

I 次の問い(問1~15)の英文の空欄  ~  に入る最も適当なものを、それぞれの①~④の中から一つずつ選べ。

問1 Ken objected (  ) made fun of by his friends.

- ① been                      ② being                      ③ to be                      ④ to being

問2 Henry told me he (  ) here at about five in the afternoon next Saturday.

- ① is                          ② had been                      ③ would be                      ④ has been

問3 These kinds of movies are (  ) little value.

- ① in                          ② under                          ③ over                          ④ of

問4 Online videos will be (  ) to TV programs in educating children in the near future.

- ① the most effective                      ② far superior  
③ much better                              ④ so excellent

問5 Keigo, as well as you, (  ) responsible for the accident after school.

- ① are                          ② is                              ③ do                              ④ does

問6 This supermarket is always full of (  ).

- ① guests                      ② clients                      ③ customers                      ④ passengers

問7 The books the professor wrote (  ) 1,000,000 copies last year.

- ① have sold                      ② sold                              ③ were selling                      ④ to sell

問8 Please help (  ) some snacks and drinks.

- ① yourselves to                      ② you on                              ③ yourselves with                      ④ you

問9 This sewing machine is out of (  ). It doesn't work.

- ① accident                      ② date                              ③ order                              ④ sight

問10 That airplane is (  ) of carrying 500 people.

- ① able                          ② can                              ③ capable                              ④ possible

問11 A : Can you give me a hand on Thursday?

B : ( サ )

- ① No. I don't think I have any plans that day.
- ② Let me check my calendar.
- ③ Sure. I am super busy with work all day Thursday.
- ④ Sounds great! Shall we go see the new *Top Gun* movie?

問12 A : ( シ )

B : Don't worry, we have plenty of time.

- ① How many days do we have to prepare for the festival?
- ② Did you hear that Mia went to Hawaii for three weeks?
- ③ Oh, I'm glad I made it on time. I thought I was going to be late for work again today!
- ④ Did you have enough time to study for the entrance exam last weekend?

問13 A : ( ス )

B : That's not what Harry said.

- ① What did Harry say about the car accident he had on Tuesday?
- ② Shall we meet at the coffee shop to talk things over?
- ③ I agree with you. Harry is the best person for the job.
- ④ The new iPhone will be released this Friday!

問14 A : ( セ )

B : I think some of them are new.

- ① That's a really lovely necklace you're wearing.
- ② Can you please buy some mushrooms on your way home?
- ③ You've met all the members already, haven't you?
- ④ I'm surprised to see you reading that old book again.

問15 A : Where can I find the most recent data about the typhoon?

B : ( ソ )

- ① It's becoming much stronger. I am really getting worried.
- ② It was updated 20 minutes ago.
- ③ Sorry, not recently.
- ④ It's on my computer.

II 次の問い(問1～5)の日本語に合うように、それぞれの①～⑧の語を並べ替えて空所を補い、文を完成させよ。ただし、解答は  ～  に入る番号のみを解答欄にマークせよ。

問1 あなたの家から高校まではどれくらい距離がありますか。

How (  ) ( ) ( ) ( ) your house ( ) (  ) ( ) ( )?

- |          |        |        |        |
|----------|--------|--------|--------|
| ① school | ② to   | ③ your | ④ is   |
| ⑤ it     | ⑥ from | ⑦ far  | ⑧ high |

問2 今夜7時にトムとジュリーと一緒に夕食を取ることになっています。

We are ( ) (  ) ( ) ( ) ( ) ( ) (  ) ( ) ( ) tonight at seven.

- |        |         |          |            |
|--------|---------|----------|------------|
| ① have | ② to    | ③ dinner | ④ and      |
| ⑤ Tom  | ⑥ Julie | ⑦ with   | ⑧ supposed |

問3 人々は屋外で日光と新鮮な空気を得る時間を取る必要があります。

People need ( ) ( ) some (  ) ( ) ( ) ( ) (  ) ( ) air outside.

