

ま え が き

日本大学・東洋大学・駒沢大学・専修大学の過去の入試問題を、読解、文法、作文の全般にわたり総合的に演習し、それを通してそれぞれの大学の入試問題の傾向を把握し、さらに総合的英語力の向上を図る、それが本講座の目的である。

本講座を有効なものにするために、生徒諸君には必ず予習の上授業に参加することを願います。テキストは、それぞれの大学の過去の入試問題から、良問を選択して編集してある。言ってみれば、諸君の第一志望とする大学の過去問が、ずらりと並んでいるのである。頑張って挑戦してもらいたい。最近の入試の一般的な傾向として、それぞれの大学共に読解問題の比重が高い。それだけに、読解問題は、ひときわ力を入れて予習してもらいたい。また、それぞれの大学は熟語・構文などの表現を中心に、細かいポイントを問う文法・作文問題も出題されている。覚えることが多いので、復習にも力を入れてもらいたい。

毎日の着実に真剣な学習の積み重ねを通して、英語力の向上を図り、合格を勝ち取ろう。

第 1 回

1 次の英文を読んで問に答えなさい。

In earlier days a handicraftsman, the typical labourer, received a certain satisfaction from the work he did. His efforts were mostly to his own immediate advantage. He saw the ⁽¹⁾fruits of his work in the complete ⁽²⁾object he produced and, moreover, the making of this object often demanded his adaptability or
5 ⁽³⁾inventiveness to ^(A)overcome the difficulties which arose. ^(B)In a real sense one can speak of his being educated by his labour.

Today all is changed. For example, in place of the small forge in the forest, with two or three men doing all the work, there are steel ⁽⁴⁾mills in which each man is engaged on only an *infinitesimal portion of the whole process. ^(C)He
10 often has no knowledge of the beginning nor the end, and he has no interests in making the discovery. His sole incentive is that at the end of the week he will be entitled to a certain wage. Not infrequently the ⁽⁵⁾nature of the work is in itself unpleasant, the conditions of work are trying, and only sheer necessity keeps the worker there. For the labourer, therefore, the world, ^(D)viewed in terms of work,
15 is a dull and senseless place.

Perhaps it will be argued that there is not the close connection between the nature of the ⁽⁶⁾employment and the attitude of the workman. The only real
⁽⁷⁾consideration, it might be said, is the size of the weekly wage. If ^(E)this be such
as to produce contentment, then ^(F)all is well. Everyone is satisfied and no ⁽⁸⁾harm,
20 psychological or otherwise, is experienced. But experiment shows that, *even at the expense of their wages*, workers 'rebel' against employment which they found purposeless.

(注) *infinitesimal: very small

問1 二重下線の語(1)~(4)の和訳を下からそれぞれ1つ選びなさい。

- (1) fruits (2) object (3) inventiveness (4) mills
1. 利益 2. 製粉所 3. 工場 4. 創意工夫力
5. 経済力 6. 目的 7. 成果 8. もの

問2 二重下線の語(5)~(8)に最も近い意味を持つ語を下からそれぞれ1つ選びなさい。

- (5) nature (6) employment (7) consideration (8) harm
1. concern 2. control 3. life 4. work
5. quality 6. damage 7. idea 8. result

問3 下線部(A)を和訳しなさい。

問4 下線部(B)の和訳を完成するよう下の()を埋めなさい。

[和訳] ほんとうの意味で彼は自分の()といえる。

問5 下線部(C)をほぼ同じ意味の文にするためには、次の文中の空所(a)~(d)にそれぞれどんな1語を入れますか。

He often (a) (b) the beginning nor the end, and he is (c) (d) in making the discovery.

問6 下線部(D)をほぼ同じ意味を持つものに書き換えるとすれば、最も適当なものはどれか。下から1つ選びなさい。

1. when it is viewed 2. because it is viewed
3. even if it is viewed 4. though it is viewed
5. as if it is viewed

問7 下線の語(E) this が言及しているものは何か。下から最も適当なものを1つ選びなさい。

1. the attitude of the workman 2. the close connection
3. the world 4. the size of the weekly wage
5. the nature of the employment

問8 下線部(F)の和訳として最も適当なものを下から1つ選びなさい。

1. 何もかも当然のことである 2. すべて申し分ない
3. だれでもその方がよい 4. だれもがうまく暮している
5. だれもが健全である

問9 本文の内容に合うものを下から1つ選びなさい。

1. 昔の手職人は労働条件が悪く、仕事がつらいため、現在ほど満足感が得られなかった。
2. 現在は仕事の全工程のうちほんの一部だけやればよいので、精神的にゆとりを持って働けるようになった。
3. 現在の職場では絶えず機械が動いているので仕事に切れ目がない。
4. 現在は労働者を引き留めておくために、労働条件が著しく改善されて来ている。
5. たとえ給料が減っても、自分が何をやっているかわからないような仕事をしたくないと労働者は思うものだ。

2 次の英文A～Eの空所 (a) ～ (e) に入れるのもっとも適切な単語をそれぞれ1～4の中から選び、その番号を記しなさい。

A. Do you feel (a) taking a walk?

1. like 2. of 3. by 4. for

B. I came (b) a very strange book in that bookshop.

1. to 2. upon 3. up 4. in

C. He (c) his energy for the next game.

1. served 2. observed 3. deserved 4. conserved

D. She (d) her mistake frankly.

1. admits 2. vomits 3. commits 4. compels

E. His decision has been (e) as arbitrary.

1. described 2. inscribed 3. ascribed 4. subscribed

3 書き出しに従って、次の日本語を英訳しなさい。

(1) きみの夢はいつか実現するかもしれないね。

Your dream might _____.

(2) たべ物をきらしてしまった。

We have run _____.

(3) かれらはその日暮らした。

They live _____.

(4) その知らせはわれわれには意外であった。

The news _____

4 次の(1)~(5)の各文の下線部分を、1語で表すとすれば、どの語が適当ですか。それぞれ、1~4の中から、1語だけ選び、その番号を記しなさい。

(1) Peter takes after his mother more than his father.

1. envies 2. resembles 3. respects 4. loves

(2) Tom went on to say that he flew from Montreal to Halifax.

1. denied 2. agreed 3. added 4. replied

(3) You cannot keep away from this situation any longer.

1. conceal 2. avoid 3. condemn 4. understand

(4) I cannot put up with her behavior.

1. admire 2. imitate 3. approve 4. bear

(5) The boys made believe that they were American Indians.

1. pretended 2. thought 3. announced 4. presented

(6) He walked hard to catch up with his brothers.

1. grasp 2. meet 3. overtake 4. surprise

(7) How do you account for losing such a large sum of money?

1. explain 2. guess 3. suggest 4. support

(8) I tried to carry out what you had asked me to do.

1. answer 2. bring 3. perform 4. understand

5 次の問いに答えなさい。

問1 次の各英文は1語が脱落していて、いずれも誤文である。例にならって脱落している個所の記号とその語を書きなさい。

(例) Simon _ア was _イ very _ウ much _エ afraid _オ the _カ dog. (答) オー of

1. My _ア uncle _イ has _ウ dead _エ these _オ eight _カ years.

2. No _ア sooner _イ we _ウ got _エ on _オ shore _カ than _キ it _ク began _ケ to _コ blow _サ hard.

3. The _ア book _イ must _ウ be _エ taken _オ good _カ care _キ by _ク you _ケ all.

4. The _ア gangster _イ knocked _ウ me _エ down _オ and _カ robbed _キ me _ク my _ケ watch.

問2 次の各日本文の意味を表わすように、下記の英文中の()内に最も適当な語を1語ずつ書きなさい。

1. このカメラはあのカメラの半分の値段です。

This camera is () () expensive as that one.

