

受験番号					氏名	
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2013 年度

英 語

注 意 事 項

1. 試験開始の合図があるまで、この問題冊子を開いてはいけない。
2. この問題冊子は 12 頁ある。試験開始後、頁の落丁・乱丁及び印刷不鮮明、また解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に知らせること。
3. 監督者の指示にしたがって解答用紙の下記の該当欄にそれぞれ正しく記入し、マークせよ。

① 受験番号欄

受験番号を 4 ケタで記入し、さらにその下のマーク欄に該当する 4 ケタをマークせよ。(例) 受験番号 0025 番 →

0	0	2	5
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 と記入。

② 氏名欄 氏名・フリガナを記入せよ。

4. 受験番号が正しくマークされていない場合は、採点できないことがある。
5. 解答は、解答用紙の解答欄に HB 鉛筆で正確にマークせよ。


例えば

30

 と表示された問題の正答として④を選んだ場合は、次の(例)のように解答番号 30 の解答欄の④を濃く完全にマークせよ。薄いもの、あるいは不完全なものは解答したことにはならない。

(例)

解答番号	解 答 欄									
30	①	②	③	●	⑤	⑥	⑦	⑧	⑨	⑩

6. 解答を修正する場合は必ず「消しゴム」であとが残らないように完全に消すこと。鉛筆の色や消しくずが残ったり、 のような消し方などをした場合は、修正したことにならない。
7. 解答はそれぞれの解答番号につき 1 個だけ選ぶこと。2 個以上マークした場合は無解答とみなされる。
8. 試験終了後、問題冊子および解答用紙を机上に置き、試験監督者の指示に従い退場しなさい。

第1問 次の 1 ~ 5 の各群の単語①~⑤のうちから、下線部の発音が他の4つと異なるものを1つずつ選びなさい。

1

- | | | |
|---------------------|-------------------|-------------------|
| ① <u>a</u> che | ② cha <u>o</u> s | ③ dec <u>a</u> de |
| ④ relat <u>i</u> ve | ⑤ we <u>i</u> ght | |

2

- | | | |
|-------------------|------------------|--------------------|
| ① bri <u>b</u> e | ② crisi <u>s</u> | ③ fatig <u>u</u> e |
| ④ he <u>i</u> ght | ⑤ rely <u>u</u> | |

3

- | | | |
|--------------------|---------------------|--------------------|
| ① all <u>o</u> w | ② crow <u>d</u> | ③ droug <u>h</u> t |
| ④ eyebr <u>o</u> w | ⑤ knowledg <u>e</u> | |

4

- | | | |
|------------------|------------------|------------------|
| ① clo <u>t</u> h | ② co <u>a</u> st | ③ pho <u>t</u> o |
| ④ sou <u>l</u> | ⑤ to <u>e</u> | |

5

- | | | |
|--------------------|-------------------|---------------------|
| ① br <u>e</u> athe | ② deb <u>t</u> | ③ endeav <u>o</u> r |
| ④ spr <u>e</u> ad | ⑤ thr <u>e</u> ad | |

第2問 次のa～fの各英文の空欄 ～ に入れるのに最も適当なものを、それぞれ下の①～⑤のうちから1つずつ選びなさい。

a. Susan left school in 2005. I haven't seen her .

- ① at that time ② for ③ nowadays
④ since ⑤ then

b. Are both of you to pay for yourselves?

- ① decide ② eagerly ③ surely
④ voluntary ⑤ willing

c. There was nobody in the village. We the whole area for hours, but could find no trace of residents.

- ① looked for ② searched ③ sought
④ saw ⑤ witnessed

d. The manager asked the staff members of the way Mary had handled the problem.

- ① how did they think ② that they would think
③ what did they think ④ what they thought
⑤ who would think

e. This house is big enough for the , but we'll have to find a bigger one when we have children.

- ① day ② instant ③ minute
④ moment ⑤ now

f . I tried hard to explain, but I could not

11

 .

- | | |
|--------------------------|--------------------------|
| ① be made understand | ② be made me understand |
| ③ make myself understand | ④ make myself understood |
| ⑤ make understand myself | |

第3問 次の対話 a ~ f の空欄 ~ に入れるのに最も適切なものを、それぞれ下の①~④のうちから1つずつ選びなさい。

a. A : What a long day! So much work left to be done. I'm exhausted.

B : Are you still going to the gym tonight?

A : Of course.

B : No wonder you are a fit person.

- ① That won't work.
- ② I still have to finish checking these documents by tomorrow.
- ③ I cannot leave that out.
- ④ I'm going straight home to get some sleep tonight.

b. A : Good morning. Johnson International. Mary White speaking. How can I help you?

B : Hello, this is Mr. Taylor. David Taylor. Can you put me through to Mr. Johnson?

A :

B : Yes, thank you.

- ① Certainly. He's on his way to your place.
- ② He's on another line. Would you like to hold on?
- ③ Well, he's through with you.
- ④ You can come through the main entrance.

c. A : I couldn't find any blue notebooks on the shelf. Do you have some at the back?

