

英 語

# 英 語

## 第1問

A. 次の問い(問1～問3)において、下線部の発音がほかの三つの場合と異なるものを、それぞれ①～④の中から一つずつ選びなさい。

問1 ① cousin                      ② group                      ③ soup                      ④ youth                     

問2 ① allow                      ② blow                      ③ bound                      ④ crowd                     

問3 ① assure                      ② leisure                      ③ measure                      ④ pleasure                     

B. 次の問い(問4, 問5)において、第一アクセント(強勢)の位置がほかの三つの場合と異なるものを、それぞれ①～④の中から一つずつ選びなさい。

問4 ① a-gree-a-ble                      ② com-fort-a-ble                      ③ mys-ter-i-ous                      ④ re-spon-si-ble                     

問5 ① con-se-quence                      ② im-mi-grant                      ③ rel-a-tive                      ④ re-li-gion

**第2問** 次の英文(問1～問15)において、空所に入れるのに最も適切な語(句)を、それぞれ①～④の中から一つずつ選びなさい。

問1 People who are considering ( ) the conference should make a reservation as soon as possible.

- ① attending      ② calculating      ③ purchasing      ④ publishing

問2 There are many brands of soft drinks on the market, so each brand tries to stand ( ).

- ① for      ② by      ③ out      ④ off

問3 We should keep in ( ) that there are few restaurants around here.

- ① head      ② heart      ③ brain      ④ mind

問4 The scheduled arrival date of all goods will be ( ) because of the bad weather.

- ① delaying      ② delayed      ③ concerning      ④ concerned

問5 Tom wanted to play baseball today, but he had to stay home ( ) his will.

- ① against      ② for      ③ beyond      ④ without

問6 I had an ( ) with my girlfriend, and now she won't talk to me.

- ① intention      ② expectation      ③ argument      ④ outlook

問7 The restaurant will ( ) its opening hours next week.

- ① locate      ② found      ③ extend      ④ solve

問8 As a member of this club, you are expected ( ) the rules.

- ① follow      ② following      ③ followed      ④ to follow

問9 When I arrived at the station, the train ( ). 14

- ① has left                      ② had left                      ③ is leaving                      ④ would have left

問10 The equipment is very delicate, so it must be handled with ( ). 15

- ① care                              ② caring                              ③ careful                              ④ carefully

問11 In this class, you will learn the origin of rock climbing and ( ) it developed as a sport. 16

- ① who                              ② whoever                              ③ how                              ④ however

問12 According to the report, the number of tourists this year is almost double ( ) last year. 17

- ① that of                              ② of                              ③ one of                              ④ it

問13 Icy roads were the ( ) of many traffic accidents in this area. 18

- ① condition                              ② cause                              ③ result                              ④ circumstance

問14 We finally ( ) up with a good idea after a long meeting. 19

- ① came                              ② made                              ③ put                              ④ stood

問15 I always keep an electronic dictionary on my desk so that I can ( ) it at any time. 20

- ① look                              ② draw                              ③ consult                              ④ refer

**第3問** 次の英文(問1～問5)において、下線部とほぼ同じ意味の語を、それぞれ①～④の中から一つずつ選びなさい。

問1 The weather is an important factor in this game. 21

- ① character      ② element      ③ type      ④ substance

問2 She is working to promote awareness of the dangers of climate change. 22

- ① believe      ② forget      ③ encourage      ④ respond

問3 It was obvious that the man was telling a lie. 23

- ① strange      ② clear      ③ natural      ④ possible

問4 The government issued a statement about its policies to the press. 24

- ① released      ② neglected      ③ convinced      ④ supported

問5 Some people think that living in a big city has many advantages. 25

- ① problems      ② subjects      ③ measures      ④ benefits

**第4問** 次の問い(問1～問5)において、それぞれ下の①～⑤の語(句)を並べかえて下線部を補い、AとBの会話を完成しなさい。ただし、解答はそれぞれ2番目と4番目の□に入るものの番号のみを記入しなさい。なお、文頭にくる語も小文字で示してあります。

問1 A : Did my explanation of the new facilities make sense?