2. 医者はその薬は私にきくだろうと言いました。

The doctor said that the medicine would () () good.

3. あの男は何度フランスへ行ったことがあるのかしら。

I () () often the man has been to France.

4. 自分が正しいと思っていることを実行する人は少なかった。

Few people put in practice () () thought was right.

第 2 回

1 次の英文を読み、下の設問に答なさい。

Television hasn't been with us all that long, but we are already beginning to forget ^(A)what the world was like without it. Before we admitted the one-eyed monster into our homes, we never found it difficult to occupy our spare time. We used to enjoy civilised pleasures. For instance, we used to have hobbies, we
5 used to entertain our friends and be entertained by them, we used to go outside
(イ) our amusements to theatres, cinemas, restaurants and sporting events. We even used to read books and listen to music and broadcast talks occasionally. All that belongs to the past. Now all our free time is regulated by the 'goggle box', that is, television. We rush home or *¹gulp down our meals to be in time for
10 this or that programme. We have even given up sitting at table and having a leisurely evening meal, exchanging the news of the day. A sandwich and a glass of beer will do—^(a)anything, ^(B)providing it doesn't interfere with the programme. The monster demands and obtains absolute silence and attention. If any member of the family dares to open his mouth during a programme, he is
15 quickly silenced.

Whole generations are growing up *²addicted to the television. Food is left uneaten, homework undone and sleep is lost. The television is a universal *³pacifier. It is now standard practice for mother to keep the children quiet by putting them in the livingroom and turning on the set. It doesn't matter that the
20 children will watch rubbishy commercials or spectacles of violence—so long as they are quiet.

There is a limit (□) the amount of creative talent available in the world. Every day, television consumes vast quantities of creative work. That is why most of the programmes are so bad : it is impossible to keep pace (ハ) the
25 demand and maintain high standards (ニ) well. When millions watch the same programmes, the whole world becomes a village, and society is reduced to the conditions which obtain in pre-literate communities. We become utterly

dependent (ホ) the two most primitive media of communication : pictures and the spoken word. Television encourages passive enjoyment. We become content with second-hand experiences.

*1 gulp down: to swallow (food or drink) quickly or greedily

*2 addicted to : to be given to, habitually or compulsively

*3 pacifier: something that soothes or calms ; baby's dummy

設問1 下線(A), (B)を和訳しなさい。

設問2 (a) anything の後に省かれている語句を補い解答欄に英語で記入しなさい。

設問3 次の各文で、本文の内容と一致するものが3つある。解答欄にその数字を3つだけ書き入れなさい。

- (1) 何百万という人が同じテレビ番組を見ても、それぞれ受け取り方が違うから、自分を向上させる者もいれば、テレビを見て墮落する者もいる。
- (2) テレビは、万人にとって幼児のおしゃぶりのようなものである。居間に子供をおいて、テレビをつけて子供を静かにさせておくことは、母親のごく普通の習慣となっている。
- (3) 子供たちは、つまらないコマーシャルや暴力シーンに夢中になりがちであり、低俗な番組が多いのは子供たちの好みに合わせたためである。
- (4) テレビがあれば、わざわざ劇場や映画館に行かなくても家庭で最新の情報を得たり、すぐれた番組を見て教養を高めることができる。
- (5) テレビが家庭に入る以前には、高尚な楽しみを持ったものだった。
- (6) 家族の者が有意義で共通の話題を楽しむには、テレビが一家に一台あれば十分である。
- (7) 番組の創造能力にもおのずと限度がある。これほどぼう大な作品を毎日テレビが流していれば、その大部分は必然的に質が低下する。

設問4 文中のかっこ (イ) ~ (ホ) にもっとも適当な語を次の1~10から選び番号で答えなさい。

- | | | | | |
|---------|-------|---------|--------|--------|
| 1. with | 2. on | 3. as | 4. to | 5. of |
| 6. in | 7. by | 8. like | 9. for | 10. at |

設問5 次の単語のもっとも強く発音される部分を，番号で答えなさい。

A. $\frac{\text{oc-cu-py}}{1 \quad 2 \quad 3}$

B. $\frac{\text{in-ter-fer-e}}{1 \quad 2 \quad 3}$

C. $\frac{\text{reg-u-late}}{1 \quad 2 \quad 3}$

D. $\frac{\text{a-vail-a-ble}}{1 \quad 2 \quad 3 \quad 4}$

E. $\frac{\text{en-cour-age}}{1 \quad 2 \quad 3}$

2 各文（1～5）の空所をうめるのに最も適当な語（句）をA～Dより一つ選びなさい。

1. When I saw him rescue the girl from drowning, I could not but () his courage.

A. admired B. admiring C. being admired D. admire

2. No sooner () the idea occurred to him than he was sure of it.

A. had B. has had C. has D. having

3. He is, (), a grown-up baby.

A. as if B. as it were C. as it is D. as much

4. Thinking she was in difficulties, he hastened towards her, but in doing so he () slipped and wrenched his ankle.

A. it B. them C. himself D. herself

5. Fifteen years () since she left home for Europe.

A. was passed B. got passed C. have passed D. are passing

3 次の(1)~(5)の日本語とほぼ同じ意味になるように、与えられたイ~チの語を()
と [] 内にそれぞれ1語ずつ入れて完成し、[A] と、[B] に入れた語
の記号を記しなさい。

(1) 彼は不注意にも車にカギをかけないでおいた。

He was () () [A] () () () ()
[B].

イ. enough ロ. car ハ. to ニ. his
ホ. not ヘ. careful ト. locked チ. keep

(2) あの子をわが家に引き留めることはできない。

We () [A] () () [B] () ()
().

イ. our ロ. stay ハ. can't ニ. the
ホ. in ヘ. house ト. child チ. have

(3) 彼はもう海外旅行の準備ができたようだ。

He seems to () () [A] () () ()
[B] ().

イ. abroad ロ. a ハ. make ニ. to
ホ. himself ヘ. have ト. trip チ. prepared

(4) 私たちは彼女を起こしてはいけないと思い静かに歩いた。

We walked () () [A] () () [B]
() ().

イ. we ロ. for ハ. softly ニ. should
ホ. her ヘ. fear ト. wake チ. up

(5) その番組は12歳以下の子供が見るのにはあまりにもひどい。

The program is () [A] () () [B] ()
() ().

イ. under ロ. too ハ. to ニ. twelve
ホ. violent ヘ. children ト. watch チ. for

4 次の(a)~(j)の下線部の意味は、それぞれの下の1~4のどれに最も近いか。1つ選びなさい。

(a) I don't think Mr.Perry will ever get over what happened to him.

1. understand 2. repeat 3. be able to tell 4. recover from

(b) This information may be unreliable since I got it second hand.

1. inexpensively 2. indirectly 3. unexpectedly 4. carelessly

(c) My brother was the only one who witnessed the accident yesterday.

1. saw 2. escaped 3. avoided 4. caused

(d) My mother thought the drama on TV last night was absurd.

1. interesting 2. deep 3. silly 4. fantastic

(e) We were taught in school to tolerate the beliefs of others.

1. respect 2. question 3. dispute 4. preach

(f) The evening ended with a speech by the president; everything he said, however, was beside the point.

1. convincing 2. instructive 3. precise 4. irrelevant

(g) Our neighbors were compelled to sell their house.

1. decided 2. expected 3. were forced 4. were anxious

(h) The judge disposed of the case in short order.

