



英 語 問 題

はじめに、これを読みなさい。

- 1 この問題用紙は10ページある。ただし、ページ番号のない白紙はページ数に含まない。
- 2 解答用紙に印刷されている受験番号が正しいかどうか、受験票と照合して確認すること。
- 3 監督者の指示にしたがい、解答用紙の氏名欄に氏名を記入すること。
- 4 解答はすべて解答用紙の解答欄に記入しなさい。この問題の解答欄は、表面の解答番号1から解答番号28までと、裏面の解答番号101から解答番号103までである。
- 5 問題に指定された数よりも多くマークしないこと。
- 6 解答は、必ず鉛筆又はシャープペンシル(いずれもHB・黒)で記入しなさい。
- 7 訂正は、消しゴムできれいに消し、消しくずを残さないこと。
- 8 解答用紙は、絶対に汚したり折り曲げたりしないこと。
- 9 解答用紙は持ち帰らず、必ず提出しなさい。
- 10 この問題用紙は必ず持ち帰りなさい。
- 11 マーク記入例

良い例	悪い例
	

[I] 次の英文を読んで、下の間に答えなさい。

Five million people visit the Grand Canyon Village in a single year, most of them staying only a short while. On a peak day they may number 30,000.^(ア) They choke the asphalted roads with their automobiles and tour buses and^(イ) pollute the desert air with oxides of sulphur and nitrogen. To satisfy those tourists the village annually buys 37,000 megawatt hours of electricity,^(ウ) generates over 4,000 tons of solid waste, and uses 160 million gallons of water,^(注2) (1) from a spring across the chasm and pumped uphill to the South Rim^(注3) America's consumer habits and urban problems have (2) even to this remote location

In myth and reality the Canyon has come to represent for the late twentieth century the encounter between Civilization and Nature, those^(注4) powerful polarities in our national experience. It offers what remains to us of "the edge" — the frontier experience that we continue to seek and need. Along the rim, civilization now seems in full command, improving the accommodations and interpreting the scene. Below the rim, (A), nature continues to stretch away at the tourist's feet, wild and dangerous, an^(注5) unmarred and beguiling other world. Standing at the rim, the modern man or woman can feel the cusp that separates the ordering energies of culture from^(注6) the disordering forces of nature. Or the chaos of contemporary life from the^(注7) clean, rational order of nature. Both views of the encounter exist, and both^(注8) can be heard expressed by hikers on the path that runs along the South Rim.

Not only Americans find such a place of elemental confrontation a thrill to visit; so do other nationalities. Forty percent of the tourists come these days from foreign countries; the strollers along the rim are almost as likely to speak German, French, or Japanese as English, and they bring diverse feelings to the place. Whatever their cultural differences, they manage to agree that this place offers a perspective that is no longer available in most parts of the

world America is fortunate to have such natural grandeur (3); we have been wise to preserve it, and perhaps even wiser to make it so accessible to all the mechanized multitudes of the world

(注1) oxides = 酸化物

(注2) chasm = 深い裂け目, 小峡谷

(注3) the South Rim = グランドキャニオンの観光拠点

(注4) polarities = 両極

(注5) beguiling = 魅力的な, (不思議と)引きつける

(注6) cusp = 尖端

(注7) chaos = 無秩序

(注8) confrontation = 対決, 対面

問 1. 問題本文中の(1)~(3)の中に入る語を次の選択肢から選び, その記号をそれぞれ一つずつマークしなさい。

(1) (解答番号1)

A. take B. taken C. taking D. took

(2) (解答番号2)

A. been brought B. bring
C. brought D. to bring

(3) (解答番号3)

A. been left B. leaving C. left D. to leave

問 2. 問題本文中の下線部(ア) 30,000 の読み方を, 英語で解答欄に記入しなさい。(解答番号101)

問 3. 問題本文中の下線部(イ)・(オ)と最も意味の近いものを下記の中から一つずつ選び、その記号をそれぞれ一つずつマークしなさい。

(イ) (解答番号 4)

A. block B. cough C. damage D. spread

(オ) (解答番号 5)

A. approachable B. pleasant
C. satisfactory D. understandable

問 4. 問題本文中の下線部(ウ) the village annually buys 37,000 megawatt hours of electricity を次のように言い換えた場合、空所に入る語を解答欄に記入しなさい。(解答番号 102)

the village buys 37,000 megawatt hours of electricity every ()

