

(2011年度)

6 英語問題 (90分)

(この問題冊子は18ページ，9問である。)

受験についての注意

1. 監督の指示があるまで，問題冊子を開いてはならない。
2. 携帯電話・PHSの電源は切ること。
3. 試験開始前に，監督から指示があったら，解答用紙の右上の番号が自分の受験番号かどうかを確認し，氏名を記入すること。次に，解答用紙の右側のミシン目にそって，きれいに折り曲げてから，受験番号と氏名が書かれた切片を切り離し，机の上に置くこと。
4. 監督から試験開始の合図があったら，この問題冊子が，上に記したページ数どおりそろっているかどうか確かめること。
5. 解答は解答用紙の各問の選択肢の中から正解と思うものを選んで，そのマーク欄をぬりつぶすこと。その他の部分には何も書いてはならない。
6. 筆記具は，HかFかHBの黒鉛筆またはシャープペンシルに限る。万年筆・ボールペンなどを使用してはならない。時計に組み込まれたアラーム機能，計算機能，辞書機能などを使用してはならない。
7. マークをするとき，枠からはみ出したり，枠のなかに白い部分を残したり，文字や番号，枠などに○や×をつけたりしてはならない。
8. 訂正する場合は，消しゴムでていねいに消すこと。消しきずはきれいに取り除くこと。
9. 解答用紙を折り曲げたり，破ったりしてはならない。採点が不可能になる。
10. 試験時間中に退場してはならない。
11. 解答用紙を持ち帰ってはならない。
12. 問題冊子は必ず持ち帰ること。

1

下記英文の(1)～(10)の下線部(a)～(d)の中で、誤りのあるものをマークしなさい。
 なお、誤りがない場合は(e)にマークしなさい。

Writing Can Improve Reading Skill, Study Finds

Specific writing strategies (1) can playing an important role in boosting reading comprehension. That's the bottom-line finding of a new analysis of research.

The report, out today from the Carnegie Corporation of New York, says that teachers can improve students' reading skills (2) by have them write about what they are reading, teaching them writing skills, and increasing how much they write.

The analysis of research is one in an ongoing series of (3) literacy studying funded by the corporation. The new report (4) builds on findings in the organization's 2004 study *Reading Next*, which examined ways to improve adolescents' literacy skills, and its 2007 report *Writing Next*, which looked at ways to improve adolescents' writing skills. The new report focuses on (5) how the teaching of writing can improve to read.

Co-authors Steve Graham and Michael Hebert of Vanderbilt University examined the research (6) for writing strategies that improve reading and found three areas of promise. One is to have students (7) write about the texts that are reading by summarizing, writing notes, or creating and answering questions about them.

(8) Such techniques were showing to improve students' comprehension of science, social studies, and language arts. They were more effective in improving comprehension than just reading the text, re-reading it, reading and studying it, reading and discussing it, or receiving reading instruction, the study found.

Students also (9) improve comprehension when they teaching writing skills and processes that go into creating text, such as paragraph and sentence

construction or text structures. (10) Increasing how much students write was also found to help their comprehension.

(d) The authors conclude that more content-area teachers should use writing to promote better understanding, including in mathematics, science, social studies, and the arts.

April 14, 2010 Education Week by Catherine Gewertz

2 次の文を読み(11)～(20)の問いに答えなさい。

[This article urges the Japanese government to expand environmental measures to take on global warming. It gives several examples.]

(11) France has adopted a system to encourage the purchase of fuel-efficient automobiles. Eco cars are an area of strength for Japanese industry, with carbon dioxide-free electric vehicles and plug-in gasoline-electric hybrids set to go on sale here this year. According to an estimate by Tokyo Electric Power Co., if all cars in Japan were electric vehicles, the country's CO₂ emissions would decrease by 10%.

(12) However, electric cars, even with public subsidies, are still expensive. The government may be able to spend ¥200-300 billion over two to three years to install recharging facilities across the nation. Roughly 100,000 of these hubs, at gas stations and supermarkets and the like, would allow drivers to fill their batteries in 15 minutes.

(13) These measures could be funded primarily with revenue from road taxes. The improved usability they would offer to electric vehicles would help popularize these no-emission models, which means manufacturers would be able to improve their economies of scale and push down prices to more affordable levels.

⁽¹⁶⁾ Another idea is to set up solar panels at more than 30,000 elementary and junior high schools as well as hospitals. Municipalities should be responsible for actual implementation of any such measure, which would cost the central government about ¥300 billion for the installation at schools alone. It may be effective to set region-by-region targets for the introduction of solar panel systems ⁽¹⁷⁾ and to urge them to compete in meeting targets.

