

問11 A : Why is he transferring to the San Francisco office?

B : (サ)

- ① Probably on Saturday. It's so quick, isn't it?
- ② I still can't believe he's moving so far away.
- ③ Because the salary is much lower there than it is here.
- ④ To be much closer to his mother.

問12 A : (シ)

B : No, was it announced?

- ① Did you hear the news about their next concert?
- ② Are you going to be able to attend the Coming-of-Age ceremony?
- ③ When will you announce the news of your engagement to Maya?
- ④ Can you please help me write up this news report?

問13 A : That Indian restaurant is perfect for your anniversary party.

B : (ス)

- ① How many years have you been married?
- ② I'm so sorry, I'm not free that day and won't be able to make it.
- ③ They don't have a private dining room though.
- ④ Where should we have the party?

問14 A : (セ)

B : We plan to do both.

- ① Are you both going to the same university next year?
- ② Would you prefer to eat it here or take it home?
- ③ Do you plan to study with your classmates or do you like to study alone?
- ④ Will you prepare handouts or a slide show for your group presentation?

問15 A : (ソ)

B : Do you want to come with me?

- ① I'm so jealous you're going to Okinawa. I've always wanted to go.
- ② Where are you and your parents going during the winter holiday this year?
- ③ Are you going to be able to come to my birthday party?
- ④ I can't believe you're finally coming to Japan!

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 スティーブは今年の夏、6歳の娘に泳ぎ方を教えたいと思っています。

Steve wants to () () () () () () () () summer.

- ① six-year-old ② this ③ teach ④ his
⑤ swim ⑥ how ⑦ to ⑧ daughter

問2 私は、両親が犬を飼えるくらいの広さのアパートに引っ越してくれるように願っています。

I wish my () () () () () () big () () a dog.

- ① apartment ② for ③ would ④ move
⑤ into ⑥ an ⑦ enough ⑧ parents

問3 防犯カメラがある場所では犯罪が少ないです。

There () () () () () () () ().

- ① security ② with ③ cameras ④ crime
⑤ less ⑥ places ⑦ in ⑧ is

問4 私たちの図書館はとても広く、80人の生徒が同時に勉強できます。

Our library () () () () eighty students () () () () the same time.

- ① at ② is ③ large ④ so
⑤ study ⑥ that ⑦ can ⑧ there

問 5 A : 私の机の上にあるこれは何ですか。

B : ああ、それは出張で行ったベトナムから持ってきたキャンディです。ココナッツでできています。

A : 美味しそうですね。観光する余裕はありましたか。

B : いいえ、あまりありませんでした。でも、そのキャンディを買った工場を見学するだけの時間はありました。

A : What's this on my desk?

B : Oh, that's some candy I brought back from my business trip to Vietnam. It's made with coconut.

A : It looks delicious. Did you get the chance to do any sightseeing?

B : No, not really. But I did have time to take a () (ケ) () () () (コ) () () candy.

- | | | | |
|-------|----------|---------|-----------|
| ① the | ② bought | ③ I | ④ factory |
| ⑤ of | ⑥ tour | ⑦ where | ⑧ that |

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〕

「著作権の都合で開示できません」
Alcohol and Human Behavior by P. Clayton Rivers , Prentice Hall, 1993

「著作権の都合で開示できません」
Alcohol and Human Behavior by P. Clayton Rivers , Prentice Hall, 1993

*sociodrama 社会劇, ソシオドラマ

*hypothetical 仮定の

*versatile 多方面にわたる

問 1 本文中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。

in · ten · si · fy
① ② ③ ④

ア

ac · com · mo · date
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 free ② to be free ③ while freeing ④ to free

空欄(B)

エ

- ① along with ② opposite to ③ in favor of ④ contrary to

空欄(C)

オ

- ① color ② heart ③ drink ④ shoes

空欄(D)

カ

- ① Thanks to ② According to ③ Prior to ④ Due to

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 As if on cue, the grinding noise of a vehicle starting broke the silence.
② To what extent can our theory be adapted to autonomous vehicle applications?
③ The conference was seen as an ideal vehicle to connect the members.
④ They seek to invest efficiently through a vehicle such as a public offer fund.

