

# 英 語 (筆記)

(解答番号  ~ )

第1問 次の問い(A~C)に答えよ。(配点 16)

A 次の問い(問1~3)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のうちから一つずつ選べ。

問1

- ① brother      ② cousin      ③ double      ④ honest

問2

- ① character      ② cheer      ③ chemical      ④ stomach

問3

- ① breath      ② cease      ③ leaf      ④ reason

B 次の問い(問1・問2)において、例にならい、与えられた強勢型を持つ語を、それぞれ下の①~④のうちから一つずつ選べ。

[例] English ● ● (強弱)

問1  ● ● ● (弱強弱)

- ① adequate      ② argument      ③ delicious      ④ utilize

問2  ● ● ● ● (強弱弱弱)

- ① accurately      ② community  
③ mathematics      ④ participartate

C 次の問い(問1～3)において、話者が**太字**で示した語を特に強調して発音した場合、話者が伝えようとした意図はどれが最も適切か。それぞれ下の①～④のうちから一つずつ選べ。

問1 I'm not going to the movie with **John** tomorrow.

- ① I'm going with someone else.
- ② John and I are going next week.
- ③ John and I are going to a baseball game.
- ④ I'm not going and neither is John.

問2 I wonder why my friends didn't tell **me** where the welcome party is going to be held.

- ① I was surprised when the teacher told me.
- ② It seems that everyone else was told all about it.
- ③ My friends told me the date and time of the party.
- ④ My friends told me where the ceremony will take place.

問3 It was the perfect birthday. A huge vase of **roses** was in the middle of the dining table.

- ① I had never seen flowers there before.
- ② On the table was an unbelievably large vase.
- ③ My favorite flowers were on the dining table.
- ④ The vase was right in the center of the table.

第2問 次の問い(A～C)に答えよ。(配点 44)

A 次の問い(問1～10)の  ～  に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問1 The soccer game was shown on a big screen in front of  audience.

- ① a large      ② a lot of      ③ many      ④ much

問2 I am afraid I am not prepared to  the risk of losing all my money.

- ① catch      ② deal      ③ put      ④ take

問3 The catalog  that this year's model is slightly cheaper than last year's.

- ① says      ② speaks      ③ talks      ④ tells

問4 For their safety and the safety of others, drivers must  the traffic rules.

- ① observe      ② overlook      ③ test      ④ violate

問5 I think he is a very intelligent person,  many people don't agree with me.

- ① but      ② for      ③ which      ④ who

問 6  his advice, we would never have finished the work on time.

- ① Accepted      ② Excluding      ③ Not for      ④ Without

問 7 The price on the tag  the 5% consumption tax.

- ① charges      ② consists      ③ describes      ④ includes

問 8 Michael works very hard. That's  I respect him.

- ① how      ② the person      ③ the thing      ④ why

問 9 If you like this apple pie so much,  make one yourself? I'll give you the recipe.

- ① how about      ② how come you  
③ what do you say to      ④ why don't you

問10 It has been hard to concentrate on my studies lately because a road  in front of my house.

- ① builds      ② has built  
③ is being built      ④ is building

B 次の問い(問1～3)の会話の  ～  に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問1 Akira: Is everything OK? What's the matter?

David: I think I deleted that document we were working on.

Akira:

David: What a relief! But I will need to be a lot more careful from now on.

- ① Hold it! Which document are you talking about?
- ② Oh no! We'll have to start all over again.
- ③ Relax! I made a copy of it earlier today.
- ④ Too bad! It should have been finished an hour ago.

問2 Ms. Jones: Hello, Kazuko. What can I do for you?

Kazuko: I was wondering if we could meet earlier than we planned, maybe on the 27th.

Ms. Jones:

Kazuko: But I really need to see you before that.

- ① Can I ask you why?
- ② Oh, I'll be away until the 29th.
- ③ OK. I've got time right now.
- ④ What time are you thinking of?

問 3 Jack: Let's go to that Italian restaurant I was telling you about.

Kayo:

Jack: We could, but it might be hard to find parking.

Kayo: In that case, let's just get a taxi.

- ① Excellent! We're finally going!
- ② Fantastic! How are we getting there?
- ③ Great idea! But our car is in the garage now.
- ④ Sounds great! Shall we take my car?

