

I 以下の(1)～(8)について空欄に入る最も適切な単語または語句を、選択肢①～④の中から一つ選び、それぞれマークシートの1～8にマークしなさい。

(1) She is used to () early after she married.

- ① get up ② rise ③ getting up ④ get risen

(2) The cat narrowly escaped () run over by a car.

- ① being ② from ③ from be ④ been

(3) There have rarely been so many good movies played in our town,()?

- ① haven't there ② haven't they ③ have there ④ have they

(4) The problem has () simply on account of our negligence.

- ① aroused ② arisen ③ arose ④ raised

(5) He promised to come, but hasn't () yet.

- ① turned in ② turned here ③ turned over ④ turned up

(6) His shoes were so worn out that his () were sticking out of them.

- ① toes ② fingers ③ nails ④ thumbs

(7) Don't keep changing your friends; make a few good friends and () to them.

- ① keep ② hold ③ put up ④ stick

(8) There was no () of life in that old house.

- ① sound ② sign ③ air ④ breath

II 以下の会話文の空欄(9)～(13)に入る最も適切な語または語句を、選択肢①～④の中から一つ選び、それぞれマークシートの 9～13 にマークしなさい。

Keidai Chiba and his friend Agnes have just left a movie theater and are walking home discussing the film they have just seen.

<Conversation>

Keidai: So, what did you think?

Agnes: I'm still a bit overwhelmed. I've never seen a movie like that before. I (9) know what to say.

Keidai: Me either. But my first reaction is that it was the greatest movie I've ever seen.

Agnes: You too? That's exactly what I was thinking.

Keidai: Everything about it was perfect. The story was wonderful. I have never been that moved before. I know I cried two or three times. I couldn't (10) it. And I was on the edge of my seat the whole time.

Agnes: I know what you mean. What impressed me is that the movie could have been so depressing what with all that killing and suffering.

Keidai: But it wasn't depressing at all. Disgusting, but not depressing. In fact, I (11) it just the opposite—uplifting.

Agnes: I know. Isn't it odd? People are capable of such horrible things, but they can also act courageously and nobly. It made you ashamed and proud to be a human being at the same time.

Keidai: I had no idea the director was such a genius. Until now his movies have been only fun and entertaining...

Agnes: But this one is in a class by (12). To my mind, it's a major work of art.

Keidai: Oh, I agree 100%. And a very important political and social statement, as well. It shows you how dangerous it is to hate and look down on others.

Agnes: And to blame others for all your troubles. All over the world, that's what people are doing right now—killing each other in the name of nationalism. How tragic.

Keidai: Well, maybe this movie will have an impact. Maybe it will (13) teach us to respect or at least tolerate other cultures.

(9)	① could	② hardly	③ have to	④ would
(10)	① make	② get	③ help	④ want
(11)	① found	② gave	③ got	④ kept
(12)	① yourself	② myself	③ ourselves	④ itself
(13)	① make	② help	③ get	④ want

III 次の文中の(14)～(18)の空欄に入る表現を、それぞれの番号に与えられている 1～5 の単語または語句を文意にそうように並べ替えて作りなさい。そして 2 番目と 4 番目にくる最も適切な組み合わせを選択肢①～④の中から一つ選び、その番号をマークシートの 14～18 にマークしなさい。なお 2/3 とは、2 番目が 2 で、4 番目が 3 という意味です。ただし 1～5 の単語や語句については文頭に来る語も小文字で示してあります。

What are “parasitic singles”?

Nowadays many Japanese women in their late 20s and early 30s are choosing not to marry and to continue to live with their parents. (14). These women (and some men) are known as “parasitic singles.” Why do they choose this lifestyle?

Firstly, (15). They can spend money on hobbies, education, eating out, and traveling, for example, instead of on rent and other expenses. They also don’t need to be bothered with domestic chores, such as cleaning, laundry, and cooking.