Japan is in the green technology vanguard. ⁽¹⁸⁾ If the government has the will to push all industries to get involved in its environment drive and goes ahead with a ¥2 trillion investment, a substantive environment package could be implemented. Once demand booms for green products in Japan—which has 120 million ⁽¹⁹⁾ fastidious consumers—the country’s numerous manufacturers would scramble to come up with user friendly, low-cost products. Such a development could propel Japan into position as the world’s No.1 environmental power.

Adapted from *Life in a thermos* in The Nikkei Weekly Special Magazine Issue, Summer, 2009

- (11) 第一パラグラフの内容として正しいものはどれか、最適なものを(a)~(d)から1つ選びなさい。
- (a) 日本とフランスはどちらもエコカーを開発した
 - (b) エコカー産業の力が強い地域はプラグが普及している地域である
 - (c) ハイブリッド車は今年日本とフランスで同時発売予定だ
 - (d) フランスはエコカーを普及させるための政策を実施している

- (12) 第二パラグラフの主旨として最適なものを(a)~(d)から1つ選びなさい。
- (a) 電気自動車を販売する目的での公費使用は不可能である
 - (b) 電気自動車は高価すぎるので普及しないだろう
 - (c) 政府は3年の間に電気自動車のバッテリーをチャージするスタンドを日本中に設置する予定である
 - (d) 電気自動車が費用がかかるのはバッテリーをチャージする施設を十分な数設けなければならないからである
- (13) 第三パラグラフでエコカーを普及させるために役に立つと指摘されていることは次の(a)~(d)のうちどれか。
- (a) 通行税を値上げすること
 - (b) 電気自動車の使い勝手をよくすること
 - (c) エコカーにかかる税金を下げること
 - (d) 通行税以外の資金も使うこと
- (14) 下線部(14)の意味として最適なものを(a)~(d)から1つ選びなさい。
- (a) 昔も日本に電気自動車があったが二酸化炭素排出量が10%増えていた
 - (b) 将来日本の車はすべて電気自動車になり10%二酸化炭素排出量が減るだろう
 - (c) 現在日本の車がすべて電気自動車だったら10%二酸化炭素排出量が減るだろう
 - (d) 日本の車がすべて電気自動車だったとしても二酸化炭素排出量が10%増えることになる
- (15) 下線部(15)について the like に当てはまりそうなものはどれか?(a)~(d)から最適なものを1つ選びなさい。
- (a) コンビニ
 - (b) アパート
 - (c) 小学校
 - (d) 運動場

- (16) 下線部(16)について another idea に対する元のアイデアは下の(a)~(d)のうちどれか。
- (a) フランスのエコカー対策
 - (b) 日本でエコカーを普及させること
 - (c) 二酸化炭素排出量を算出すること
 - (d) 政府の建物にソーラーパネルを取り付けること
- (17) 下線部(17)はなぜか？(a)~(d)から最適なものを1つ選びなさい。
- (a) 地域によって日照時間が異なるため
 - (b) 地域間の差をなくすため
 - (c) 地域間でお互いに競争させるため
 - (d) 地域の自立性を抑えるため
- (18) 下線部(18)の意味にもっとも近いものは(a)~(d)のどれか。
- (a) product (b) organization (c) painting (d) lead
- (19) 下線部(19)の日本語訳は(a)~(d)のどれか。
- (a) 12万 (b) 120万 (c) 1200万 (d) 1億2000万
- (20) 筆者はどうすれば環境政策において日本が世界1の地位につけると考えているか？(a)~(d)から最適なものを1つ選びなさい。
- (a) 国の政策が国民を納得させること
 - (b) 産業界に資金を投資すること
 - (c) 車を減税すること
 - (d) ソーラーパネルを中央政府が設置させること

3

以下の各文(21)~(25)の空欄に最適な語を(a)~(d)の中から1つ選びなさい。

- (21) Smoking is not _____ in the building at any time.
(a) transported (b) transferred (c) permitted (d) provided
- (22) More companies are determining pay raises and promotions _____ employees' abilities and job performance.
(a) compared with (b) according to (c) aimed at (d) engaged in
- (23) The new hotel's 500 rooms are _____ with large, flat screen satellite televisions.
(a) equipped (b) reserved (c) divided (d) satisfied
- (24) We will _____ your money in full if you are not completely satisfied.
(a) request (b) receive (c) refund (d) refuse
- (25) The workers _____ that the company pay overtime.
(a) promoted (b) demanded (c) satisfied (d) conducted