1. carefully 2. without delay
3. impolitely 4. after consideration

(i) The sign on the board put me in mind of something I had to do.

1. reminded me of 2. worried me about
3. convinced me of 4. encouraged me about

(j) Most people agreed that the speaker was monotonous.

1. lively 2. boring 3. too fast 4. too loud

5 次のA～Eの下線部の語を文中で正しく発音するとき、最初の音節を最も強く読むものを1，そうでないものを2の番号で答えなさい。ただし、各語の音節は各文の後の()内に示してあります。

- A. She bought the latest hit record yesterday. (re-cord)
- B. She will record several songs next week. (re-cord)
- C. He is going to present her with a necklace. (pre-sent)
- D. The ship made slow progress through the rough sea. (pro-gress)
- E. He will report the discovery of a new planet tomorrow. (re-port)

第 3 回

1 次の英文を読み，設問 1～6 に答えなさい。

During the past several decades, people working in ⁽¹⁾linguistics have studied a good proportion of the world's languages—although not as many of ⁽²⁾them nor in such detail as ⁽³⁾they would like. ⁽⁴⁾From this study it has emerged that there are no linguistic reasons for saying that any language is superior to any other. All
5 languages are equally good. There is no way of evaluating any language more favorably than any other. Linguists have found that all languages are complex systems which are equally valid as means of communication. Each language meets the communication needs of its speakers in an entirely adequate way, and if these needs change, then the language changes with them. ⁽⁵⁾In other words,
10 there is no such thing as a primitive language. ⁽⁶⁾Languages spoken in communities technologically not so advanced as our own are linguistically no different from those spoken in the more fully industrialized nations. Languages spoken by isolated hill-tribes in Papua, say, are in every way as ordered and complex as English, French and the other European languages.

問 1 下線部(1) linguistics の説明を A～D より 1 つ選び，その記号を記しなさい。

- A. the science of man, especially of the beginnings, development, customs and beliefs of mankind
- B. the science dealing with properties and interactions of matter and energy
- C. the study of principles of reasoning
- D. the study of the nature and structure of human speech

問 2 下線を付した them は何を指すか，A～E より 1 つ選び，その記号を記しなさい。

- A. the past several decades
- B. people working in linguistics
- C. linguistics
- D. a good proportion of the world's languages
- E. the world's languages

問3 下線を付した they は何を指すか, A~E より 1つ選び, その記号を記しなさい。

- A. the past several decades
- B. people working in linguistics
- C. linguistics
- D. a good proportion of the world's languages
- E. the world's languages

問4 下線部(4) From this study it has emerged that の言い替えとしては不適切なものを A~D より 1つ選び, その記号を記しなさい。

- A. This study has denied that
- B. This study has found that
- C. This study has indicated that
- D. This study has shown that

問5 下線部(5)(6)を日本語に訳しなさい。

問6 本文の主張を A~D より 1つ選び, その記号を記しなさい。

- A. A language changes when its speakers are civilized people.
- B. All languages are complex systems which are equally sound and sufficient as means of communication.
- C. Languages spoken in less industrialized countries are more complex than European languages.
- D. Primitive languages are not spoken in advanced communities.

2 次の各文中の空所を埋めるのもっとも適したものを、それぞれイ～ニの中から1つ
選び、その記号を記しなさい。

(1) Take that book back to the library, () you?

イ. aren't □. do ハ. shall ニ. will

(2) If a business is to succeed, it must be () efficiently.

イ. gone □. put ハ. run ニ. set

(3) The mother told her daughter () those toys away at once.

イ. by putting □. putting ハ. to put ニ. put

(4) Because of the snow the cars couldn't move, and () could the buses.

イ. also □. either ハ. neither ニ. so

(5) People complain that prices have risen, and that their () of living has
fallen.

イ. cost □. standard ハ. wage ニ. way

3 次の英文中の () 内の語を並べかえて、意味の通る英文にする場合、最も適当な語順はどれか。下の1～4の中から選びなさい。

(1) Do you know (1. came 2. first 3. it 4. that 5. who 6. was) to the party?

1. (3—6—4—5—2—1)

2. (4—3—6—5—2—1)

3. (5—1—2—4—3—6)

4. (5—3—6—4—2—1)

(2) Mrs. Smith is rich (1. anything 2. buy 3. enough 4. she 5. to 6. wants).

1. (1—4—6—3—5—2)

2. (3—1—5—2—6—4)

3. (3—5—2—1—4—6)

4. (5—2—1—4—6—3)

(3) It has begun snowing, (1. expected 2. I 3. is 4. just 5. what 6. which).

1. (2—1—4—5—3—6)

2. (4—5—3—6—2—1)

3. (5—2—1—3—4—6)

4. (6—3—4—5—2—1)

(4) I wonder why (1. a 2. as 3. man 4. such 5. you) should have made the mistake.

1. (1—4—3—2—5)

2. (2—5—4—1—3)

3. (4—1—3—2—5)

4. (5—2—4—1—3)

(5) George, working very hard, has recently bought (1. a 2. his 3. house 4. large 5. of 6. own) in the suburbs.

1. (1—4—3—5—2—6)

2. (1—4—6—5—2—3)

3. (2—6—3—5—1—4)

4. (2—6—5—1—4—3)

4 次の各文の下線部が同じ意味になるように1語で言い換えるとすれば、下のA～Jのうちどれがふさわしいか、記号で答えなさい。

1. She left out the fourth question on her examination.

2. Such a thing is completely out of the question.

3. Tom has always made good in every work he has had.

4. Jane fainted but came to at once.

5. The poor fellow went out of his mind.

A. succeeded

B. deaf

C. bred

D. omitted

E. occurred

F. mad

G. refused

H. impossible

I. revived

J. useless

- 5 問1 次の英文を読み、空所 (1) ~ (4) をうめるのに最も適切な語をA ~Dより1つ選びなさい。

People with a true love of pictures make the best collectors. They look at canvas after canvas and by (1) build up an understanding of the painters in whom they are (2) and develop an eye for tone, subject and technique. Books and experts may provide information and some insight but in the final reckoning it is the individual's own (3) to a picture that matters. It is vital to be able to recognize quality in a work, and for this one looks for the sincerity of a painter and his (4) and technique in translating this into his picture.

注 reckoning 判断

1. A. experiment B. experience C. emotion
D. exercise
2. A. insisted B. inquired C. intended
D. interested
3. A. response B. system C. fear
D. memory
4. A. history B. skill C. trade
D. pride

- 問2 本文の内容に最もよくあうものをA~Dより1つ選びなさい。

- A. People who have no true feeling for pictures can still recognize painters and their works.
- B. Only art experts are able to provide a lot of information and insight into artists' works.
- C. The most important thing in understanding pictures is to have your own feeling about them.
- D. One must have the ability to paint in order to recognize quality in a picture.

第 4 回

- 1 次の英文は、イギリスのある批評家が1960年代のイギリスの家庭婦人について書いたものの一部です。この英文を読み、1～9の設問に答えなさい。

By the 1960s the working wife had become a feature so common as to pass unnoticed. ⁽⁸⁾In countless homes the mother, once the permanent center of the household, was out at work all day, so that the children could not get in if they went home in an emergency. This meant a completely changed course of
5 household affairs. Where husband and wife were both at work, tasks in the house had to be done together in the evening, or on the weekend. When ⁽¹⁾it first became available, the *pressure cooker was very valuable in this hurried atmosphere, though its popularity later declined. Still, the organization of meals was a ⁽²⁾demanding task for the working mother.

