have to keep up her school grades.

4 (ウ) Kent’s great satisfaction, Brandy dove headlong into the effort and was riding within weeks. By the following month, her marks began rising dramatically. “For the first time, perhaps, she discovered what it meant to take an interest in something and excel at it,” says Kent. “She found what it means to be successful.”

5 Kent believed the same principle might be applied (エ) his pupils at West Bainbridge who needed some direction. The rural school had more than its share of impoverished students. The kids were required to take Kent’s life-science course. But to stimulate his seventh-graders more, Kent started an exploratory course in equine-science that made use of one of his own horses. The curriculum would include animal behavior, reproduction and hygiene. As a side benefit, the students would also gain insights about teamwork and leadership as they edged toward the ultimate goal—a healthy, happy horse.

6 Of course, learning to ride was the ultimate enticement. That, the teacher hoped, would attract disillusioned youngsters who tend to be chronic troublemakers. And it did. All kinds of students signed up for the class, including academically gifted students and also several of those who were having problems. This helped to enhance the mix.

7 Again, Kent saw an opportunity—these children could learn from each other. “Every kid is gifted at something,” he says. “You just have to find what it is, put them in charge of something that draws on that gift, and hope they accept the responsibility. Most will.” The concept was quickly put to the test.

8 Among the first major undertakings was building a facility (オ) house the horse when it was at school. Students had to research design methods, building procedures and the cost and suitability of materials. One 12-year-old boy, Timothy Smith, had a keen interest in construction and watched intently as Kent demonstrated the safe and proper use of various tools. Tim was also known to be one of the troublemakers. He had had 16 major discipline referrals* the prior year. Kent took a chance. He made Tim the unofficial “tool trainer” of the others. The gamble quickly paid off. While Tim was teaching his classmates, they were teaching him, by example, about paying attention in class and completing homework. Almost overnight, education became more meaningful to him, and the number of discipline referrals dropped from sixteen to five.

9 That same success has been repeated many times since Kent launched the course three years ago. Among his students, scores on the science portion of the Iowa Test of Basic Skills* jumped 32 percentage points in the second year. Absences dropped more than threefold. Discipline offenses plunged by 50 percent. Most importantly, perhaps, 95 percent say they “like school” after completing Kent’s class, compared with 25 percent the year before.

10 “Many of these kids have a history of behavior problems,” says Kent. “In order to control a 1200-pound animal, they first have to learn to control themselves. So that’s where we begin. It’s a slow process, but the key is to make each of the kids feel that he or she belongs. The horse is merely my way of getting their attention.”

(8) 次のア～キの英文を完成させるために最も適切なものを、それぞれ1～4の中から一つ選びなさい。

ア. According to the 2nd paragraph, before she was interested in horses, Brandy

1. did not like horses like many other preteens.
2. was not like many other preteens.
3. did not pass any tests at all.
4. did not learn much.

イ. In the 3rd paragraph, **an opportunity** here refers to a chance to

1. teach Brandy how to ride a horse.
2. let Brandy learn how to feed and clean horses.
3. teach Brandy the essence of life.
4. help Brandy learn what it means to be responsible.

ウ. In the 6th paragraph, **the mix** refers to

1. mixed feelings with joy and anxiety.
2. high level students mixed with low level students.
3. a class mixed with two subjects, such as biology and archeology that are learned at the same time.
4. a class mixed with various age groups.

エ. In the 7th paragraph, **the concept** Kent refers to is

1. to give a present to a child with problems for improving his/her responsibility skills.
2. to discover a merit in a child with problems and give him/her some responsibility.
3. to make a gift for a child with problems to make him/her happy.
4. to make a child with problems know what kind of a gift is pleasant.

オ. Tim's example in the 8th paragraph illustrates that a student with problems can be successful

1. once his good points are appreciated.
2. once he masters how to make a thing.
3. once he gets rid of his discipline problems.
4. once he can take a chance.

カ. In the 9th paragraph, all the following is true about the result of Ken's experimental course **EXCEPT**

1. Absences decreased more than triple.
2. Discipline violations decreased by a half from the year before.
3. More than 90 percent liked school.
4. Twenty-five percent did not like school.