C 次の問い(問1～3)において、それぞれ下の①～⑤の語句を並べかえて空所を補い、文を完成させよ。ただし、解答は  ～  に入れるものの番号のみを答えよ。

問 1 Has it really been that long? It   when we last met.

- ① it
- ② only yesterday
- ③ seems to me
- ④ that
- ⑤ was

問 2 There is not much we can do now. I'll   get more information.

- ① I
- ② know
- ③ let
- ④ when
- ⑤ you

問 3 Do you remember where that bicycle shop was? Something   I bought at the sale.

- ① gone
- ② has
- ③ the bicycle
- ④ with
- ⑤ wrong

第3問 次の問い(A～C)に答えよ。(配点 44)

A 次の問い(問1・問2)の英文を読み、下線部の語句の意味をそれぞれの文章から推測し、・に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問1

Ted and Kathy were talking about the local election. They had not yet decided for which candidate they would vote. Ted said to Kathy, "I want to vote for a candidate who will try to reduce unemployment." Kathy nodded and said, "Many people have been arguing for or against the issue of building a nuclear power plant here, but still nothing has been done, so I'll vote for a candidate who will try to resolve it." Ted said, "Yes, indeed, that has been a real hot potato in this town for several years."

In this passage, "a real hot potato" means .

- ① an issue no one wants to handle
- ② a plan no one thinks useful
- ③ a problem no one feels important
- ④ a question no one understands

問 2

Paul and Brian are fond of fishing. Now they want to try fishing in an area which they hear is really nice and where they can catch wonderful salmon. The only trouble is that they might accidentally fish in an area where they do not have permission to fish. If that happened, they would be poaching salmon and the consequences might not be good. They are wondering whether they should go or not.

In this passage, the meaning of poaching is 

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- ① carefully protecting
- ② catching illegally
- ③ partially cooking
- ④ dropping into a hole



- B 次の英文は、学校新聞に載った、服装規定についての記事である。三人の生徒の意見の要約(  ~  )として最も適当なものを、それぞれ下の①~④のうちから一つずつ選べ。

The topic for this week's "Speak Out" column is whether there should be a mandatory dress code in our school. The first opinion selected was sent in by Monica Molina, a tenth grader. She writes:

There needs to be some limitation to what students can wear to school. Without a dress code students could wear clothing that is offensive, inappropriate, distracting, or threatening. Clothing with offensive slogans and pictures that promote drugs, alcohol and smoking should not be allowed. Pictures and slogans which are offensive to race and gender should not be allowed, either. Clothing with distracting pictures or writing could take students' attention away from studying, which is why students are here. Clothing with messages, writing or pictures that are threatening to students or teachers shouldn't be worn. Being in a school with no dress code would be very bad. A dress code should be made, taking into consideration everyone who studies and works in the school.

- ① A lot of students wear clothing that is threatening to others.
- ② Clothing that has writing which encourages smoking is not so bad.
- ③ Dress rules should protect everyone in school from being offended.
- ④ Most students don't wear appropriate clothing to school.

Our next opinion was submitted by Kishan Santha, an eleventh grader, who says:

Students should be free to choose what they want to wear to school. Granted, there are some shirts that have offensive writing on them but the majority of messages are not offensive. Most messages do not negatively affect our learning and attention in class. If we have a dress code at all, it should state that students cannot wear clothes with insulting words on them. But, that is it. I'm sure that whether there is a dress code or not, my friends will wear what they know is fine and appropriate in school. Teachers should trust us to be able to determine whether or not the clothes we decide to wear are appropriate.

- ① A dress code cannot prevent students from wearing clothing with offensive messages.
- ② In most cases, students can determine what clothing is acceptable to wear to school.
- ③ Teachers can be trusted to make a dress code that students will accept.
- ④ Students should be encouraged to make a school dress code for themselves.

The third opinion selected was written by Kim Higgins, a twelfth grader. She says:

I believe that students can express themselves with their clothing. However, there should be some kind of dress code at school. It should not be a strict code, but a realistic one that everyone can follow. A rule that I find reasonable is that a shirt or blouse should not be so short that part of the person's body can be seen. It particularly bothers some people when they can see someone else's bare stomach. Also, we should not have to see other people's underwear. This offends some people and can be considered insulting. If we don't have school dress rules, with today's fashion, things could get out of control.