10 This change of the woman's place in everyday life greatly speeded the decline of the traditional family circle. No mother could easily play the part of a calm central figure, providing understanding and comfort, when she was troubled with the thought of an evening's housework after a day of outside employment. Shopping under normal circumstances was a necessary labor, but shopping ⁽³⁾on
15 the run during the lunchhour or before nine in the morning was one of the ⁽⁴⁾crosses of the worker-wife-mother.

Where formerly many wives had gone into employment because they were bored or were living with parents-in-law, they had different reasons for doing so in the 1960s. ⁽⁵⁾A double income helped to pay for a new house and to buy things
20 that they wanted. Kitchen appliances like washing machines and refrigerators came to be indispensable, and the car was ⁽⁶⁾a leading requirement. The money earned by a working wife helped to acquire such objects, and in any case the prospects of ⁽⁷⁾a housebound existence discouraged many active, well-educated wives, who were frank enough to admit that they hated housework.

[注] *pressure cooker 圧力がま

問1 下線部分①が指すものを，次のイ～二の中から一つ選びなさい。

- イ. the hurried atmosphere
- ロ. the weekend
- ハ. the pressure cooker
- 二. the organization of meals

問2 下線部分②とほぼ同じ意味を表すのにもっとも適切なものを，次のイ～二の中から1つ選びなさい。

- イ. work demanded by a husband
- ロ. work requiring a lot of time and energy
- ハ. work of preparing meals for the family
- 二. work a housewife was asked to do

問3 下線部分③とほぼ同じ意味を表すのにもっとも適切なものを，次のイ～ホの中から1つ選びなさい。

- イ. in the long run
- ロ. trying to escape
- ハ. running through
- 二. in a hurry
- ホ. while running on

問4 下線部分④とほぼ同じ意味を表すのにもっとも適切なものを，次のイ～ホの中から1つ選びなさい。

- イ. burdens
- ロ. pleasures
- ハ. hobbies
- 二. suspicions
- ホ. duties

問5 下線部分⑤とほぼ同じ意味を表すのにもっとも適切なものを，次のイ～二の中から1つ選びなさい。

- イ. the total amount of money earned by a wife
- ロ. the total amount of money earned by husband and wife
- ハ. twice as much money as a wife had previously earned
- 二. twice as much money as husband and wife had previously earned

問6 下線部分⑥とほぼ同じ意味を表すのにもっとも適切なものを，次のイ～二の中から1つ選びなさい。

- イ. an object of great value
- ロ. one of the most needed objects
- ハ. a leader's favorite object
- 二. an object required by an automobile driver

問7 下線部分⑦にもっとも近い意味内容を表すものを、次のイ～二の中から1つ選びなさい。

- イ. a husband who was bound by housework
- ロ. a mother who gave up her housework
- ハ. a worker-wife who was not busy with housework
- ニ. a wife who could not escape housework

問8 下線部⑧を和訳しなさい。

問9 次の1～3の各文について、本文の内容と合うものを、それぞれの組のイ～二の中から1つ選びなさい。

1. The children could not get in if they went home in an emergency,
 - イ. because they were unable to use the key.
 - ロ. because the mother was the permanent center of the household.
 - ハ. because their mother was out working all day.
 - ニ. because their mother became a feature so common as to pass unnoticed.
2. The traditional family circle declined very fast,
 - イ. because the mother could easily play the part of a quiet central figure in the house.
 - ロ. because the woman's place in everyday life greatly changed.
 - ハ. because the popularity of the pressure cooker declined later on.
 - ニ. because the worker-wife-mother enjoyed shopping early in the morning or during lunch-time.
3. The money earned by a working wife helped her
 - イ. go shopping under normal circumstances.
 - ロ. enjoy living with her parents-in-law.
 - ハ. become a burden on her husband.
 - ニ. get such things as a washing machine, a refrigerator and a car.

2 次の英文の () に入れる語として最も適当なものを、下の1～4の中から選びなさい。

(1) Leave the letters () they are till he comes back.

1. as 2. if 3. so 4. though

(2) Kate is very tall () a girl of nine.

1. above 2. except 3. for 4. of

(3) Can you tell one twin () the other?

1. between 2. from 3. on 4. with

(4) Ten () one he will be elected chairman.

1. and 2. by 3. to 4. without

(5) It will not be long () she gets well.

1. after 2. before 3. since 4. until

(6) Can you give me the facts ()?

1. at work 2. in brief 3. in check 4. on view

(7) We have had quite a good summer ().

1. for effect 2. in wonder
3. on our hands 4. on the whole

(8) He rarely gets to work ().

1. for a time 2. from time to time
3. in no time 4. on time

(9) Don't throw away anything that may be ().

1. for the best 2. in value 3. in the way 4. of use

(10) Much of the information in the book is now ().

1. in advance 2. on trust
3. out of condition 4. out of date

3 与えられた日本文にもっともよく対応するように、下の語又は語句を並べかえて、英文を作り番号を記しなさい。

(1) (a) 彼にかぎってそんなことはしないだろうと思っていました。

He was (イ) (ロ) (ハ) (ニ) (ホ) (ヘ)
(ト) (チ) .

- | | | |
|-----------------|-------------------|----------|
| 1. such a thing | 2. have suspected | 3. doing |
| 4. the | 5. I should | 6. last |
| 7. of | 8. person | |

(b) 私たちは自分の言動には責任をもつべきです。

We should (イ) (ロ) (ハ) (ニ) (ホ) (ヘ)
(ト) .

- | | | |
|--------------|----------------|----------|
| 1. our words | 2. responsible | 3. deeds |
| 4. make | 5. ourselves | 6. for |
| 7. and | | |

(2) (a) 世間には暇がなく読書ができないとこぼす人が多い。

(イ) (ロ) (ハ) that (ニ) (ホ) (ヘ) (ト)
(チ) .

- | | | |
|-----------|-------------|-------------|
| 1. cannot | 2. to read | 3. people |
| 4. find | 5. they | 6. complain |
| 7. time | 8. A lot of | |

(b) だが、読みたいと思えばどんなに忙しくても読めるものです。

But if they really want to read, (イ) (ロ) (ハ) , (ニ)
(ホ) (ヘ) (ト) (チ) .

- | | | |
|---------|-------------|---------|
| 1. may | 2. however | 3. it |
| 4. busy | 5. they | 6. find |
| 7. be | 8. they can | |

(c) 与えられた時間をできるだけ利用することが必要です。

It is (イ) (ロ) (ハ) (ニ) (ホ) (ヘ) (ト)
(チ) .

- | | | |
|--------------|--------------|-------------|
| 1. your time | 2. for you | 3. the best |
| 4. of | 5. to | 6. use |
| 7. make | 8. necessary | |

4 各組 (1 ~ 5) の二つの文がほぼ同じ意味になるように、空所に適当な一語を補いなさい。

1. { My brother is three years older than I am.
My brother is three years my () .
2. { The mother was so young that she looked like a schoolgirl.
The mother looked young () to be a schoolgirl.
3. { Her family are strongly opposing us, but we're going to get married.
We're going to get married in () of the strong opposition of her family.
4. { Your teacher cannot have made such a silly mistake.
It is () that your teacher made such a silly mistake.
5. { Every time he comes to see me, he complains about this and that.
He never comes to see me () complaining about this and that.