キ. The title of the passage is most likely to be

1. "Brandy Changed."
2. "A Great Teacher Knows."
3. "The Horse is a Magnificent Animal."
4. "Equine-Science."

2 次の(1)～(10)の英文を読み、()に入れる最も適切な語(句)を、それぞれ1～4の中から一つ選びなさい。

- (1) My car is () expensive than yours.
1. no less 2. neither less 3. no fewer 4. neither fewer
- (2) I don't have a pen. May I borrow () from you?
1. one 2. your one 3. it 4. your it
- (3) The doctor told () take alcohol.
1. him do not 2. him not to 3. not to him 4. not him to
- (4) He hurried to the station () miss the last train.
1. lest he should 2. in order that he may
3. in case he should not 4. until he should not
- (5) () by the horrible sight, he collapsed on the spot.
1. Shocking 2. Being shocked
3. Having shocked 4. To be shocked
- (6) He is () a professor as a politician.
1. more like 2. rather to be 3. not so much 4. no more
- (7) () had she gone to bed than the door bell rang.
1. Soon after 2. No sooner 3. Earlier 4. No earlier
- (8) Because Megumi () in the USA, she likes acting like an American even in Japan.
1. has used to living 2. use to living
3. was used to live 4. used to live
- (9) In China, I couldn't understand what people said. I () Chinese.
1. learn 2. would learn
3. should have learned 4. would have learned
- (10) I threw away a pair of glasses, () I didn't like.
1. of which color 2. the color of which
3. which color 4. which the color

3

次の(1)～(10)の英文を読み、下線部の意味に最も近いものを、それぞれ1～4の中から一つ選びなさい。

- (1) They played the national anthem at last night's baseball game.
1. flag 2. short game 3. song 4. TV channel
- (2) After his arrest, he denied all his crimes.
1. talked confidentially 2. confessed
3. condemned 4. declared untrue
- (3) He had a legitimate reason for being late.
1. affectionate 2. elaborate 3. reasonable 4. questionable
- (4) His drinking was legendary, but not anymore.
1. heroic 2. hideous 3. reliable 4. famous
- (5) Last night I went to a restaurant and I happened to see my teacher there.
1. saw by chance 2. met on purpose
3. looked for 4. watched
- (6) It is important to keep in shape.
1. dress well 2. stay healthy and fit
3. keep clean 4. brush or comb your hair well
- (7) Don't worry about tomorrow's soccer game. I heard it's going to clear up.
1. the weather will become sunny 2. the field will be cleaned
3. the game will be finished 4. the game will be cancelled
- (8) Jack has nice brown eyes. He takes after his mother.
1. resembles 2. regrets 3. pleases 4. exploits
- (9) I put off seeing him until I was feeling better.
1. stopped 2. thought about
3. postponed 4. contemplated
- (10) Do you look on him as a liberal politician?
1. consider 2. despise 3. infect 4. constitute

4

次の(1)～(5)の会話の空所に入れる最も適切な表現を、それぞれ1～4の中から一つ選びなさい。

(1) A : I went to Hokkaido last summer. It was great. I loved it there.

B : (ア)

A : Oh you know, I travelled around, went to some hot springs, and had some good food.

B : (イ)

ア. 1. Why was it so disappointing?

2. What did you do?

3. It was tasty, wasn't it?

4. I don't know where Hokkaido is located.

イ. 1. Sounds wonderful.

2. Yes, yes. Hokkaido is an island.

3. The weather was hot this spring, wasn't it?

4. Oh yes, I know Hokkaido is very cold in winter.

(2) A : (ア)

B : He's out of town at the moment. Can I take a message?

A : This is Meg Tracy. (イ) It has lasted for a whole two nights.

B : It sounds like an emergency. Perhaps Dr. Hacker will see you. Please come in as soon as possible.

ア. 1. How are you?

2. Can I talk to Dr. Smith?

3. How's your father doing these days?

4. What does he do for a living?

イ. 1. I just wanted to say hello to him.