B : If there are no more on the shelf, I'm pretty sure we've run out of them.

A : Could you check?

B : Sure.

- ① I'll be right back.
- ② I'd like to check in later.

- ③ We don't keep stocks.
- ④ We'll place an order for you.

d. A : Do you accept credit cards?

B :

A : Really? Then, can I pay in Japanese yen?

B : Sure.

- ① Actually, we prefer credit cards.
- ② No problem.
- ③ Yes. We can give you a deposit.
- ④ You can pay by whatever means you like.

e. A : Do you know Mr. Trevor Smith?

B : Yes. What about him?

A : I've been trying to get in touch with him all week. How can I get hold of him?

B :

- ① Leave it to me.
- ② Don't let it go.
- ③ I can't afford that.
- ④ I'll miss him.

f. A : How did the interview go?

B : Oh, my mind just went blank.

A :

B : Thanks.

- ① Do you mind if I go with you?
- ② I'm sorry to hear that.
- ③ How wonderful!
- ④ Don't worry. You can go to the interview.

第4問 次の英文を読み、下記の問いに答えなさい。

注：cardiovascular activity：心臓血管の働き / bed-ridden：寝たきりの

Alzheimer's disease patients：アルツハイマー病の患者

Pet owners of all ages are familiar with the joys of raising animals. For senior citizens, caring for a cat or dog an especially important role since it has both emotional and physical advantages. In fact, so much data confirming the benefits of pet ownership that “pet therapy” is now a well-established healthcare practice. Whether seniors own a pet or spend some time with an animal, they can experience a noticeable improvement in their of life.

For elderly people, interacting with animals has several medical benefits such as [イ] blood pressure, [ロ] heart rate, and decreased stress. The act of caring for a pet, including feeding, patting, and walking it, establishes a regular physical routine that helps to flexibility and blood flow through increased cardiovascular activity. There are also emotional benefits such as lower levels of depression, decreased loneliness, and a stronger sense of purpose and confidence.

If a senior citizen is unable to own an animal, volunteer organizations can provide pet-therapy services. These groups bring cats, dogs, birds, and other animals to hospitals and retirement homes. Since 1986, the Japanese Animal Hospital Association and their cute animals to the faces of many elderly hospital patients. [ハ], in the USA, groups like Pets on Wheels ensure that even seniors who are house-bound or bed-ridden can enjoy the comfort of a loving animal.

Typically, smaller dogs and cats are involved since they are light and can a senior's lap. Smaller animals also make ideal pet candidates for seniors who want an animal of their own. Experts suggest that elderly people

adopt mature animals, since older pets' behavior is well-established and predictable. Yet there is no reason to [24] one's choices to dogs or cats. Indeed, a Purdue University study showed that caring for fish in an aquarium was beneficial to Alzheimer's disease patients, while another study in Italy [25] raising canaries led to lower levels of depression.

Pet-supply companies [26] the pet-therapy phenomenon and are producing a variety of devices to help seniors raise animals. [二], electronic feeders release a certain amount of food at set times of the day. There are also watering machines which automatically clean the pet's bowl and add fresh water. Mini pet-walkers (basically treadmills for dogs) make sure pets get enough [27] if their owners have mobility problems. Another device throws tennis balls to make it easier to play [28] with a dog.

And now, there is even a generation of robot pets. [29] companies like Sony and Matsushita Electric and increasingly lifelike, these cute robots show a range of emotions and interact extensively with their owners. Some, such as the "Robobear," have impressive functions. [30] with voice-recognition technology, Robobear immediately [31] an emergency response center when it hears its "owner" say phrases like "I am sick." For seniors unable to own pets or afford full-time medical care, these super-intelligent robot pets could provide a "best of both worlds" solution. Indeed, whether it barks, meows, or recharges in a wall socket, a pet can be a great companion for a senior citizen.

(Reading Fusion 1 [南雲堂]より 一部改変)

A. 上の英文の ~ に入る最も適切な語または語句を下の①から⑰の中から1つずつ選びなさい。ただし、文頭に入る場合でも最初の文字は小文字になっています。

- | | |
|----------------------|-----------------------|
| ① can play | ② catch |
| ③ contacts | ④ developed by |
| ⑤ equipped | ⑥ exercise |
| ⑦ fit on | ⑧ have brought smiles |
| ⑨ have taken note of | ⑩ has been collected |
| ⑪ improve | ⑫ intended that |
| ⑬ limit | ⑭ quality |
| ⑮ refer to | ⑯ require |
| ⑰ revealed that | |

B. 上の英文の[イ]に入る最も適切な語を下の①~④の中から1つ選びなさい。

- ① deeper ② higher ③ lower ④ shallower

C. 上の英文の[ロ]に入る最も適切な語を下の①~④の中から1つ選びなさい。

- ① faster ② harder ③ slower ④ softer

D. 上の英文の[ハ][ニ]に入る最も適切な語または語句を下の①~⑥の中から1つずつ選びなさい。

([ハ])

([ニ])

- | | | |
|----------------|-------------|-------------|
| ① For example | ② However | ③ Likewise |
| ④ Nevertheless | ⑤ Otherwise | ⑥ Therefore |

E. から のそれぞれ 3 つの文章には上の英文の内容と合っているものが 1 つずつあります。その文章を選び、番号で答えなさい。

- ① Interaction with their owners can improve the blood pressure of the pets.
- ② Elderly people can gain self-esteem through caring for pets.
- ③ Pet-therapy was established first in Japan. Then the concept was adopted and became popular in the USA.