- ① Clothing is not a good way for students to show their feelings.
- ② Current dress styles don't require a specific school dress code.
- ③ Showing one's stomach is fashionable and not so offensive.
- ④ Some guidance is needed to help students dress with moderation.

We would like to thank Monica, Kishan and Kim for submitting their opinions to "Speak Out." They have given us a number of important points that we must consider seriously before everyone votes on this policy.

- C 次の文章の  ～  に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

A role model is an ideal person whom we admire. Role models may have various backgrounds and ways of looking at things. However, they all inspire others through their actions. I would like to introduce two people I admire.

Mr. Chico Mendes is one of my role models. He was born in the Amazon region in 1944 to a poor Brazilian family that had farmed rubber from rubber trees for many generations. They loved the rainforest and . However, mining companies and cattle ranchers started destroying the Amazon rainforest which is more than 180 million years old. They burned and cut down hundreds of thousands of trees, endangering the living environment of the people there. Chico began a movement that organized ordinary workers to oppose those harmful practices. The movement , as Chico's efforts led people in other countries to protect the earth's forests and the forests' native inhabitants. Mr. Chico Mendes is a role model for me because of his courage, dedication and self-sacrificing work to protect not only the Amazon rainforest, but the natural environment of the entire planet.

Dr. Mae Jemison, the first Afro-American female astronaut to travel into space, is my other role model. Mae was born into a middle-class American family. She entered university at the age of 16, and went on to receive degrees in Chemical Engineering, African-American Studies and Medicine. She became a fluent speaker of Japanese, Russian and Swahili. In 1992, she was the science mission specialist on the space shuttle Endeavour, on a cooperative mission between the U.S. and Japan. , Dr. Jemison has used her education to improve the lives of others by providing primary medical care to poor people. She has helped countless people through various educational and medical projects.

The main characteristics of my two role models are that they sympathize with other people's distress and are committed to improving the world by helping others. They are caring people who use their potential to benefit the world, making it a better place.

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- ① did not tell outsiders the location of their trees
- ② did not want strangers living anywhere near them
- ③ protected the indigenous tribes from being killed
- ④ used its resources in a way that did not destroy it

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- ① eventually spread to other parts of the world
- ② remained basically a problem for Brazilian people
- ③ was especially concerned with global warming
- ④ was focused mainly on the Amazon rubber trees

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- ① A compassionate person
- ② Because she loved traveling
- ③ In order to gain experience
- ④ Wanting an adventure

**第4問** 次の問い(A・B)に答えよ。(配点 36)

A 次の文章と表を読み、下の問い(問1～3)に対する答えとして最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

Satellites are very closely tied to our daily lives. The best example of this is weather observation satellites. During a weather forecast on television, you can see images of cloud patterns over Japan from the Himawari satellite.

In fact, the table below shows the satellite in use in mid-2007 was the sixth in the Himawari series, which stretches back to 1977. The six Himawari satellites have each had different characteristics.

Name	Launch date	Launch site	Rocket	Weight (kg)	Period of service
<b>Himawari 1</b>	July 14, 1977	Florida, USA	Delta	325	April 1978– June 1984
<b>Himawari 2</b>	August 11, 1981	Tanegashima, Japan	N-II	296	April 1982– September 1984
<b>Himawari 3</b>	August 3, 1984	Tanegashima, Japan	N-II	303	September 1984– December 1989
<b>Himawari 4</b>	September 6, 1989	Tanegashima, Japan	H-I	325	December 1989– June 1995
<b>Himawari 5</b>	March 18, 1995	Tanegashima, Japan	H-II	344	June 1995– May 2003
<b>Himawari 6</b>	February 26, 2005	Tanegashima, Japan	H-II A	1,250	June 2005–

Data correct as of June, 2007

Most of the satellites in the Himawari series have had 36 of around six years. However, Himawari 2's operations were taken over by Himawari 3 after less than three years, and the lifetime of Himawari 5 was extended after there was trouble in launching a new rocket. In 2003, Himawari 5 could no

longer be used, which meant there was no functional Himawari satellite in space. As a result, information from an American satellite was used for two years. In 2005, Himawari 6 was launched and the supply of weather photos from Japanese satellites resumed.