B : Yes. 26 27 had.

- ① all the            ② answered        ③ everyone  
④ you                ⑤ questions

問2 A : What are you going to do for our party?

B : I'm going to 28 29 stars and flowers.

- ① shaped            ② like                ③ that                ④ bake cookies    ⑤ are

問3 A : Why did you change the place for the meeting?

B : I 30 31 enough.

- ① didn't            ② be big              ③ it                    ④ think              ⑤ would

問4 A : What do you think of the new computer system?

B : I think it's good because 32 33 it.

- ① of the employees            ② satisfied            ③ are  
④ with                            ⑤ most

問5 A : Have you finished preparing the materials for our presentation?

B : Not yet, 34 35 at the latest.

- ① have them        ② but                ③ ready              ④ I'll                ⑤ by two

(問題は次ページに続く)

**第5問** 次の会話文とグラフを読み、後の問い(問1～問3)に答えなさい。

Ken : How was your trip to France?

Aya : ( 1 ) I was really excited about seeing all the famous art museums and castles. One thing that surprised me, though, was that there were no really tall buildings in the center of Paris.

Ken : That's because Paris has restrictions on the height of buildings.

Aya : Yes, I found that out after I got there. In other ways, Paris seemed like a typical big city, though. There were a lot of people and cars. But we could get to the countryside by bus in about an hour. I loved seeing all the pretty villages. It was really peaceful and relaxing.

Ken : It sounds like you preferred the country to the city.

Aya : ( 2 ) And I was surprised to see so much farmland. I hadn't realized France was an agricultural country.

Ken : As a matter of fact, I just learned about that in social studies class this morning. Take a look at this graph on food self-sufficiency.

Aya : Wow! America and France have never been less than 100 percent food self-sufficient. And France's rate was even higher than America's in the 1990s. That's surprising.

Ken : Yes. It's even more surprising when you consider that most of America's farms are large-scale, unlike the farms in France.

Aya : According to this graph, the food self-sufficiency rate in Japan is low and kept going down in the late 1990s till 2000.

Ken : Yes. There's not a lot of farmland for such a big population. And the number of farmers has gone way down in recent years.

Aya : But I read in the newspaper that more young people are going into farming.

Ken : Really? ( 3 ) Look at the rate for Germany. It's about the same size as Japan, but it has much more farmland. In the 2010s, its food self-sufficiency rate was more than twice that of Japan.

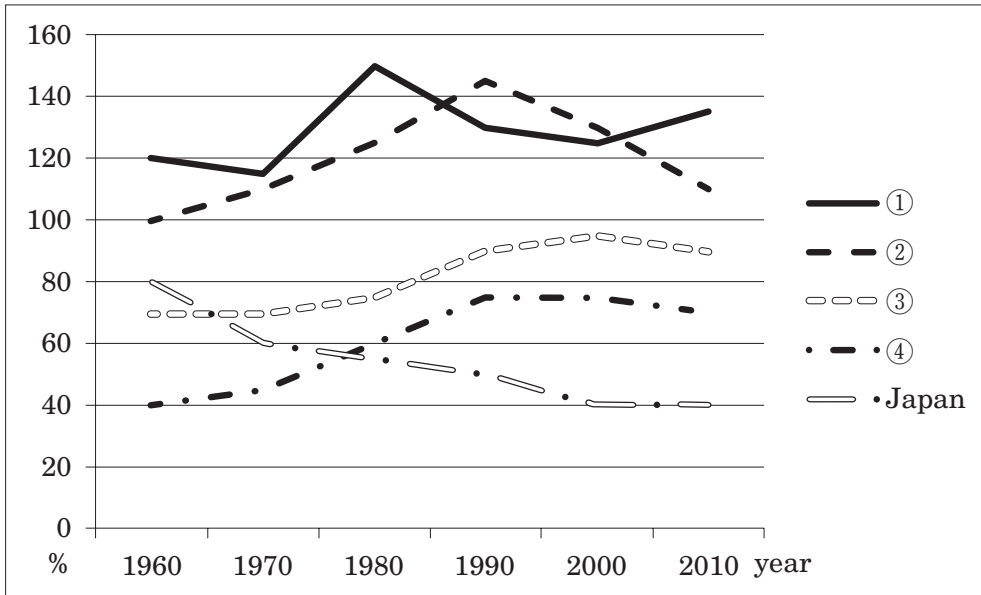
Aya : I see the U.K. is improving. In the 1960s its rate was the lowest, but it kept going up.