問 5. 問題本文中の空欄(A)に入る語句として、最も適切なものを一つ選び、その記号をマークしなさい。(解答番号 6)

A. first of all B. on the other hand
C. that is to say D. therefore

問 6. 問題本文中の下線部(エ) Both views of the encounter の主旨を、最もふさわしく表したものを下から一つ選び、その記号をマークしなさい。(解答番号 7)

- A. 文明と自然の出会いについて、文明は秩序を生み自然は秩序を奪う力とみなす考え方と、文明には秩序がなく自然にこそ秩序があるとみなす考え方
- B. グランドキャニオンとの出会いについて、現代生活からみた捉え方と、自然保護の観点からの捉え方
- C. グランドキャニオンを訪れた人が体験する、自然を破壊する文明社会と偉大な回復力をもつ自然界との出会い
- D. 自然があって文明の偉大さが分かるという考え方と、文明があって自然の偉大さが分かるという考え方の衝突

問 7 次の英文A～Gの中から問題本文の内容と一致するものを二つ選び、その記号をマークしなさい。解答は、解答番号8に二箇所マークすること。

- A. Civilization depends largely on the control of nature for its survival.
- B. What is most surprising about the Grand Canyon is that it is free from environmental pollution.
- C. The frontier experience still retains its significance to the American people
- D. You cannot appreciate the natural grandeur of the Grand Canyon until you see it with your own eyes
- E. Most visitors to the Grand Canyon have a feeling of fear when they stand on the edge of the rim.
- F. Nowadays people have been made aware of the importance of nature preservation.
- G. Regardless of their cultural backgrounds, visitors to the Grand Canyon share the same experience of being given a new perspective hardly obtainable today elsewhere in the world.

〔Ⅱ〕 次の英文を読んで、下の問に答えなさい。

At times throughout the year, I will give rewards for good behavior, academic performances, and other acts worthy of praise. If you ever ask me (i) for a reward, however, it will not be given. It is rude to ask if you are getting something for good behavior. You should be good and try your best (1) because you are trying to better yourself, (2) because you are anticipating a reward. I usually give some sort of reward to everyone who scores 100 on unit tests. If you make 100 and ask if you are getting something, no one who made 100 will be given anything.

At work in the real world, rewards aren't always given to people for a job well done. People do a good job because they take pride in their performance, they love what they do, and/or they want to keep their jobs. Even though I reward my students often, I know that I have to prepare them for what () (X) () (Y) () after the classroom. I try to get them to perform and realize it is important to do well not for a reward but for themselves.

I really go out of the way to reward my students and praise them for their work, but it got to a point where I felt as if the kids were going from being appreciative for the things I was giving them to a point where they'd say, "What are we getting next?" Once I (9) reports back to the class, and a little girl who got the highest grade said, "Mr. Clark, am I getting anything?" From that moment on, I put an end to comments like that. I made sure that the class understood that under no circumstances were they ever to ask me for any type of reward or if they were getting anything. The students still might have felt a bit greedy on the inside, but I was going to make sure that at least their actions did not reflect it. Over time, I hoped that learning to accept what is given without expecting and asking for rewards would sink in and change their attitudes toward the benefits of a good, individual performance.

(iii)

Even after I told the students this rule, they would occasionally still slip up. One time I stayed up late making homemade chocolate chip cookies for the kids who would pass the next day's unit test on the Revolutionary War.^(注2) After I (9) back the tests, Queshida said, "Mr. Clark, do we get anything for doing good on the test?" [Z] in the class. There were big eyes all over the classroom, and mine were the biggest! I was livid,^(注3) because I had stayed up for hours making those darn cookies.^(注4) Okay, it (10) me five minutes to slice them off the roll, but nevertheless, I knew that I couldn't give them out after she had asked for them. If I did, I would be going back on my word and ignoring the rule.^(カ) I simply said, "Well, I did have these chocolate chip cookies for you" — I paused and tasted one — "but since you asked, no one will get them." I walked across the hall and gave the cookies to Ms Hopkins to share with her class. Not a single student in that class ever (11) me about a reward again. It's a hard lesson to learn, but if it will help the kids to learn to appreciate their efforts over their rewards,^(イ) it will have been worth it.