5 次の 1 ~ 5 の各語群イ ~ ホの中に、下線部分の発音が他の語と違うものが一つだけあります。その記号を記しなさい。

- | | | | |
|------------------------|--------------------|---------------------|--------------------|
| 1. イ. <u>g</u> overn | ロ. <u>s</u> tomach | ハ. <u>th</u> orough | ニ. <u>h</u> ostess |
| | ホ. <u>c</u> ompass | | |
| 2. イ. <u>n</u> eighbor | ロ. <u>h</u> eight | ハ. <u>r</u> eign | ニ. <u>f</u> reight |
| | ホ. <u>w</u> eigh | | |
| 3. イ. <u>c</u> rouch | ロ. <u>g</u> round | ハ. <u>d</u> oubt | ニ. <u>c</u> ourage |
| | ホ. <u>o</u> unce | | |
| 4. イ. <u>t</u> omb | ロ. <u>o</u> nion | ハ. <u>m</u> onkey | ニ. <u>t</u> ongue |

ホ. honey
5. イ. passage □. damage ハ. classmate ニ. cottage
ホ. delicate

第 5 回

1 次の英文を読んで、設問に答えなさい。

Tell a child, a husband, or an employee that he is stupid at a certain thing, that he has no gift for it, and that he is doing it all wrong ①and you will destroy almost every incentive to try to improve. But use the opposite technique; ②be liberal with your encouragement; make the thing seem easy to do; let the other
5 person know that you have faith in his ability to do it, that he has an undeveloped talent for it—and he will practice until the dawn comes in at the window in order to ③excel.

A short time ago a friend of mine, about forty years old, became engaged, and his fiancée persuaded him to take some dancing lessons. “God knows I needed
10 dancing lessons,” he confessed as he told me the story, “for I danced just as I did when I first started twenty years ago. The first teacher I ④engaged probably told me the truth. She said I was all wrong; I would just have to forget everything and begin all over again. But that ⑤took the heart out of me. I had no incentive to go on. So I quit her.

15 “The next teacher may have been ⑥lying; but I liked it. She said that my dancing was a bit oldfashioned perhaps, but the fundamentals were all right, and she assured me I wouldn’t have any trouble learning a few new steps. The first teacher had discouraged me by emphasizing my mistakes. This new teacher
⑦did the opposite. ‘You have a natural sense of rhythm,’ she assured me. ⑧‘You
20 really are a born dancer.’ Now my common sense tells me that I always have been and always will be a fourth-rate dancer; yet, deep in my heart, I still like to think that maybe ⑨she meant it.

“At any rate, I know I am a better dancer than I would have been if she hadn’t told me I had a natural sense of rhythm. That encouraged me. That gave me
25 hope.”

It is this encouragement that makes people want to improve. Such is human nature.

[注] incentive (to do) = (～しようとする) 意欲

問1 ①の and と同じ用法のものを次の中から選びなさい。

1. I hope it will be fine and that you will have a good time.
2. The rain stopped, and the sun came out.
3. It is very cold, and yet I must go out.
4. Wait a little and the tea will cool off.

問2 ②を次のように書き換えた場合、() 内にどのような1語を補ったらよいか。下の1～4の中から選びなさい。

give your encouragement ()

1. generously
2. wisely
3. carefully
4. properly

問3 ③の excel の意味として最も適当なものを次の中から選びなさい。

1. finish his work
2. do better than others
3. make up for lost time
4. get out of trouble

問4 ④の engaged と同じ意味で用いられているものを次の中から選びなさい。

1. He engaged himself in politics.
2. They engaged him as a guide.
3. I have my time fully engaged.
4. She is engaged to a nice young doctor.

問5 ⑤の意味に最も近いものを次の中から選びなさい。

1. embarrassed
2. surprised
3. irritated
4. discouraged

問6 ⑥の lying と同じ意味で用いられているものを次の中から選びなさい。

1. The cat was lying on the sofa.
2. He lied to you then and he is lying now.
3. The treasure had been lying hidden for centuries.
4. He has a lot of money lying at the bank.

問7 ⑦の did the opposite の意味を具体的に述べているものを次の中から選びなさい。

1. kept praising the things I did right and minimizing my errors
2. always let me do things myself so that I could learn from my mistakes
3. was strongly opposed to my taking dancing lessons

4. criticized me severely and made it hard for me to correct my errors

問8 ⑧を次のように書き換えた場合、()内にどのような1語を補ったらよいか。下の1～4の中から選びなさい。

You really are () to be a dancer.

1. tempted 2. trained 3. supposed 4. destined

問9 ⑨の she meant it の意味として最も適切なものを次の中から選びなさい。

1. she was joking 2. she was wrong
3. she was thoughtful 4. she was serious

問10 本文中で筆者が読者に伝えようとしていることはどのようなことか。次の中から最も適切なものを選びなさい。

If you want to improve a person without hurting his feelings, the important rule is:

1. Talk about your own mistakes before criticizing him.
2. Be a good listener. Encourage him to talk about himself.
3. Give him confidence. Make his faults seem easy to correct.
4. Always try to see things from his point of view.

2 次の各文A～Eの空所（ a ）～（ e ）に入れるのに最も適当な語または語句をそれぞれ下記の中から選び、その番号を記しなさい。

A. The boy was (a) by the noise of the explosion.

1. afraid 2. nervous 3. frightened 4. fearful

B. We shall have to (b) if we want to go to Florida this summer.

1. save up 2. put away 3. put aside 4. lay up

C. How do you like your eggs (c)?

1. done 2. made 3. set 4. ready

D. It was (d) work building the bridge in that hot climate.

1. powerful 2. strong 3. hard 4. vigorous

E. Please keep all medicines out of (e) of children.

1. reach 2. arm's length 3. range 4. limit

3 カッコ内の語（句）を並べかえて日本語の意味に合う英文を完成しなさい。ただし解答はカッコ内の並べかえた語順で3番目と5番目にくる語（句）を選び、その2つの記号を記しなさい。

1. 私は彼が助けてやろうと言ったのをどうしても断われなかった。

I could not (A. refuse B. to C. well D. offer E. his) help me.

2. 彼はそのクラスの担任の先生です。

He is the (A. of B. teacher C. charge D. the E. in) class.

3. 彼女には、いたずらっぽいところがあるからますます好きだ。

I like her (A. the B. her C. all D. for E. better) naughtiness.

4. 私は哲学よりもむしろ文学に興味がある。

I am not so (A. interested B. in literature C. in philosophy D. as E. much).

5. その知らせを聞くとすぐに、彼女はとび上がって喜んだ。

She jumped up for (A. moment B. heard C. the D. joy E. she) the news.

4 次の各組の2つの文がほぼ同じ意味になるように1～5の空所（ A ）（ B ）にそれぞれ適当な語を1つずつ入れなさい。

1. I have never read such an amusing story as this.

This is (A) (B) amusing story I have ever read.

2. All the students are present today.

No student (A) (B) today.

3. Why was she so angry at that time?

(A) (B) her so angry at that time?

4. Have they told you what time to call on them?

Have they told you (A) (B) should call on them?

5. He died three years ago.

He (A) (B) dead these three years.

問2 The staff were 'dead beat' means they were

- A. half asleep. B. exhausted. C. irritable. D. forgetful.

問3 What action did the tramp take? He

- A. destroyed the store. B. made himself at home
C. went to sleep for 2 days. D. had a miserable day.

問4 When the tramp was arrested, he

- A. laughed at the police. B. looked forward to going to prison.
C. took his bottles with him. D. didn't make any fuss.

問5 Why didn't the judge award compensation to the chain store?

- A. The tramp had stolen nothing of value.
B. The store had profited by the incident.
C. The tramp deserved a happy Christmas.
D. The store was responsible for what happened.

2 次の各文の空所をうめるのに最も適当な語（句）をA～Dより1つ選び、その記号を記しなさい。

(1) I will lend you this book when I () it.