- |        |            |       |        |
|--------|------------|-------|--------|
| ① time | ② fresh    | ③ to  | ④ to   |
| ⑤ and  | ⑥ sunshine | ⑦ get | ⑧ take |

問4 大企業で働きたいと思わない若者の数は将来増えるでしょう。

The number of young people who ( ) ( ) (  ) ( ) ( ) (  ) ( ) ( ) will increase in the future.

- |        |        |       |             |
|--------|--------|-------|-------------|
| ① to   | ② at   | ③ do  | ④ large     |
| ⑤ want | ⑥ work | ⑦ not | ⑧ companies |

問 5 A : 今週末, 私の家でパーティーをするつもりです。あなたも来ませんか。

B : もちろんいきます。楽しそうですね。何か食べ物を持って行った方がいいですか。

A : いいえ, 私の夫は街にあるレストランのシェフなので, 料理は全部彼が作ります。もしよければ, 何か飲み物を持ってきてください。

B : わかりました。ワインを2~3本持っていきましょう。旦那さんの料理を食べられることを本当に楽しみにしています。

A : I'm having a party this weekend at my house. Do you want to come over?

B : Sure, that sounds like fun. Should I bring any food?

A : No, my husband is a chef at a restaurant downtown, so he'll do all the cooking. You can bring some drinks if you'd like.

B : OK. I'll bring a couple of bottles of wine. I ( ) ( ) ( ) (  ) ( ) ( ) (  ) ( ) cooking.

- |             |          |           |          |
|-------------|----------|-----------|----------|
| ① forward   | ② really | ③ am      | ④ trying |
| ⑤ husband's | ⑥ to     | ⑦ looking | ⑧ your   |

Ⅲ 次の文章〔英文1・2〕を読み、下の問い(問1～9)に答えよ。なお、\*印のある語句には注がある。

〔英文1〕

Among the tourists of a century ago it was not uncommon to wish to hunt mammals and birds and eventually have them stuffed for displaying in houses or other places. The ultimate example of this desire is related to the safari parks of Southern Africa in the twentieth century. Now, the desire of tourists to get close to animals is more commonly linked to the desire to take photographs of the animals.

The desire to photograph and be photographed with animals has led to many instances of poor animal welfare and abuse. The infamous Tiger Temple in Thailand is an example of where animals are abused for the benefit of tourists, but it is not alone in offering tourists the opportunity to take photos with wild animals. Some zoos around the world offer similar experiences, including the Singapore Zoo, which offers the opportunity to have photos taken with orangutans, and the Lone Pine Koala Sanctuary in Brisbane, which offers tourists the chance to have their photo taken with a koala. Although in these examples the animals are in the care of expert staff, operating under specific rules ( A ) animal welfare, the potential for animals suffering stress is still clear. Furthermore, ( B ) the gains for tourists (satisfaction of desire) and tourism operators (economic gains beyond the price of entry to zoos and sanctuaries) are clear, there is no apparent potential gain for the animals that may offset the potential detrimental impacts on their welfare.

Tourist visits to wildlife reserves may help conservation and welfare of the animals but certain practices of tourists, and for tourists, may have negative effects. Some tourists in hides, vehicles, or boats make too much noise and cause animals to have to move away from resources that may be important to them. Some guides drive too close and may separate animals from groups, making them vulnerable to predators. These practices have sometimes been demonstrated to cause the death of animals. Where the objective is to see and photograph birds, guides may use playback of bird sounds to encourage birds to come close enough to be seen. This may have only a trivial effect in that the cost to the bird is a small \*increment in energy expended. However, if done too often or in difficult circumstances for the bird, it may have the effect of preventing it ( C ) getting enough food to survive, impeding its ability to feed its young, or exposing it to a high risk of predation that would not exist if it had stayed in a safe place. Hence, tourists wanting to see birds may result in the harm or death of those birds.