Although most of the satellites in this series have been a similar size and weight, Himawari 6 is much bigger than the previous ones as it has air-traffic control as well as weather observation functions. It is the first of a new generation of multi-function satellites.

問 1 From the information in the passage and table, which of the following is the most appropriate for the blank? 

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- ① a launch date
- ② an operating lifetime
- ③ an out-of-service period
- ④ a repair time

問 2 Which of the following is true about Himawari 6? 

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- ① It is bigger than the others because it has additional functions.
- ② It is just five times the weight of Himawari 1.
- ③ It was taken into space by a Delta rocket from a launch site in Florida.
- ④ It went into service immediately after its launch.

問 3 How did Japan get satellite weather data after 2003? 

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- ① An American satellite provided Japan with data.
- ② Functional Himawari satellites collected data.
- ③ Himawari 5 was repaired and reused.
- ④ Himawari 6 was launched immediately.

B 次ページの広告に関する次の問い(問1～3)を読み,  ～  に入れるのに最も適当なものを, それぞれ下の①～④のうちから一つずつ選べ。

問1 According to the advertisement, students are required to  at the start of their course.

- ① have reserved a hotel room
- ② bring money for their tuition fees
- ③ take an English placement test
- ④ visit the office with their sponsors

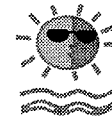
問2 A student who pays the tuition for the two-week course and the accommodation fee for a single room at the beginning of June should send a total amount of  dollars.

- ① 870
- ② 920
- ③ 1,120
- ④ 1,170

問3 Students who decide not to join the Summer Camp must tell the office by , or they cannot have a refund.

- ① May 15
- ② June 15
- ③ June 30
- ④ July 28

## English Summer Camps 2008



San Diego Seaside College is proud once again to sponsor one- and two-week English Summer Camps for high school students from all over the world who are interested in brushing up their English skills. Classes are offered at five levels, from basic to advanced. Students are tested on arrival and placed in the level appropriate to their language ability. Each class has a maximum of 14 students. In the classroom, lessons focus on student interaction while teachers provide feedback and support.

### Tuition Fees

The basic tuition fee depends on how early you pay.

#### One-week Course (Monday, July 28—Friday, August 1):

- \$310 if we receive the full amount by May 15
- \$360 otherwise

#### Two-week Course (Monday, July 28—Friday, August 8):

- \$620 if we receive the full amount by May 15
- \$670 otherwise

The full payment must be received before the beginning of the courses.

### Accommodations

We can provide housing in our student residence, Peter Olsen House. Breakfast & dinner, 7 days a week.

Single room: \$250 per week

Twin room: \$160 per person, per week

You should reserve your accommodations before May 15 and all accommodation fees must be paid in full before June 15.

### Cancellation

If you have to withdraw from the camp after you have been accepted, but no later than June 30, then all the fees you have paid will be returned. If you have to withdraw after June 30, we regret that we cannot return any fees.

### How to Apply

Fill out an application form and send it to us at <esc@sdsc.edu>.

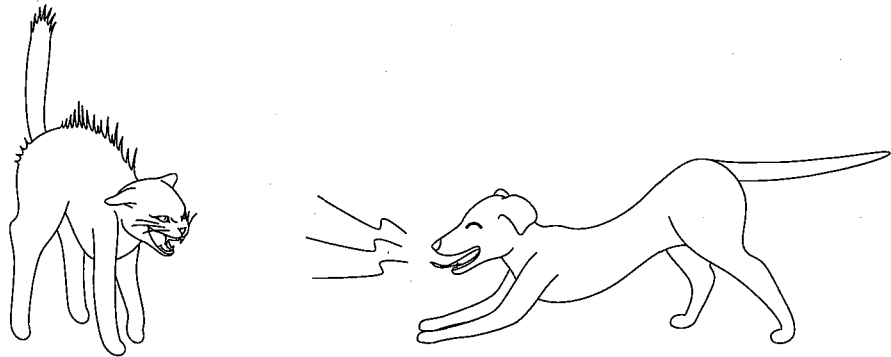
***Visit the Golden State this summer and make yourself shine at English!***



第5問 次の問い(A～C)に答えよ。(配点 18)