2. I have a terrible stomachache.

3. I've got to talk to you.

4. I have a very important meeting.

(3) A : I'm sorry I'm late.

B : (ア)

A : Sorry. My train was late.

B : (イ)

ア. 1. I've been waiting here for twenty minutes!

2. I've been staying here to see him.

3. Sorry, too. I'm afraid.

4. Yes, I see.

イ. 1. I got the wrong train.

2. Thank you for saying that.

3. Oh well. Not your fault, I guess.

4. It's in the station near platform number 2.

(4) A : What do you want to have for dinner?

B : (ア)

A : How about something light, then?

B : (イ)

ア. 1. Yes. Dinner. I want dinner.

2. I had breakfast this morning.

3. I hate liver.

4. I'm not so hungry.

イ. 1. I'll call them up, then. OK?

2. OK. Let's eat a lot.

3. How about cheese and crackers?

4. Can we have something else?

(5) A : These look nice.

B : Yes, Ma'am. They are very popular these days.

A : (ア)

B : Sure. The fitting room is over there.

(After a while)

A : I like them, but (イ)

B : Let me go and see.

ア. 1. How much are they?

2. Would you like the style?

3. Can I try them on?

4. Do you mind having a larger size?

イ. 1. how would you like to pay?

2. cash or a credit card?

3. do you have a different color?

4. this is too expensive.

5 次の(1)～(5)の日本語の英訳として最も適切なものを、それぞれ1～4の中から一つ選びなさい。

- (1) 教師は彼が髪を茶色に染め、耳にピアスをしているのを知った。

The teacher learned that

1. he had dyed his hair brown and wore pierced earrings.
2. he has dyed his hair brown and has worn pierced earrings.
3. he dyed his brown hair and had worn pierced earrings.
4. he had dyed his brown hair and had pierced earrings.

- (2) そのセールスマンは私たちが一度も聞いたことのない会社で働いていると言った。

The salesman said that

1. he worked for a company whose name we had never heard of.
2. he worked a company that name we had never heard of.
3. he worked with a company where we had never heard of.
4. he worked in a company of which name we had never heard of.

- (3) 山を下れば下るほど、暖かくなった。

The lower we climbed down the mountains,

1. it got warmer.
2. got it warmer.
3. the warmer it got.
4. warmer the got it.

- (4) この鶏肉には何グラムの脂肪が入っていると思いますか？

How many

1. fat of grams you think this chicken has?
2. grams of fat do you think this piece of chicken has?
3. do you think grams of fat this piece chicken has?
4. do you think this chicken has grams of fat?

- (5) 彼の収入は教師であったときの約3倍です。

His income is almost

1. three times more it was than he was a teacher.
2. three more times than when he was a teacher.
3. more three times than it was when he was a teacher.
4. three times more than it was when he was a teacher.

6

次の英文を読み、下線部(1)と(2)を日本語に直しなさい。

Outwardly we may be as different as Marilyn Manson and Marilyn Monroe, but genetically we're 99% identical, says research on the human genome. About one tenth of one percent of the chemicals in the genome differ from one person to another, which makes distinctions such as race scientifically meaningless.⁽¹⁾

What's more surprising is that humans carry genes from 200 bacteria. James Watson, perhaps the world's most well-known geneticist, says, "We knew that genes jumped between bacteria, but not that they jumped between bacteria and humans."⁽²⁾

7

次の英文を読み、日本文の下線部(1)と(2)を英語に直しなさい。

As executive director of the United Nations World Food Program (WFP), Catherine Bertini oversees a humanitarian operation. And in one particular Asian country, she has sent more than \$900 million in food aid since 1995 and it feeds about a third of the country's people. The interview with her is as follows:

Interviewer : WFPの食糧援助がこの国の飢えた人々に届いているのかということに、どのくらい自信がおありですか。

Bertini : Monitoring is always challenging. It is, however, working well for several reasons. まず第一に、援助の
ほとんどは学校など、私どもが月一回検査のために訪問できる施設を通して行なっています。