Another practice that helps tourists to see and photograph birds and other wildlife is to provide food for the animals. This may lead to a very competitive environment for the birds and

poorer welfare for some as a consequence. If the food supply is withdrawn, some individuals may have difficulty finding a suitable feeding area and food supply. Predators may learn that many prey can be found near the food provision area so the prey may be subject to attacks. Both playback of sounds and food provisioning should be prohibited in circumstances where harm to the animals is possible. Where there is evidence that it does not cause harm, they should be used carefully.

With the advent of digital photography and social media, we have seen the advent of the 'selfie' of the photographer with the animal. These selfies are bringing wild animals and people into even closer proximity than was the case in the pre-digital camera era. Humans are perceived as potential predators by most wild animals and are more frightening if they are close. Therefore, it may lead to animals acting in a defensive manner that may harm the tourists. In these instances, there is a danger ( D ) the animals will subsequently be killed by authorities concerned more with the welfare of tourists than the animals they may disturb.

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\*increment 増大

問 1 本文で用いられている次の語において、最も強いアクセント(第1強勢)のある音節を、それぞれの①~④の中から一つ選べ。

pho · tog · ra · phy  
① ② ③ ④

ア

prox · im · i · ty  
① ② ③ ④

イ

問 2 本文中の空欄( A )~( D )に入る最も適切な語句を、それぞれの①~④の中から一つ選べ。

空欄( A )

ウ

① in spite of      ② excluding      ③ regardless of      ④ regarding

空欄( B )

エ

① while      ② after      ③ unless      ④ where

空欄( C )

オ

① of      ② from      ③ with      ④ after

空欄( D )

カ

① when      ② if      ③ that      ④ because

問 3 下線部(1)の語が同じ意味で使われているものを、次の①~④の中から一つ選べ。 キ

- ① These days people are interested in stuffed robots so much that they sell well.
- ② In the laboratory we walked past a collection of stuffed foxes.
- ③ She was stuffed after the landlady served her a large bowl of mashed potatoes.
- ④ I was not able to smell anything because my nose was badly stuffed.

問 4 下線部(2)の内容にまったく含まれないものを、次の①～④の中から一つ選べ。 ク

- ① animals of safari parks in South Africa and tigers of the Tiger Temple in Thailand
- ② tigers of the Tiger Temple in Thailand and orangutans in the Singapore Zoo
- ③ orangutans in the Singapore Zoo and koalas in the Lone Pine Koala Sanctuary
- ④ tigers of the Tiger Temple in Thailand and koalas in the Lone Pine Koala Sanctuary

問 5 下線部(3)の内容として最も適当なものを、次の①～④の中から一つ選べ。 ケ

- ① 観光客が、野生動物保護のために寄付をしないこと
- ② 観光ガイドが、野生動物に一時的にだけ餌を与えること
- ③ 観光客が、隠れ家や乗用車またはボートの中でひっそりと静かにしていること
- ④ 観光ガイドが、野生動物に近づきすぎて一部を群れから引き離すこと

問 6 下線部(4)の意味として最も適当なものを、次の①～④の中から一つ選べ。 コ

- ① that which forms or is chosen as the matter of thought, consideration, or inquiry
- ② a person or animal used as the object of research or experimentation
- ③ exposed to, prone to, or liable to suffer from something damaging, deleterious, or disadvantageous
- ④ something that is the focus of activity or object of attention

問 7 本文内の記述に合致するものを、次の①～④の中から一つ選べ。 サ

- ① 20世紀ですら、動物の剥製を飾ることは良く思われていなかった。
- ② 観光客が持っているカメラに興味を示して、自ら危険を冒して近づいてくる動物もいる。
- ③ 鳥を近くで見たいという観光客の欲求は、鳥にとって致命的な状況をもたらしかねない。
- ④ デジタル写真やソーシャルメディアの登場前も、野生動物と人間との距離は近かった。