Secondly, high unemployment rates can force young people to live with their parents. They may lose their jobs tomorrow, and may not be able to find their next job right away. (16).

Thirdly, (17). They feel lonely when their children leave the family “nest.”

And last but not least, (18).

- (14) 1. enjoy their own lives 2. worrying about 3. they can
4. without 5. money and domestic chores

- ① 2/1 ② 1/2 ③ 2/4 ④ 4/5

- (15) 1. the best way 2. and enjoy life 3. they think
4. to save money 5. it is

- ① 1/4 ② 1/5 ③ 4/3 ④ 5/4

- (16) 1. for them 2. therefore it 3. to live 4. may be safer
5. with their parents

- ① 2/3 ② 1/4 ③ 4/3 ④ 5/1

- (17) 1. parents also 2. to live 3. want 4. with them
5. their children

- ① 3/2 ② 3/4 ③ 1/4 ④ 4/3

- (18) 1. it once was 2. marriage 3. so important to
4. may not be 5. young women as

- ① 1/4 ② 3/4 ③ 2/3 ④ 4/5

IV 次の英文の(19)～(23)の空欄に入る最も適切な表現を選択肢①～④の中から一つ選び、それぞれマークシートの 19～23 にマークしなさい。

While (19) a movie or TV drama, if certain products appeared again and again in scene after scene, would you want to buy them? In scenes set in an office, for example, a famous movie star (20) a smart, capable character turns on his Apple laptop computer prominently (21) its famous Apple logo. A great number of viewers may think the star uses the same Apple laptop computer in (22) life, and may even be persuaded to buy one themselves. This is an (23) technique called “product placement.”

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|------|--------------|-------------|---------------|-----------|
| (19) | ① watched | ② watch | ③ watching | ④ watcher |
| (20) | ① playing | ② played | ③ plays | ④ player |
| (21) | ① promising | ② keeping | ③ serving | ④ showing |
| (22) | ① realism | ② real | ③ really | ④ reality |
| (23) | ① advertised | ② advertise | ③ advertising | ④ adverb |

V 次の英文を読み、(24)～(28)の空欄に入る最も適切な語または語句を選択肢①～④の中から一つ選び、それぞれマークシートの 24～28 にマークしなさい。

During “Registration,” you must read syllabuses or course descriptions to help you decide which courses to take. When you sign up, always take the teacher, textbook, course requirements, and grading system into consideration. Suppose you want to take an English conversation course. Which one of these courses would interest you?

Oral English Communication I Dr. Peter Cruise Textbook: handouts

In this introductory class, students will talk about everyday topics such as hobbies, interests, part-time jobs, and student life, and will learn basic conversational phrases through pair and group work. Active participation is encouraged. Class meets twice a week. Students will take a mid-term test (a group interview) and a final test (an individual interview).

Oral English Communication II Dr. Paul Churchill Textbook: TBA

This is an intermediate-level course. Students must have completed Oral English Communication I. The course aims to help students improve their listening and speaking skills. In each class, after viewing DVD clips or surfing the Internet, students will discuss a variety of topics, including sports, health, travel, and social problems. Some of the learning materials are downloadable. At the end of the course, students will take an oral interview test and give a final presentation.

Business communication I Dr. Jane Carnegie Textbook: *Introductory Business*

This course is an upper-intermediate level course, with a focus on business English.

Topics cover job hunting, telephone conversations, business meetings, overseas business trips, etc. Students will learn basic business-related vocabulary and phrases. As homework assignments, students are occasionally required to read and write business letters. Grading is based on homework assignments, quizzes, and a final written and oral test.

(24) Syllabuses or course () help students decide which courses to sign up for.

- ① descriptions
- ② evaluations
- ③ registrations
- ④ reviews

(25) The word *requirements* in line 3 means what students ().

- ① like to do
- ② hate to do
- ③ need to do
- ④ want to do

(26) Students who take Oral English Communication I will mainly discuss ().