- A. will have finished reading B. will finish reading
C. have finished reading D. have finished to read

(2) Though he was pretty rich, he did not have ().

- A. many furnitures B. many pieces of furnitures
C. much furniture D. a large furniture

(3) Mary has been looking for her favorite () for hours.

- A. accessory B. accesery C. acsessory D. accesarry

(4) She went shopping () that famous store last week.

- A. for B. to C. at D. into

(5) The rumor () she will soon get married.

- A. gives B. has it C. opens D. presents

(6) () my knowledge, there are no adequate books on this subject.

- A. For B. With C. As D. To

- 3 次の(1)~(5)の日本語とほぼ同じ意味になるように、与えられたイ~チの語・句を並べかえて、英文を完成しなさい。ただし答えは、各空所に1語・句ずつを入れた上で、①~⑩に入る語・句の記号のみを、記しなさい。

(1) あの川で私たちがよく魚とりをしたころを思い出す。

I _____ ① _____ ② _____
in the river.

- イ. the ロ. fish ハ. we ニ. when
ホ. remember ヘ. used to ト. days チ. catch

(2) 大人になってはじめて、私は父の言っていたことが理解できるようになった。

I _____ ③ _____ my father's words _____
_____ ④ _____.

- イ. grew up ロ. I ハ. until ニ. a man
ホ. not ヘ. understand ト. could チ. to be

(3) 生徒たちがうるさくて、先生の声が聞こえなかった。

The pupils made _____ ⑤ _____ that the teacher _____
_____ ⑥ _____.

- イ. could ロ. heard ハ. himself ニ. make
ホ. a ヘ. noise ト. not チ. such

(4) 子供がみな大きくなって家を離れたら、どんな気持ちができるだろうか。

How _____ ⑦ _____ all your children _____
_____ ⑧ _____ ?

- イ. grown up ロ. from home ハ. to have ニ. it
ホ. away ヘ. does ト. feel チ. and

(5) 私がだまっていたので、彼はますます怒ってしまった。

I _____, _____ ⑨ _____ all _____ ⑩ _____
_____.

- イ. which ロ. more ハ. made ニ. angry
ホ. nothing ヘ. the ト. said チ. him

- 4 次の(ア)～(カ)の各組の文(a)・(b)がほぼ同じ意味になるように、(b)の空所に語を入れなさい。ただし、その語は(b)の空所にそれぞれ記入された文字で始まる語とする。答は、すでに解答欄中に記入された文字につづけて、大文字のアルファベットで記入すること。
- (例) (a) He determined to master French at any cost.
(b) He made up his (M) to master French at any cost. (答) Mind
- (ア) (a) He arrived late at the meeting as he generally did.
(b) He arrived late at the meeting as (U).
- (イ) (a) I'd rather go for a walk than see the movie.
(b) I (P) going for a walk to seeing the movie.
- (ウ) (a) Toward morning the ship could be seen offshore.
(b) Toward morning the ship was (V) offshore.
- (エ) (a) The professor said his advice was free for the asking.
(b) The professor said his advice was free on (R).
- (オ) (a) They went to England on business last month.
(b) Business (T) them to England last month.
- (カ) (a) He is always ready to criticize the work of others.
(b) He is always ready to find (F) with the work of others.

5 次の1～10のなかには、日本語の意味を表すのに、その英文が文法上、または語の用法上、適当でないものが5組あります。その番号を記しなさい。

1. { 彼が死んでから5年たった。
Five years have passed since he died.
2. { 彼がなぜそれをやったと思いますか。
Do you think why he has done it?
3. { そうですね、私はまあ秋より春の方が好きですね。
Well, I should say I like spring than autumn.
4. { まさかの時には、きみは貯金にたよることができる。
In an emergency you can fall back upon your savings.
5. { いつでもご都合のよい時にあそびに来て下さい。
Please come and see me whenever you are convenient.
6. { 火事が起こって急に広がった。
A fire broke out and spread rapidly.
7. { 君にもあの日の出を見せたかったなあ。
You should have seen that sunrise!
8. { あなたはその単語の発音を知っていますか。
Can you tell me what the word is pronounced?
9. { スミス氏はその意見に賛意を表明した。
Mr. Smith spoke in favour of the view.
10. { 窓をしめていただけますか。
Would you mind to close the window?

6 下に与えられた語 1～8の中から適当なものを選んで空所をうめなさい。同じ語を2度使ってもよい。

(イ) A tree reaches () its branches toward the light.

(ロ) We discussed the matter far () the night.

(ハ) I never () the least expected to find him there.

(ニ) The parts of a machine all have reference () each other.

(ホ) You can live () what you earn, can't you?

(ヘ) He takes a real pride () his garden.

1. as

2. into

3. on

4. out

5. at

6. to

7. in

8. with

第 7 回

1 次の英文を読み，設問（1～4）に答えなさい。

“Equality,” “liberty” — what precisely do these words from the Declaration of Independence mean? Can the ideals they express be realized in practice? Are equality and liberty consistent one with the other, or are they in conflict?

Since before the Declaration of Independence, ⁽²⁾these questions have played a
5 central role in the history of the United States. The attempt to answer them has shaped the intellectual climate of opinion, led to bloody war, and produced major changes in economic and political institutions. This attempt continues to dominate our political debate. It will shape our future as it has our past.

In the early decades of the Republic, equality meant equality before God;
10 liberty meant the liberty to shape one’s own life. The obvious conflict between the Declaration of Independence and the institution of slavery occupied the center of the stage. That conflict was finally resolved by the Civil War. The debate then moved to a different level. ⁽³⁾Equality came more and more to be
interpreted as “equality of opportunity” in the sense that no one should be
15 prevented by arbitrary obstacles from using his capacities to pursue his own
objectives. That is still its dominant meaning to most citizens of the United States.

Neither equality before God nor equality of opportunity presented any conflict with liberty to shape one’s own life. Quite the opposite. Equality and
20 liberty were two faces of the same basic value—that ⁽⁴⁾every individual should
be regarded as an end in himself.

注 arbitrary 不当な

問1 本文の内容に最もよくあうものをA～Iより4つ選び，その記号を記しなさい。

- A. The debate on equality and liberty has always stayed on the same level.
- B. The words “equality” and “liberty” are written in the Declaration of Independence.

- C. The intellectual climate of opinion and bloody war produced major changes in economic and political institutions in the United States.
- D. The obvious conflict between the Declaration of Independence and the institution of slavery was finally resolved by the Civil War.
- E. Equality before God and equality of opportunity are in conflict in the United States.
- F. Equality is interpreted as “equality of opportunity” and that is still its dominant meaning to most citizens of the United States.
- G. Equality and liberty are in conflict one with the other but they express the ideals of the United States.
- H. The Declaration of Independence and the institution of slavery have played a central role in the history of the United States.
- I. The questions of equality and liberty have had little meaning in the history of the United States.

問2 下線部（2. 3. 4）を和訳しなさい。

問3 本文の標題として最もふさわしいものを1つ選び、その記号を記しなさい。

- A. The Ideals of the United States
- B. The Declaration of Independence and the Civil War
- C. On Equality and Liberty
- D. Citizens of the United States
- E. The Institution of Slavery and the United States

2 次の(1)~(5)の各文の空所に入れるのもっとも適切な語・句を、それぞれイ~二の中から1つずつ選び、その記号を記しなさい。

(1) It never _____ to me to ask for his help.

イ. appeared □. happened ハ. seemed ニ. occurred

(2) He had many regrets when he _____ his own life.