Ken : Our teacher said that that's because there's a lot of flat land that can be farmed efficiently.

Aya : This graph is really interesting. ( 4 )



Percentage of Food Self-Sufficiency



Source: NHK Food Debate

問1 空所( 1 )~( 4 )に入れるのに最も適切なものを、それぞれ①~⑨の中から一つずつ選びなさい。ただし、同じものを二度以上用いてはならない。

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

- ① One crop is enough.
- ② Thanks for showing it to me.
- ③ I did, actually.
- ④ It's almost on top.
- ⑤ I hadn't heard that.
- ⑥ What's it used for?
- ⑦ Is it affected by the weather?
- ⑧ It doesn't work.
- ⑨ It was great.

問2 Which of the following correctly shows the countries from ① to ④ in the graph as of 2010?

①

①	U.S.
②	Germany
③	U.K.
④	France

②

①	U.S.
②	France
③	Germany
④	U.K.

③

①	France
②	Germany
③	U.S.
④	U.K.

④

①	France
②	U.S.
③	U.K.
④	Germany

問3 次のそれぞれの文が会話文の内容に合っていれば①を, 合っていなければ②を記入しなさい。

- |  |                                 |
|--|---------------------------------|
| A. There are no limits on the height of structures in Paris.     | <input type="text" value="41"/> |
| B. Before going to France, Aya knew a lot about its agriculture. | <input type="text" value="42"/> |
| C. Ken's social studies class studied food self-sufficiency.     | <input type="text" value="43"/> |
| D. Not much of the food consumed in Japan is grown there.        | <input type="text" value="44"/> |
| E. A large amount of land in the U.K. is suitable for farming.   | <input type="text" value="45"/> |

(問題は次ページに続く)

第6問 次の英文を読み、後の問い(問1～問5)に答えなさい。

There's significant research <sup>(a)</sup>emerging that demonstrates just how important the earliest months of life are to the development of intellectual capacity. Two researchers, Todd Risley and Betty Hart, studied the effects of how parents talk to a child during the first two and a half years of life. After carefully observing and recording all of the interactions between parent and child, they noticed that, on average, parents speak 1,500 words per hour to their young children. "Talkative" (often college-educated) parents spoke 2,100 words to their child, on average. By contrast, (often less-educated) parents spoke only 600 per hour, on average. If you add that up over the first thirty months, the child of "talkative" parents heard 48 million words spoken, compared to the disadvantaged child, who heard only 13 million. The most important time for the children to hear the words, the research suggests, is the first year of life.

Risley and Hart's research followed the children they studied as they <sup>(b)</sup>progressed through school. There was a ( A ) correlation between the number of words spoken to a child, the number of words that they heard in their first thirty months, and their performance on vocabulary and reading comprehension tests as they got older.

And <sup>(1)</sup>it was not just speaking to a child that mattered—the way a parent spoke to a child also had a significant effect. The researchers observed two different types of conversations between parents and infants. One type they called "business language"—such as "Time for a nap," "Let's go for a ride," and "Finish your milk." Such conversations were simple and direct, not rich and complex. Risley and Hart concluded that these types of conversations had limited effect on \*cognitive development.

In contrast, when parents engaged in face-to-face conversation with the child—speaking in fully adult, ( B ) language as if the child could be part of a \*chatty, grown-up conversation—the impact on cognitive development was enormous. These richer interactions they called "language dancing." Language dancing is being chatty, thinking aloud, and commenting on what the child is doing and what the parent is doing or planning to do. "Do you want to wear the blue shirt or the red shirt today?" "Do you think it will rain today?" "Do you remember the time I put your bottle in the oven by mistake?" and so on. Language dancing involves talking to the child about "what if," and "do you remember," and "wouldn't it be nice if"—questions that invite the child to think deeply about what is happening around him. And it has a big effect long before a parent might actually expect a child to understand what is being asked.