問 4 下線部(2)の内容に含まれないものを、次の①~④の中から一つ選べ。

ク

- ① 過去の自分自身
② 他人が飼っているペット
③ 生きていないもの
④ 自分とは別の人間

問 5 下線部(3)の意味として最も適切なものを、次の①~④の中から一つ選べ。

ケ

- ① a person or thing that produces a particular effect or change
② someone who is able to act quickly when something happens
③ someone who works secretly for a government or other organization
④ a chemical substance, organism, or natural force that produces a particular effect by its action

問 6 下線部④の内容に含まれるものを、次の①～④の中から一つ選べ。

コ

- ① 人生の重要な側面について夢想できること
- ② 衝動的な欲求不満のはけ口を与えてもらうこと
- ③ 自分の財政状況に即した金銭援助をしてもらうこと
- ④ 個々の問題への即時的そして臨時的な援助を得ること

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 心理劇において、役割交換を頻繁に行うのは限られた場合のみである。
- ② 心理劇の中では、対人関係の問題などが即興的に演じられる。
- ③ 心理劇では、こうありたいと望む理想の自分を表現することが大切である。
- ④ 心理劇では、ネガティブな感情をあからさまに表現してはならない。

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 心理劇は、元々 J.S.モレノが 1911 年に提唱し、発展した。
- ② 初期の心理劇は、主にイギリスを中心として実践方法が確立された。
- ③ 心理劇は、中毒者にとってアルコールの代替になると考える人もいる。
- ④ 心理劇を専門とする監督の指導が受けられる機会は、稀である。

[英文2]

There are many forms of extensive reading, but they all involve each learner independently and silently reading a lot of material which is at the right level for them. The reading is independent because learners differ in proficiency, reading speed, and interests, and so ideally they need to read at their own level of text difficulty and at their own speed. The reading is silent because it should eventually be done at a reasonable reading speed of around 200 words per minute (wpm) so that plenty of material can be read. The speed of speaking is around 100 to 150 wpm, so reading aloud will tend to restrict learners to reading at a slow speed. Reading necessarily involves comprehension and so learners should be gaining comprehensible input and be focused on understanding what they read.

They should read lots of material because the amount of comprehensible input they get will directly determine how much vocabulary they learn, how well their reading fluency develops, and how much other aspects of language knowledge develop. The amount read per year should cover hundreds of thousands of words of text. If the learners are reading graded readers, this will involve at least tens or twenties of books per year, and in some cases many more. The material should be at the right level for the learners so that only a small proportion of the words on a page are unknown (two words per hundred words or less) and so that the grammatical constructions are largely familiar. Ranking features is problematical but also useful because it stresses what teachers and learners should be aiming for in an extensive reading program. Reading at the right level is the most important because if the text is too difficult, then it is hard to read with comprehension, hard to read a lot, hard to read independently, and hard to read silently. A text which is too difficult will mean the students are reading in 'study' mode because they are focused on the language items rather than the content or the story.

In the very early stages of reading while preparing students for independent self-selected reading, extensive reading preparation classes may involve the whole class reading the same book at the same time with the teacher guiding them through it. Very soon, however, the learners should move to more independent reading. Extensive reading does not usually mean the whole class, or each learner, working through a long difficult text. This is intensive reading and at best needs to be done strategically so that effort is not wasted on vocabulary that is not useful for the learners at their current level of proficiency.

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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] According to the passage, why should learners all be reading different books?

ス

- ① Because they must all read a very large number of books.
- ② Because they should all be reading their books silently.
- ③ Because they all like different kinds of books.

[B群] According to the passage, what is the advantage of reading quietly? セ

- ① Individual learners can read plenty of different types of books at the same time.
- ② Learners can read faster.
- ③ Learners can focus their attention on understanding the story.

[C群] According to the passage, how much should learners read? ソ

- ① at least 100-150 words in one minute
- ② about 200,000 words in one year
- ③ about 20 graded readers a week

[D群] According to the passage, what is meant by “the right level”? タ

- ① knowing 2 out of every 100 words in the reading material
- ② reading at about 200 words per minute
- ③ reading and understanding the content

[E群] What is intensive reading? チ

- ① everyone in the class reading the same difficult book
- ② learners reading individually and learning vocabulary that is not currently useful
- ③ everyone in the class reading silently

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

- ① Different Types of Extensive Reading Programs
- ② The Essential Features of an Extensive Reading Program
- ③ How to Teach Extensive Reading in Another Language