イ. looked down on □. looked back on
ハ. looked up to ニ. looked out for

(3) Will you please give me as _____ as possible on the matter?

イ. many information □. many informations
ハ. much information ニ. much informations

(4) Tom had the picture _____ on the wall of his study.

イ. hang □. hung ハ. hanged ニ. be hung

(5) I would suggest that _____ at once.

イ. he go □. he goes ハ. he went ニ. he would go

3 次の(1)~(5)の英訳文を完成するよう、[]内の語句を正しい順序に並べかえなさい。答えは数字で記しなさい。

(1) { 彼女は寒さで顔を赤くして玄関に現われた。
She appeared at [1. from 2. her face 3. red 4. the front door
5. with] the cold.

(2) { 君はそれを僕にやらせたいのか。
Would [1. like 2. me 3. that 4. to do 5. you] for you?

(3) { 彼は自分の望みを追求していて他人には無関心だ。
He is [1. of 2. indifferent 3. in 4. to others 5. pursuit] his
ambitions.

(4) { それは単純にイエス・ノーで答えられる問題ではなく、程度の問題だ。
It is more [1. a matter 2. a simple yes or no 3. of 4. of degree
5. than].

- (5) { こういう状態の下では他人に同情しろと彼女に言ってもむだだ。
 There is [1. others 2. persuading her 3. to sympathize 4. no
 5. with] under the present condition.

4 (1)~(5)で、与えられた語句を用いて上の英文と同じ意味になるように、下の文を完成
 して下さい。解答はそれぞれの()に補われる語の番号を記して下さい。

(1) I've never been to America before.

=This is (イ)(ロ)(ハ)(ニ)(ホ)(ヘ)(ト).

1. I've 2. America 3. the first time 4. that
 5. to 6. been 7. ever

(2) I've been learning English since I was twelve.

=I first (イ)(ロ)(ハ)(ニ)(ホ)(ヘ)(ト).

1. twelve 2. I 3. when 4. English
 5. began 6. was 7. learning

(3) He didn't seem to understand me.

=I don't (イ)(ロ)(ハ)(ニ)(ホ)(ヘ)(ト).

1. I 2. understood 3. make 4. myself
 5. think 6. that 7. could

(4) The police ordered the crowds to move on.

=The crowds (イ)(ロ)(ハ)(ニ)(ホ)(ヘ).

1. by 2. the police 3. move on 4. to
 5. were 6. ordered

(5) The buses couldn't move because of the traffic jams.

=The traffic jams (イ)(ロ)(ハ)(ニ)(ホ).

1. moving 2. the 3. prevented 4. buses
 5. from

5 下線部の発音が他と異なる語をA～Eより1つ選び、その記号を記しなさい。

1. A. adapt B. blameless C. danger
 D. favor E. tailor
2. A. educate B. emotion C. emphasis
 D. energy E. exercise
3. A. breast B. breathe C. feather
 D. sweat E. treasure
4. A. bough B. loud C. pound
 D. rough E. shout
5. A. copper B. dollar C. honor
 D. hotter E. occur
6. A. bone B. comb C. soap
 D. toe E. tomb

第 8 回

1 次の文を読んで設問に答えなさい。（*印の語には、注があります。）

Language is a set of sounds. These basic sounds can be combined according to the rules of a given language. English, for example, has about 45 different sounds, which do not in themselves carry any meaning. Only when we combine them to make words ①do they become meaningful units.

5 The connection of sounds and objects is arbitrary*. (②) even words which imitate the sounds by animals are the same in different languages : a cock goes ‘cock-a-doodle-doo’ in English, ‘cocorico’ in French and ‘kikeriki’ in German. But once a connection has been made, the individual speaker in a language community has to respect it (③).

10 Language is a set of symbols. Once a certain combination of sounds has been given a particular meaning, we can talk about things which are not ④pr□□□□□, for example, a dog which is not in the room. ⑤This characteristic of language enables us to go beyond our direct experience — to know something of the distant past, for example, or to consider the future.

15 Language is a set of rules. With the aid of a limited number of rules, the ⑥‘g□□□□ar’ of a language, we can produce an unlimited number of sentences. Thus every speaker uses language (⑦).

Language is adaptable. ⑫The language of any community has been found to be so complex that its speakers can make a language response to any experience
20 which they normally go through. As a range of experience changes, (⑧) does language. The vocabulary of every living language is capable of (⑨) to meet the needs of its speakers. Even in a language like Latin, a speaker would have been perfectly capable of describing, say, a typewriter if shown ⑩one, and of coining a word* for it, if typing (⑪) become part of daily life in ancient
25 Rome.

[注] arbitrary: 恣意的な, 任意の

coining a word: making a new word

問1 下線部①の do と同じ用法で“do” が用いられている文を次の a～e の中から選び、その記号を記しなさい。

- a. Why won't you make him do the homework?
- b. The newly-developed technique might do them some harm.
- c. Well do I remember the scene of Mt. Fuji in winter.
- d. I'll have to make do with the old suits.
- e. Women don't reason in the same way that men do.

問2 次のイ～へから (②) 内に入れるべき語を選び、その記号を記しなさい。

- イ. But ロ. If ハ. Just ニ. Not
- ホ. Once ヘ. Yet

問3 (③) 内に入れるのもっとも適したものを次の a～e から選び、その記号を記しなさい。

- a. as the connection is arbitrary in his country
- b. if he wants to be understood by others
- c. unless someone imitates the sounds made by animals
- d. in case the sounds are different in other countries
- e. since he can arbitrarily invent another connection

問4 下線部④の□内に1文字ずつ入れてこの語を完成させなさい。

問5 下線部⑤を次のようにいいかえたとき、() 内に入れるべき1語を記しなさい。

We () go beyond our direct experience owing () this characteristic of language.

問6 下線部⑥の□内に1文字ずつ入れてこの語を完成させなさい。

問7 (⑦) 内に入れるのに最も適した語を次のイ～ホの中から選び、その記号を記しなさい。

- イ. comparatively ロ. creatively ハ. decisively
- ニ. relatively ホ. sensitively

問8 (⑧) 内に入れるべき適当な1語を記しなさい。

問9 (⑨) 内に入れるのに最も適した語を次の a～e の中から選び、その記号を記しなさい。

- a. exciting b. expanding c. expecting
d. explaining e. expressing

問10 下線部⑩ one の指すものを次のイ～ホの中から選び、その記号を記しなさい。

- イ. a language ロ. Latin ハ. a speaker
ニ. a typewriter ホ. a word

問11 (⑪) 内に入れるべき適切な1語を記しなさい。

問12 下線部⑫を和訳しなさい。

2 次の会話文(a)~(e)の () 内に入れるのもっとも適合するものを, 下の1~4の中からそれぞれ1つ選び, その番号を記しなさい。

(a) “The English of this composition is too good. She can’t () it herself.”

- | | |
|------------------|----------------------|
| 1. have to write | 2. have written |
| 3. be written | 4. have been written |

(b) “Where were you born?”

“I was born in Kyoto.”

“().”

- | | |
|-----------------------|-----------------------|
| 1. So did my parents | 2. So my parents were |
| 3. So were my parents | 4. My parents were so |

(c) “Of what material is your coat? ”

“().”

- | | |
|----------------------|----------------------|
| 1. It’s made of wool | 2. It’s made up wool |
| 3. Out of wool | 4. Wool is making it |

(d) “How shall I wear it?”

“().”

- | | |
|------------------------|--------------------------|
| 1. If it fits | 2. As you wish |
| 3. Because it’s pretty | 4. As soon as it’s ready |

(e) “You are not going to teach him English, are you?”