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以下の各文(26)~(30)の下線部の意味として最適な語を(a)~(d)の中から1つ選びなさい。

- (26) Cesar Chavez was the most prominent member of the United Farm Workers Union.
(a) radical (b) optimistic (c) important (d) persistent
- (27) Ultrasonic waves can detect cracks in metal that the human eye cannot see.
(a) arrange (b) find (c) stop (d) mend

- (28) It is a waste of time to get upset over trivial things.
(a) terrible (b) drastic (c) odd (d) unimportant
- (29) Many mining towns prospered during the gold rush times.
(a) flourished (b) trembled (c) declined (d) discovered
- (30) The builder's conservative estimate of the time required to remodel the kitchen was six weeks.
(a) traditional (b) cautious (c) quick (d) optimistic

5 次の会話の(31)~(40)に入るものとして最適なものをそれぞれ(a)~(d)から選びなさい。

“A good night for remorse, Daniel,” came a voice from the shadows. “Cigarette?”
I jumped up with a start. A hand was offering me a cigarette.

“(31)”

The stranger moved forward until he was on the very edge of the darkness, his face still concealed. A puff of blue smoke rose from his cigarette. I immediately recognized the black suit and the hand hidden in the jacket pocket. His eyes shone like glass beads.

“A friend,” he said. “Or that’s what I aspire to be. A cigarette?”

“(32)”

“Good for you. Unfortunately, I have nothing else to offer you, Daniel.”

He had a rasping, wounded voice. He seemed to drag his words out and they sounded muffled and distant like the old 78s Barcelló collected.

“How do you know my name?”

“(33) Your name is the least of it.”

“What else do you know?”

“I could embarrass you, but I don’t have the time or the inclination. (34) I know you have something that interests me. And I’m ready to pay you (35) for it.”

“(36)”

“No, I hardly think so. I tend to make other mistakes, but never when it comes to people. How much do you want for it?”

“(37)”

“For *The Shadow of the Wind*.”

“(38) I have it?”

“That’s beyond discussion, Daniel. It’s just a question of price. I’ve known you had it for a long time. (39) I listen.”

“Well, (40). I don’t have that book. And if I did, I wouldn’t sell it.”

Adapted from Carlos Ruiz Zafón’s *The Shadow of the Wind*, Phoenix, 2004

- (31) (a) What’s that? (b) Who are you?
(c) Thanks. (d) That’s kind of you.
- (32) (a) I don’t smoke. (b) Thanks.
(c) That’s not my brand. (d) Just what I wanted.
- (33) (a) I looked it up in the directory. (b) Of course, I know your name.
(c) We have a mutual friend. (d) I know a lot about you.
- (34) (a) Just say that (b) You guessed it.
(c) No matter who but (d) Don’t tell anyone that
- (35) (a) back (b) the remainder (c) good money (d) interest

- (36) (a) I'm afraid you've mistaken me for someone else.
 (b) I don't have what you're asking for.
 (c) Are you sure you want it?
 (d) It's not what you think it is.
- (37) (a) How much are you offering?
 (b) For what?
 (c) Who told you I wanted to sell it?
 (d) I don't know what you're talking about.
- (38) (a) Who knows (b) How did you know
 (c) What makes you think (d) Why should I tell you
- (39) (a) No one knows. (b) People talk.
 (c) You say so. (d) You don't listen.
- (40) (a) you must have heard wrong (b) someone listened to you
 (c) I never said so (d) no one ever told me

6 以下の各文(41)~(50)の下線部(a)~(c)の中で誤りのあるものをそれぞれ1つ選びなさい。誤りがない場合は(d)を選びなさい。

- (41) Students can exchange their each ideas and think deeply about the topics
 from various points of view.
 (a) (b) (c)
- (42) To study differences and similarities between cultures and introduce my
own country was very enjoyable.
 (a) (b) (c)