(注1) appreciative = 感謝の気持ちをもった

(注2) the Revolutionary War = アメリカ独立革命, 独立戦争

(注3) livid = 青ざめた, 顔面蒼白の

(注4) darn = しゃくにさわる, いまいましい

問 1. 問題本文中の(9)～(11)に入る語を下記の中からそれぞれ一つ選び、その記号をマークしなさい。ただし、二箇所ある(9)には、同じ語が入る。(解答番号は空所の番号と同じ。)

A. asked

B. made

C. passed

D. quit

E. took

F. used

問 2. 問題本文中の下線部(i)~(iv)について、それぞれの間に答えなさい。

(i) ac·a·dem·ic と強勢(アクセント)の置かれる位置が同じものを次から一つ選び、その記号をマークしなさい。(解答番号 12)

A. de·moc·ra·cy

B. nec·es·sar·y

C. pol·i·ti·cian

D. ther·mom·e·ter

(ii) worthy に含まれる th と発音の異なる th を含む語を次から一つ選び、その記号をマークしなさい。(解答番号は 13)

A. breathe

B. clothing

C. smooth

D. thorough

(iii) at·ti·tude と強勢(アクセント)の置かれる位置が同じものを次から一つ選び、その記号をマークしなさい。(解答番号 14)

A. con·trib·ute

B. ed·u·cate

C. em·bar·rass

D. in·ter·rupt

(iv) ap·pre·ci·ate と強勢(アクセント)の置かれる位置が同じものを次から一つ選び、その記号をマークしなさい。(解答番号 15)

A. ag·ri·cul·ture

B. al·ter·na·tive

C. mel·an·chol·y

D. sci·en·tif·ic

問 3 問題本文中の下線部(ア)と同じ用法で if が用いられた英文を次から一つ選び、その記号をマークしなさい。(解答番号 16)

A He makes most, if not all, of the important decisions for his family

B He wants to know if he was right or not in his judgment.

C It would be appreciated if you could kindly inform me.

D What will happen if the train is delayed more than two hours?

問 7. 問題本文中の下線部(㉮)とは、どのような主旨か。最もふさわしいものを次から一つ選び、その記号をマークしなさい。(解答番号 20)

- A わたしは結局、「さあ、次はなにがもらえるかな」というような発言を控えることにした。
- B わたしは「先生、なにかごほうびがありますか」というような発言がもう生徒たちから出ないようにした。
- C わたしは、「さあ、次はなにがもらえるかな」というような誘い方に限界を感じた。
- D わたしが目的としたのは、「先生、なにかごほうびがありますか」と生徒に発言させることだった。

問 8 問題本文中の下線部(㉮)を別の表現で言い換える場合、最もふさわしいものを次から一つ選び、その記号をマークしなさい。(解答番号 21)

- A. doubting B breaking C. keeping D. taking

問 9 問題本文中の[Z]に入る最もふさわしい表現を下記の中から一つ選び、その記号をマークしなさい。(解答番号 22)

- A. Heaven helps those who help themselves
- B Slow and steady wins the race
- C The early bird catches the worm
- D. You could have heard a pin drop

〔Ⅲ〕 次の(1)~(6)の各組の英文の空所に共通して入れるのに最も適した語を、それぞれ下記の中から一つずつ選び、その記号をマークしなさい。(解答番号は空所の番号と同じ。)

- (1) { We were very much in (23) of the new plan.
 { She said politely, "May I ask a (23) of you?"
A. charge B. favor C. place D. spite
- (2) { People living near the airport could no longer (24) the noises.
 { H₂ and O₂ (24) for hydrogen and oxygen respectively.
A. stand B. suit C. take D. turn
- (3) { Ted used to (25) a small furniture factory in the village
 { What would we do if we were to (25) short of food and water?
A. fall B. make C. own D. run
- (4) { She called the hotel to (26) a room for her son
 { You can't judge a (26) by its cover
A. book B. content C. truth D. stock
- (5) { I know what you (27), but I think that our plan should be altered
 { I'm terribly sorry, but I didn't (27) to make you cry.
A. admit B. insist C. mean D. pretend
- (6) { There are a lot of nuclear power (28) in Japan
 { It is clear that air pollution has caused the death of wild (28)
A. generations B. plants C. reserves D. systems