A 次の絵の説明として最も適切な記述を、下の①～④のうちから一つ選べ。

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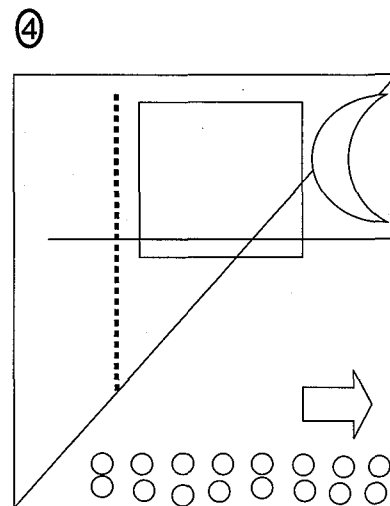
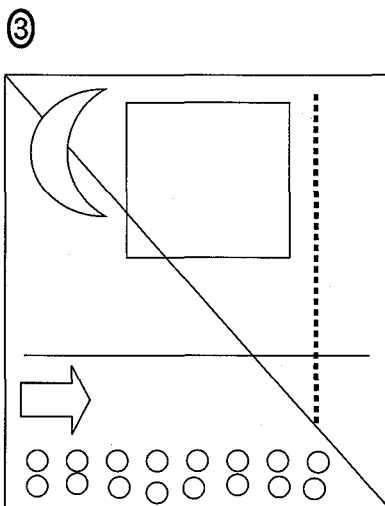
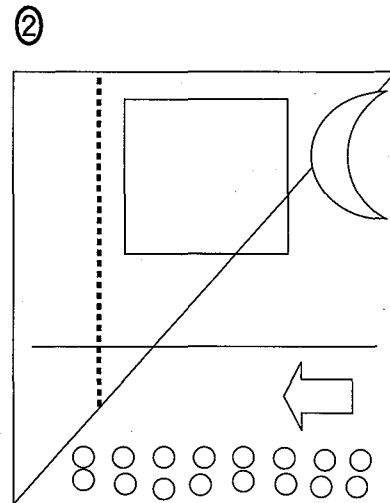
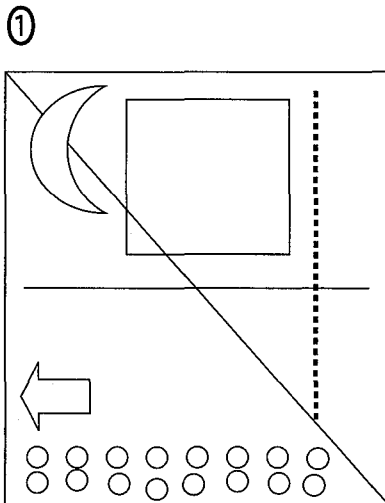


- ① This picture illustrates a defense strategy common to both humans and other animals in which, to avoid danger or aggression, they escape the area as quickly as possible.
- ② This picture illustrates a defensive response against a potential enemy, in which the fur of an animal's body stands up, making the animal look larger and more frightening.
- ③ This picture illustrates a method of protection utilized by many animals, in which they change their shape or color to match their immediate surroundings and become more difficult to find.
- ④ This picture illustrates a protective method by which an animal reacts to an aggressive animal by imitating precisely the pose and other behavior of that animal.