問 8 本文内の記述に合致しないものを、次の①～④の中から一つ選べ。 シ

- ① 観光客の欲求の充足と観光事業者の経済的利益は、動物の不利益の上に成立している可能性がある。
- ② 観光客が野生動物保護区を訪れることが、動物の保護や福祉に役立つとは限らない。
- ③ 野生動物に餌付けする行為は、完全に禁止されるか、慎重に行われるべきである。
- ④ 観光客の保護は、動物の保護よりも常に優先されるべきである。

[英文 2]

This is written for teachers of English as a foreign language (EFL). Teaching English as a foreign language occurs when the foreign language, English, is not widely used in that particular country outside of the classroom. Therefore, the classroom activities may be the only significant source of input for the learners. Also, English is often learned because it is important, but not because the learners immediately need it for communication. In addition, the language is typically studied as a compulsory subject, so motivation and achievement may be low.

The principle of the four strands is a way of balancing opportunities for learning. This means that a well-balanced language course consists of the following four strands, and that each of the strands should get an equal amount of time in the total course. The first strand of meaning-focused input involves learning through listening and reading. Learners' attention should be focused on the message of the material that they are listening to or reading. The materials should be easily understandable through background knowledge and context clues. A good example of an activity is listening to a story which is at the right level so that only around two out of every one hundred words in the text are unfamiliar.

The second strand of meaning-focused output involves learning through speaking and writing. Learners' attention should be focused on communicating messages to others. They should be speaking and writing about things that they know a lot about but which stretch their language knowledge. A good example of an activity involves telling another learner about yourself or about something that you are very interested in.

Three of the four strands involve message-focused learning, but the third strand of language-focused learning involves deliberate attention to language features such as pronunciation, vocabulary, and grammar. It also involves the deliberate learning of language learning strategies. A good example of an activity is learning new vocabulary using bilingual word cards. Many courses tend to spend far too much time on this strand: teachers tend to teach too much. But learners are also responsible for language-focused learning, and the learning of vocabulary, for example, is much more efficiently carried out through the use of word cards by learners than through teachers teaching vocabulary.

The fourth strand of fluency development involves learning to make the best use of what is already known. This strand includes developing fluency in listening, speaking, reading, and writing. A good example of an activity is speed reading. Speed reading involves training in reading faster using very easy material, followed by comprehension questions to ensure that faster reading is accompanied by good comprehension. This should be done at all levels of proficiency.



問 9 前ページの英文に一致するよう、次の[A群]～[F群]の設問への答えをそれぞれ①～③の中から一つずつ選べ。

[A群] Which of the following is an example of an EFL situation?

- ① students learning English in Australia
- ② students learning Japanese in Australia
- ③ students learning English in Japan

[B群] According to the passage, which of the following is usually true about EFL classes?

- ① The EFL course is a required subject in school.
- ② Students need to learn the language in order to communicate on a daily basis.
- ③ Students have a high level of interest in learning the language.

[C群] According to the passage, what is true about the first and second strands?

- ① More class time should be spent on the first strand than on the second.
- ② Neither strand is focused on practicing new grammar or vocabulary.
- ③ Both strands are more appropriate for advanced learners.

[D群] According to the passage, what is true about the third strand?

- ① This is the only strand in which students' attention is not focused on producing a meaningful message or understanding a message from someone else.
- ② Because this strand is devoted to learning grammar and vocabulary, it should be given more priority than the other strands.
- ③ In the other strands, students should play an active role, but in this strand students should be passive and focus on listening carefully to what the teacher is saying.

[E群] According to the passage, what is true about the fourth strand?

- ① All students should do fluency activities for each of the four language skills, regardless of their ability level.
- ② Students should practice using newly learned grammar or vocabulary very fast while they are writing, reading, listening and speaking.
- ③ The goal is to perform as quickly as possible, even if they don't understand everything.

[F群] Which of the following is the most suitable title for this passage?

ツ

- ① The Unique Challenges of an EFL Class
- ② The Four Strands of Language-Focused Learning for EFL Classes
- ③ How to Design a Well-Balanced EFL Curriculum