- ① Experts say that the smaller the pets are, the better they behave.
- ② The act of fishing has been known for its healthy effect on the states of mind of fishermen since centuries ago.
- ③ According to a study in Italy, caring for birds improved the condition of people with certain mental problems.

- ① One of the problems of robot pets is that they cannot show their own emotions.
- ② Robobear sends an alert to an emergency response center immediately when it acknowledges its owner's silent emotions.
- ③ Thanks to pet-supply companies, physically disabled seniors can give training to their pets by using mini pet-walkers.

第5問 次の英文の内容と合っていると思われるものを、下に示した①～⑩の中から5つ選びなさい。ただし、解答の順序は問いませんが、同一番号を重複使用した解答は無効とします。

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注：nutritional value：栄養価

turkey twizzler：「ターキートウイズラー」英国加工食品の名称

junk food：ジャンクフード

obesity：(病的な)肥満

At the age of just 22, Jamie Oliver became well known across the UK as “The Naked Chef.” He called himself this not because he cooked wearing no clothes, but because he wanted to simplify food preparation so that everybody could follow his recipes. He wanted to “strip down” the idea of cooking. Since then he has had numerous TV shows, published many books, and has become a household name in the UK.

Today, one of the activities Jamie Oliver is best known for is his great effort to improve the school dinners that children eat every day. One day, he visited the kitchen of a typical London secondary school, and he was shocked to see how much processed junk food the kids were given to eat each day. Fat and sugar levels were extremely high, and nutritional values very low. The “turkey twizzler” became the symbol of these unhealthy meals: processed meat containing 21.2% fat and only 34% actual turkey. Oliver ran the school kitchen for one year and tried to show that it was possible to serve healthy meals on a limited budget — and that kids actually enjoyed eating them. His mission was to radically change the eating habits of children in that school, and across the country.

His project (the “Feed Me Better” campaign) has had some influence on school dinners in the UK. After watching the documentary *Jamie’s School Dinners*, 271,677 people signed a petition calling for healthier school meals. This

led the Prime Minister to agree to spend 280 million pounds (about 37 billion yen) on school dinners, to ban some junk food from school menus, and to create a School Food Trust to provide support and advice for people preparing school meals. Research, by the way, shows that children who stop eating sugary, fatty food and instead eat Oliver's school dinners are better behaved in class, and they get higher test scores, too.

Of course, the project has had some problems. At first, many students (and even parents) resisted the removal of the junk food they were so used to. In one famous instance, some parents were passing local takeaway food to their children through the school fence. Also schools that followed the plan for a while were often found to gradually drift back into bad habits. After all, it is easier and cheaper to just give the kids junk food. However, Oliver's efforts represent a positive start, and with obesity becoming such a huge problem, it's a very necessary start.

(*A Matter of Taste* [南雲堂]より)

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- ① British people started calling Jamie Oliver “The Naked Chef,” focusing on the fact that he was making the idea of cooking as simple as possible.
- ② Jamie Oliver has not written any books himself, but many books have been written about his recipes and his personality.
- ③ Jamie Oliver is a prominent figure in household cooking.
- ④ Secondary schools in London used to provide processed junk food to the students because processed food was not only cheap but also believed to be healthy in those days.
- ⑤ Jamie Oliver was surprised to see the school meals with a lot of fat, sugar and nutritional values.

- ⑥ Jamie Oliver succeeded in preparing healthy meals for the school kids within a certain amount of money, but not really in satisfying their appetites.
- ⑦ The “turkey twizzler” is one example of unhealthy food the children in the UK were having at school.
- ⑧ Turkey meat contains 21.2% fat.
- ⑨ Jamie Oliver became a school’s chef for one year before he started to make a bold experiment in order to change the contents of meals served at schools.
- ⑩ A School Food Trust was established as one of the results of the petition signed by 271,677 people who had been impressed by the documentary *Jamie’s School Dinners*.
- ⑪ Jamie Oliver’s campaign led people to sign a contract which enabled them to spend 280 million pounds on the School Food Trust.
- ⑫ No study shows the relation between children’s eating habits and their behavior.
- ⑬ School meals seem to have a close connection with the students’ behaviour as well as their test scores.
- ⑭ Junk food, according to one research mentioned in the article, was found to have a good effect at least on the students’ physical health.
- ⑮ Jamie Oliver made up school meals that tasted like junk food but, in reality, were much healthier than that.
- ⑯ Not only some children but also some adults preferred junk food for school meals.
- ⑰ Every school that adopted Oliver’s plan managed to continue serving healthy food.
- ⑱ Jamie Oliver’s project helped improve school meals and promote obesity in the UK.