B 次の文章にあう絵として最も適当なものを、下の①～④のうちから一つ選べ。

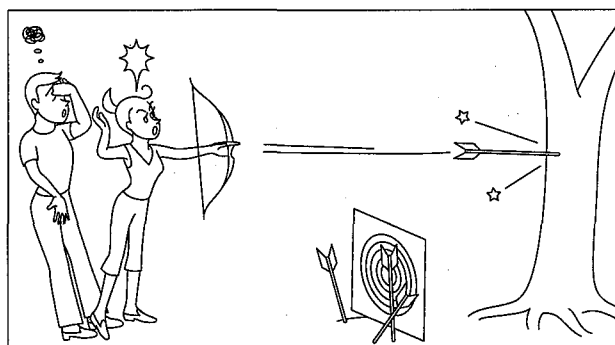
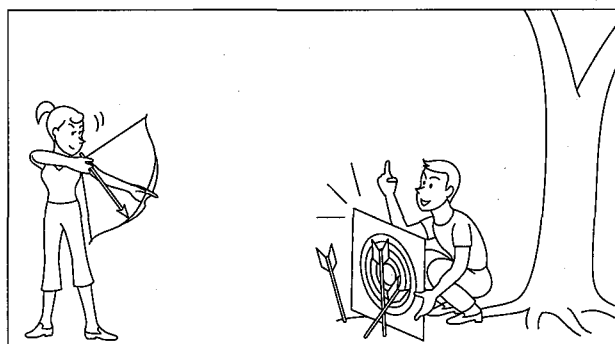
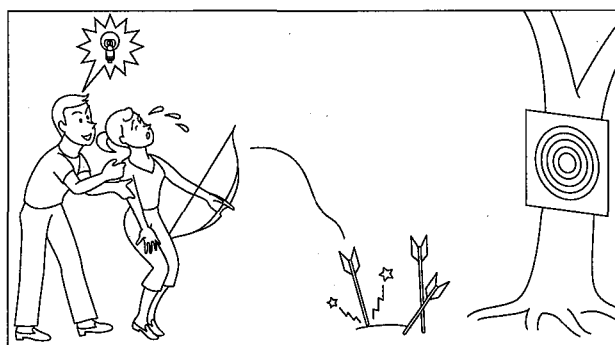
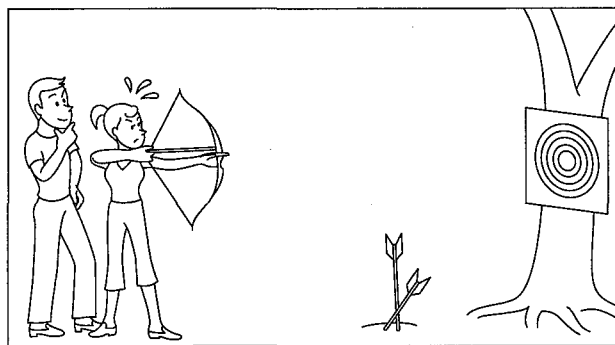
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There are two rows of circles at the bottom of this abstract painting. In the upper section, there is a large square, and to the right of it a vertical dotted line. A solid line goes from the upper left-hand corner to the lower right-hand corner. It is crossed by a horizontal line in the lower half of the painting. There is a moon shape to the left of the square and an arrow below the horizontal line, pointing toward the dotted line.



C 次の漫画の内容に最も近いものを、下の①～④のうちから一つ選べ。

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- ① A young woman is practicing for an archery event while her brother watches. However, when the woman shoots her arrow, it falls short in front of the target. Her brother tries to help her by moving the target to the place where the arrow fell. Surprisingly, she then shoots the arrow to the very place the target had been before.
- ② A young woman is practicing her skills with a bow and arrow as her brother watches. When she misses the target, both of them are very surprised because she is usually accurate. Her brother helpfully collects her gear so she can practice again some other time. However, the woman and her brother are upset because they cannot reach the arrow in the tree.
- ③ In order to develop her skill in archery, a young woman practices hard. At first, she and her brother are greatly disappointed because the arrow never hits the target. After her brother tries to help by shortening the distance to the target, she gradually hits the target more and more often. Indeed, now they are greatly surprised whenever she misses the target.
- ④ One day, a young woman goes with her brother to improve her skill in archery. She and her brother are disappointed at her lack of accuracy in this sport. She never gives up trying, however, and she practices hard. Finally, she manages to successfully hit the tree with her arrow, and they are both delighted.

**第6問** 次の文章を読み、下の問い(問1～7)の  ～  に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。なお、(1)～(7)は段落の番号を表している。(配点 42)

- (1) My niece, Ann, is in her third year at university. She has recently started her job search. When she entered the university, she wanted to be an architect and planned to apply for work in an architectural firm. But as she prepared for her job search, she learned that the way people work has changed a lot in the last few years. She discovered that much of the change has occurred because of what is called the IT Revolution. The “IT (Information Technology) Revolution” refers to the dramatic change in the way information is perceived and used in today’s world.
- (2) Over the past 12 to 15 years, the amount and types of data available on the Internet and, in particular, the speed at which we can process the data, have increased to an extent few people could have imagined. These developments have led to new ways of thinking about how we use information and how we work in information-rich environments. Simply put, doing business no longer relies on location; new information-sharing software has made cooperation at a distance convenient and efficient.
- (3) As a result, many new business models have appeared. One such model is a large corporation arranging to have another company, often located in a different country, perform essential tasks. This became possible with the growth of reliable and secure communications and the ability to move massive amounts of data over long distances in an instant. An early example of this arrangement is in the field of accounting. A company in the United States, for instance, first scans all its bills, orders, and wage payments into the computer and sends the documents to an accounting center in, say, Costa Rica. Basic accounting activity is then carried out at that site. Next, the data is returned via the Internet to the original company, where high-level analysis is done.
- (4) Another example of this type of arrangement is reliance on overseas call centers, which have become increasingly common. It has become possible for a telephone operator in India to answer a customer-service call from