- ① business matters
- ② everyday topics
- ③ social problems
- ④ any topics that the participants choose

(27) In Oral English Communication II, students are supposed to () after viewing DVD clips.

- ① surf the Internet
- ② engage in discussion
- ③ give a presentation
- ④ take a test

(28) Students need to () in Business Communication I.

- ① download learning materials
- ② hand in a research paper
- ③ search the Internet
- ④ write business letters

VI

 次の文章の内容を踏まえて、(29)～(33)の文中の空欄に入る最も適切なものを選択肢①～④の中から一つ選び、それぞれマークシートの 29～33 にマークしなさい。

“Global warming” has been a familiar word for several decades now. It is widely believed that the earth is growing warmer year by year. However, some scientists have suggested that the opposite is happening: the earth is actually cooling down.

Many scientists have agreed that the surface temperature of the earth has been rising, with a particularly noticeable acceleration in the last two decades. The most likely explanation for this phenomenon is the effect of pollution caused by human activities. Emissions from industry and fossil fuel-powered vehicles have altered the chemical composition of the atmosphere, resulting in a buildup of greenhouse gases — primarily carbon dioxide*, methane* and nitrous oxide*. Particles of these gases trap the earth’s heat within the atmosphere, thus raising global temperatures.

For many years, these hypotheses remained unproven. But by the mid-80s there was undeniable evidence that our planet was getting hotter. So when, in 1989, Professor Atsuma Ohmura at the Swiss Federal Institute of Technology first publicized his theory that the earth was in fact cooling, the scientific world was already wedded to the idea of global warming, and Ohmura’s claims were ignored. The effect Ohmura discovered is now called “global dimming.” Records show that over the past 50 years the average amount of sunlight reaching the surface of the earth has been falling at a rate of almost 3% per decade. Does this mean that the sun’s energy is diminishing? Fortunately, no. In fact, there has been an increase in the overall amount of solar radiation over the past 150 years. Therefore, the fault

must lie in our atmosphere: some change has occurred that prevents sunlight from reaching the earth's surface. Again, the explanation for this could be air pollution. Tiny particles of soot*, or chemical compounds such as sulphates*, reflect sunlight and also promote the formation of larger, longer-lasting clouds. This "dimming" works to cool the earth down.

If this trend continues, the potential disastrous effects on human life are obvious. Unfortunately, we don't yet have enough data to be able to confirm whether or not the global dimming phenomenon is still with us. We must wait for the results of further studies. However, we should never forget that, whether the earth is warming or cooling, the likely explanation in either case is air pollution caused by us.

* carbon dioxide 二酸化炭素 methane メタン nitrous oxide 亜酸化窒素 soot すず
sulphates 硫酸塩

(29) The majority of people and scientists believe that the earth is ().

- ① cooling down
- ② getting warmer
- ③ getting bigger
- ④ getting smaller

(30) Global warming is the result of ().

- ① a natural phenomenon
- ② man-made phenomenon
- ③ social factors
- ④ unpredictable developments

(31) Professor Ohmura's discovery in 1989 ().

- ① was well received
- ② drew scientists' attention
- ③ influenced many scientists
- ④ was paid little attention

(32) The cause of global dimming is ().

- ① something that has happened in our atmosphere
- ② something that happened in outer space
- ③ the sun's diminishing energy
- ④ increased solar radiation

(33) Whether the earth is warming or cooling, the cause in either case is ().

- ① uncertain
- ② air pollution by our planet itself
- ③ by no means air pollution caused by us
- ④ probably the air pollution by humankind

模範解答は以下のとおり

1	3
2	1
3	3
4	2
5	4
6	1
7	4
8	2
9	2
10	3
11	1
12	4
13	2
14	2
15	4
16	3
17	1
18	4
19	3
20	1
21	4
22	2
23	3
24	1
25	3
26	2
27	2

28	4
29	2
30	2
31	4
32	1
33	4