- (43) We can communicate with each other on the Internet through all over the
world.
(a) (b) (c)
- (44) Sometimes we conflict each other when we insist too strongly on our own
opinion.
(a) (b) (c)
- (45) It is very important to learn the exact meaning of words in order to be use
them correctly.
(a) (b) (c)
- (46) For India, as for the world the central challenge is to be one and many at
the same time.
(a) (b) (c)
- (47) As I mentioned earlier, I have been grown up in a completely different
environment.
(a) (b) (c)
- (48) Japan has succeeded in developing robot technology to make our lives more
convenient.
(a) (b) (c)
- (49) Many people are still ignorance about the danger of forcing other people to
drink alcohol at welcome parties.
(a) (b) (c)
- (50) The guest speaker used PowerPoint very effectively. Furthermore, she was
friendly and calmed.
(a) (b) (c)

7

次の英文を読み、(51)～(60)の空欄に最適な語を(a)～(d)の中からそれぞれ1つ選びなさい。

The Tiger Who Would Be King

by James Thurber (1894-1961) (simplified)

Early one morning Mr. Tiger woke up in the jungle and told Mrs. Tiger that he was king of (51).

'Leo, the lion, is king of animals,' she said.

'We need a change,' said the tiger. 'The animals are (52) a change.'

Mrs. Tiger listened but heard no crying, except from one of her young.

'I'll be king of animals when the moon rises,' said the tiger. 'It will be a yellow moon with black (53), like me.'

'Oh, sure,' said Mrs. Tiger. She went to look after the child. He was a dreamer just like his father and had an imaginary (54) in his foot.

The tiger walked through the jungle till he came to the lion's home. 'Come out here,' he shouted. '(55) the king of beasts! The king is dead, long live the king!'

Inside the lion's home, Mrs. Lion woke Mr. Lion. 'The king is here to see you,' she said.

'What king?' he asked, sleepily.

'The king of beasts,' she said.

'I am the king of beasts,' shouted Leo. He ran out of his house to fight and show that he was king, not the Tiger.

It was a terrible fight. It (56) until the sun went down. All the animals of the jungle joined the fight. Some took the (57) of the tiger. Others fought for the lion. Every animal from A to Z, from the aardvark* to the zebra*, fought to beat the lion or to stop the tiger. Some did not know which they were fighting for. Some fought for both. Some fought against anybody. Some just liked (58).

'What are we fighting for?' someone asked the aardvark.

'The old order,' said the aardvark.

'What are we dying for?' someone asked the zebra.

'The new order,' said the zebra.

When the moon rose, it was sick. It shone on the jungle, but nothing moved. Only some birds screamed in horror. All the beasts were dead except the (59), and he was dying. He had become king of all he saw, but it didn't mean anything.

Moral: *You can't be king of beasts if there aren't (60).*

*African animals

- (51) (a) beasts (b) change (c) tigers (d) the world
- (52) (a) allowing (b) crying for (c) enjoying (d) sleeping
- (53) (a) eyes (b) letters (c) patches (d) stripes
- (54) (a) blade (b) stake (c) thorn (d) worm
- (55) (a) Flee (b) Greet (c) Kill (d) Rule
- (56) (a) finished (b) lasted (c) started (d) struggled
- (57) (a) direction (b) group (c) side (d) team
- (58) (a) fighting (b) looking (c) running away (d) war

(59) (a) *aardvark* (b) *lion* (c) *tiger* (d) *zebra*

(60) (a) *any* (b) *beasts* (c) *many* (d) *some*

8 次の文を読み、設問(61)～(70)の最適な答えを(a)～(d)からそれぞれ1つ選びなさい。

The ABC Sisters

Ann: Cindy, stop washing the dinner things and give us the recipe to that national dish of ours.

Cindy: I can't. I don't have it. I only know how to make the dish. My mother taught me to do it by feeling, not by recipe.

Betty: Alright! You make it and we'll weigh and measure everything you use and take notes.

Cindy: But I've got a lot of homework to do. University is much tougher than high school.

Ann: You and your school! You can do your homework when you've taught us how to make that dish and cleaned the house.

Betty: We need to make this stupid stuff for a competition. The embassy wants whoever makes it best to cook it for the state dinner for the son of our new President when he comes to Britain. The Prince of Wales, the Prime Minister and everybody will be there.

Ann: You can take our samples to the embassy when you walk to school tomorrow morning.

(One evening the next week, a young man rings the doorbell.)

Man: Is this the home of the Rellas? I've come from the embassy because one of the dishes from this house was the best in Britain. Who made it? There were no names on the samples.

Ann: Oh, it must be mine. I'm the oldest.

Betty: I took more care. I bet it was mine.

Man: I know. You make it again and I'll taste them. Then I'll know which it was.

(Later)

Ann: Go fetch that young man from the living-room.

Man: My, what a mess! I hope the food tastes good.