“().”

- | | |
|--------------------------|-----------------------|
| 1. No, I’m going to | 2. Yes, I’m not going |
| 3. Yes, I’m not going to | 4. No, I’m not |

3 次の各々の日本文(a)~(e)の意味に相当するように、()内に与えられた語または語句を並べかえて英文を作り、その番号を記しなさい。

(a) イギリスでは土曜日はもとより金曜日の午後までも休みにしている会社がある。

Some (1. nothing 2. off 3. Saturdays 4. afternoon 5. to say
6. British companies 7. Friday 8. even give 9. of).

(b) 翻訳をするにはあまり原文の字句にとらわれてはいけない。

In translation (1. blindly to 2. not 3. the 4. wording 5. must
6. you 7. original 8. adhere).

(c) 彼はもう一度人生をやり直す決心をした。

He (1. start 2. up 3. again 4. his life 5. made 6. mind
7. over 8. his 9. to).

(d) 私は現在の仕事で手一杯です。

My time (1. I 2. the work 3. taken 4. have 5. is completely
6. hand 7. with 8. on 9. up).

(e) 外国語をものにするには一歩一歩覚えていくよりほかに仕方がない。

There is (1. learn 2. a foreign language 3. step 4. no other way
5. than to 6. by step 7. of 8. it 9. mastering).

4 次の英文の下線部の語句の意味に最も近いものをA～Dより1つ選び、その記号を記
しなさい。

1. To my regret, she suddenly called off her engagement.

A. carried B. proposed C. offered D. canceled

2. How do you account for your foolish mistake?

A. deal B. explain C. avoid D. stop

3. What does UFO stand for?

A. agree B. report C. represent D. make

4. I cannot make out what he is saying.

A. pretend B. start C. use D. understand

5. The traffic accident held up the cars last night.

A. supported B. delayed C. displayed D. raised

- 5 次の英文(A), (B)を与えられた日本文の意味になるように下記の設問(1), (2)の指示に従って完成しなさい。

(A) The United Kingdom is a country where they make much (a) education, and though the school is responsible (b) giving the child learning, it is considered to be the (イ) of parents to train the child (c) a good (ロ).

イギリスは教育を大事にする国だが、勉強を学校にまかせはしても、子供をりっぱな市民に育てるのは両親の義務だと考えられている。

(B) (ハ) show that successful (ニ) have nothing (d) (e) (f) academic (ホ) at college, (ヘ) to research done by a university.

ある大学の調査によれば、社会に出て成功した人の経歴と大学時代の成績とはなんの関係もないという統計がでている。

- (1) 上記の英文(A), (B)の空所 (a) ~ (f) に補うのに適当な1語を下記の語群の中から選び、その記号を記しなさい。

イ. in ロ. be ハ. by ニ. do ホ. into
 ヘ. for ト. of チ. on リ. to 又. with

- (2) 上記の英文(A), (B)の空所 (イ) ~ (ヘ) に、それぞれ下記の部分的に文字が与えられている語を完成して補いなさい。□は1つにつき1字を表わします。

(イ) d□□□ (ロ) c□□□□□n (ハ) S□□tis□□□s
 (ニ) car□□□s (ホ) re□□□ds (ヘ) ac□□□□□□g

6 次の(1)~(5)の定義に当てはまる英語の単語（与えられた文字で始まる1語）を書きなさい。

(1) A movement usually of the hands, to express a certain meaning.

g _____

(2) A spoken or written piece of information passed from one person to another.

m _____

(3) A branch of knowledge which deals systematically with the past.

h _____

(4) A person who is authorized to advise or represent others in legal matters.

l _____

(5) A formal agreement between two or more countries, relating to peace, trade, etc.

t _____

第 9 回

1 次の英文を読んで問に答えなさい。

Some Japanese housewives married ten years or more come to the realization that their lives are not happy. They have always arranged their lives around their family members. Most of the decisions they made concerned household affairs or the problems associated with the ⁽¹⁾rearing and education of their children. [A]Upon reflection they have to admit that [B]once they got married, they had stopped making decisions that ⁽²⁾affected their own lives.

More and more Japanese women are inclined to think that it is inevitable that unhappy marriages result in ^(a)divorce. In fact, according to the ^(b)statistics ⁽³⁾released by the Ministry of Health and Welfare in the fall of 1984, the percentage of divorces among couples married ten or more years rose dramatically over a ten-year period. In 1982, they made up 41 percent of the total number of divorces recorded for that year.

What prevents many Japanese housewives ⁽⁴⁾contemplating divorce from making the final decision is their ^(c)dependence on their husbands for their ^(d)security and well-being. They ask themselves, “If something should happen to break up our marriage, or [C]should my husband die, how can I support myself?”

My wife asked the same question.

問1 下線の語(1)~(4)に最も近い意味を持つ語句を、下からそれぞれ1つ選びなさい。

(選択肢はすべて原形動詞にしてある)

(1) rearing

(2) affected

(3) released

(4) contemplating

1. give

2. permit

3. disgust

4. bring up

5. suffer

6. think of

7. influence

8. enjoy

9. scold

10. protect

問2 下線の語(a)~(d)に最も近い意味を持つ日本語を、それぞれ1つ選びなさい。

(a) divorce

(b) statistics

(c) dependence

(d) security

1. 統計

2. 見解

3. 離婚

4. 確信

5. 信頼

6. 自立

7. 生活の保証

8. 性格の不一致

9. 暴力沙汰

10. 依存

問3 文中に關係代名詞の省略が1カ所ある。その前後の語を書きなさい。

問4 第2パラグラフ中の **In fact, ... period.** の文の主語（1語）と述語動詞（1語）を書き出さなさい。

問5 二重下線部 [A], [B], [C] を和訳しなさい。

2 各文の空所をうめるのに最も適当な前置詞をA～Dより1つ選び、その記号を記しなさい。

1. My father is very active (A. of B. with C. for D. out) his age.
2. There were only three (A. by B. of C. into D. at) us in the room.
3. I'll write a letter (A. in B. for C. from D. by) black ink.
4. He has no girl friend to make a date (A. off B. over C. with D. of).
5. All passengers (A. than B. of C. for D. but) one child were killed in the accident.

3 次の英作文を、与えられたイ～チの語を()と□内に1語ずつ入れて完成させ、それぞれの(A), (B)に入れた語の記号を記しなさい。

(1) 太郎は皿洗いが好きではないんでしょうね？

イ. likes ロ. suppose ハ. wash ニ. don't
ホ. does ヘ. Taro ト. he チ. to

I () () (A) □ () () () the dishes,
(B) □ ()?

(2) あまり夜ふかしをしないことだね。

イ. had ロ. night ハ. better ニ. far
ホ. up ヘ. into ト. not チ. the

You () (A) □ () sit () () (B) □ ()
().

(3) 学校の帰りにおじのところへ寄りました。

イ. way ロ. house ハ. school ニ. home
ホ. my ヘ. at ト. from チ. on

I called (A) □ my uncle's () () () () (B) □
() ().

4 次の a～e の () 内に、与えられた語群から最も適当なものを選んで入れ、その記号を記しなさい。

(a) He failed in the plan, much () the disappointment of his father.

(b) The seventh month, July, was named () Julius Caesar.

(c) This ship is bound () San Francisco.

(d) The price of rice was reduced () 5.96%.

(e) I am ashamed () my behaviour in my childhood.

イ. after

ロ. by

ハ. for

ニ. in

ホ. of

ヘ. on

ト. to

チ. with