anywhere in the world, respond directly to the customer and offer a satisfactory solution, at a far lower cost to the company than ever before. Many large companies now depend on such call centers. Today in Japan, when you call a toll-free number, there is a chance that someone in Chingtao, China will answer the phone in Japanese to help solve your problem.

(5) A second business model made possible by the IT Revolution is one in which work is divided into smaller, more specific tasks performed by individuals in different geographical locations. For example, freelance specialists who may be living at a great distance from each other can work together to produce a new semiconductor design. A member of the group living in California does some initial work on the project and uploads the result onto a server. A colleague in Japan spends the day making further additions to the design. Next, someone in Israel accesses it and does his/her portion of the job. Finally the group member in California downloads it and gives it a final check. Thus, freelance specialists in different parts of the world collaborate to complete a single project.

(6) A similar example is that of a commercial artist who works in the privacy of her beachside home in Hawaii to create a mail-order catalog for a client in Paris. She uses pictures taken by a photographer in Australia, adds text composed by a writer in Canada, includes artwork she created on her computer, and sends the finished product out to the client for final approval. All this is done digitally and according to each worker's own schedule. In this way, the best talent in the world can be chosen for each task.

(7) With the knowledge she has acquired in the course of her job search, Ann now understands how the nature of work has changed as a result of the IT Revolution. Although she is still interested in architecture, Ann now realizes that this field offers a broader variety of opportunities. Rather than studying architectural design itself, Ann has decided to become an expert in the specifications and materials that architects need for their designs. She also now knows that there is often not enough work in one office for a specialist of this type. However, she is confident she can work as a freelance specialist in collaboration with a variety of people in different countries. Ann now looks forward to taking advantage of the career opportunities that the IT Revolution has opened up.

問 1 Ann realized that people today work in ways unimagined before because

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- ① the amount of data on the Internet can no longer be dealt with effectively
- ② the demand for architects has risen sharply over the last couple of decades
- ③ they think the impact of the IT Revolution is already a thing of the past
- ④ they deal with information entirely differently than in the past

問 2 The statement “doing business no longer relies on location” implies that

46 .

- ① business people must be physically close to each other to do their work
- ② business people need to travel abroad more often in order to do their jobs
- ③ people feel that using information is more important than making profits
- ④ people who are not in the same place can successfully work as a team

問 3 In the example described in paragraph (3), the initial work takes place

47 .

- ① in the United States and the work is completed in Costa Rica
- ② in Costa Rica and the work is completed in the United States
- ③ in the United States, some work is done in Costa Rica, and the work is completed in the United States
- ④ in Costa Rica, some work is done in the United States, and the work is completed in Costa Rica

問 4 According to paragraph (4), the IT Revolution has 48.

- ① not reduced the cost of doing business
- ② influenced where companies locate their call centers
- ③ increased the demand for people who speak Chinese
- ④ eliminated the need for call centers

問 5 If we divide paragraphs (3) through (7) into three groups according to their topics, which grouping is most appropriate? 49

	Group 1	Group 2	Group 3
①	(3)	(4) (5)	(6) (7)
②	(3) (4)	(5) (6)	(7)
③	(3) (4)	(5)	(6) (7)
④	(3)	(4) (5) (6)	(7)

問 6 When Ann begins working, she 50.

- ① may not be in the same office as the people she works with
- ② will be working at a newly designed toll-free call center
- ③ is likely to move to the city where her employer is located
- ④ wants to join a company where she can stay until retirement

問 7 Discussed in the article is the IT Revolution's 51.

- ① enormous impact on the way workers, rather than companies, think about work
- ② limited impact on the way workers, rather than companies, think about work
- ③ profound impact on the way workers and companies think about work
- ④ slight impact on the way workers and companies think about work