Betty: You'll love mine. Here, try it.

Man: Hmm! This tastes like the dish I ate under the last president.

Betty: Oh! Good! You like it, then?

Man: The last president kept my father and me in prison because he was afraid of us. It tastes like prison food. Let me try the other.

Ann: You will recognize mine as the other dish.

Man: Ah, yes! I recognize it as one of the dishes in your package. It was the worst one of all. There must be someone else in the house. There were three samples.

Ann: There's just the two of us. Oh, yes, there's our step-sister, Cindy, but she's just a school girl who sweeps the house.

Man: Call her! Have her make the dish right now.

(Later, Cindy and the man walk to the embassy.)

Man: How did you learn to cook that dish so well?

Cindy: Before my mother died ten years ago, she taught me how to cook, especially how to cook this particular dish which has become the symbol of our country. Though my sisters are older than me and my father says that he married their mother to make a home for me, I do all the cooking in the house after I return from school, or now, from university. Except when my sisters stay out late at their parties, I'm always the last person to go to bed. Then I have to wake up early to prepare breakfast for everybody. As a result, I'm the only person in the family who knows how to cook.

Man: You'll have to stay at the embassy tonight and get ready to cook the dish tomorrow. We'll get you a good dress so you can attend the dinner.

Cindy: I'll be very nervous among so many important people. Can't I sit next to you?

Man: I'd love that, but I'm afraid not. You see, I have to sit between the Prince of Wales and the Prime Minister. That's the trouble with being the son of the President.

(61) Ann and Betty tell Cindy to

- (a) cook the dish for dinner.
- (b) give them their national dish.
- (c) go to bed immediately.
- (d) teach them some cooking.

(62) The story says that the person who works hard in this family is

- (a) Ann.
- (b) Betty.
- (c) Cindy.
- (d) their mother.

(63) Cindy goes to

- (a) cooking school.
- (b) elementary school.
- (c) high school.
- (d) university.

(64) The Rellas live in

- (a) Britain.
- (b) the embassy.
- (c) the university.
- (d) their country.

(65) The embassy dinner will be held to honour the

- (a) President.
- (b) President's son.
- (c) Prime Minister.
- (d) Prince of Wales.

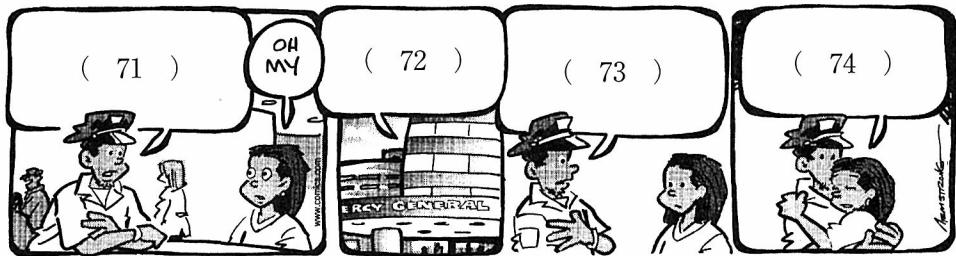
(66) The number of dishes the man found in the box from the Rellas house was

- (a) none.
- (b) one.
- (c) two.
- (d) three.

- (67) The dish that the man liked best was made by
(a) Ann. (b) Betty. (c) Cindy. (d) the prison.
- (68) Cindy's father
(a) never married. (b) married once.
(c) married twice. (d) married three times.
- (69) Ann, Betty and Cindy have one
(a) brother. (b) home. (c) mother. (d) school.
- (70) The son of the President would like to have Cindy Rella stay
(a) close by. (b) far away. (c) in school. (d) in the kitchen.

9

次の漫画の(71)~(74)に入れるのに最適な台詞を(a)~(e)から選びなさい。ただし、同じものを2回使ってはならない。設問(75)については、最適な答えを(a)~(e)から選びなさい。



Rob Armstrong, Jump Start, UFS, Inc. 4/23/2010. www.comics.com

- (a) Cross my heart, I'm telling you the truth about him!
 (b) He's doing that? That's love, if I've ever heard of it!
 (c) Sid went to Ohio to give his brother one of his kidneys!
 (d) Well, Darling, I gave you my heart, didn't I?
 (e) Would you give me one of your kidneys if I needed it?
- (75) The policeman's wife says that she
- (a) has given him her love. (b) hates to have an operation.
 (c) is afraid of dying. (d) prefers to hug him.
 (e) will give him an organ.