In short, when a parent engages in extra talk, many, many more of the \*synaptic

pathways in the child's brain are exercised and refined. Synapses are the points in the brain where a signal is sent from one \*nerve cell to another. In simple <sup>(c)</sup>terms, the more pathways that are created between synapses in the brain, the more efficiently connections are formed. This makes the subsequent patterns of thought easier and faster.

<sup>(2)</sup>This matters. A child who has heard 48 million words in the first three years won't just have 3.7 times as many good connections in its brain as a child who has heard only 13 million words. The effect on brain cells is huge. Each brain cell can be connected to hundreds of other cells by as many as ten thousand synapses. That means children who have been ( C ) to extra talk have a great cognitive advantage.

出典 [from How Will You Measure Your Life? by Clayton M. Christensen, James Allworth, Karen Dillon. Copyright (c) 2012 by Clayton M. Christensen, James Allworth, and Karen Dillon. Used by permission of HarperCollins Publishers.]

注) \*cognitive 「認知」            \*chatty 「おしゃべりな」  
       \*synaptic pathway 「シナプス経路」            \*nerve cell 「神経細胞」

問1 空所( A )～( C )に入れるのに最も適切なものを、それぞれ①～④の中から一つずつ選びなさい。

- |                     |           |             |            |    |
|---------------------|-----------|-------------|------------|----|
| (A) ① vague         | ② distant | ③ strong    | ④ rare     | 46 |
| (B) ① sophisticated | ② silly   | ③ silent    | ④ singular | 47 |
| (C) ① admitted      | ② glanced | ③ protected | ④ exposed  | 48 |

問2 下線部(a)～(c)の語の意味に最も近いものを、それぞれ①～④の中から一つずつ選びなさい。

- |                  |             |             |               |    |
|------------------|-------------|-------------|---------------|----|
| (a) ① appearing  | ② examining | ③ resisting | ④ proving     | 49 |
| (b) ① endured    | ② acquired  | ③ advanced  | ④ experienced | 50 |
| (c) ① situations | ② words     | ③ periods   | ④ issues      | 51 |

問3 下線部(1)の内容として最も適切なものを、①～④の中から一つ選びなさい。 [ 52 ]

- ① speaking to a child was not as important as how a parent spoke to a child
- ② it was more important to make a child speak than to speak to the child
- ③ what was said to a child had a greater influence than how it was said
- ④ speaking to a child and how it was spoken to both had a major impact

問4 下線部(2)の内容として最も適切なものを、①～④の中から一つ選びなさい。 [ 53 ]

- ① The fact that more synaptic pathways make the following patterns of thought easier and faster is important.
- ② The fact that many efficient connections are formed by many pathways is well known.
- ③ The fact that a child who heard 48 million words in the first three years becomes chatty is interesting.
- ④ The fact that the synapses in the brain have an effect on the subsequent patterns of thought is clear.

問5 本文の内容と一致しているものを、①～⑥の中から二つ選びなさい。ただし、解答の順序は問わない。 [ 54 ] [ 55 ]

- ① Risley and Hart discovered that if parents talk to their infant child quickly during the early years, the child develops better intellectual capacity.
- ② Risley and Hart's research shows that talkative parents have a negative influence on their child's performance at school.
- ③ Risley and Hart found that there was a gap of 35 million words over the first thirty months between the advantaged child and the disadvantaged child.
- ④ Risley and Hart concluded that "language dancing" has a lot more impact on cognitive development than "business language."
- ⑤ Synapses are junctions between two nerve cells in the brain and they have little to do with cognitive development.
- ⑥ If children hear many words spoken by their parents, they will not have a cognitive advantage in the future.

(英語の問題は終わり)