

- 1 次の英文の内容を 90 ~ 100 字の日本語に要約せよ。句読点も字数に含める。

Speech is the expression or communication of thoughts and feelings by uttered or spoken words, vocal sounds, or gestures. When and in what manner did speech come into being ? It is a question that has often been asked. Today we are in a better position to attempt an answer to that question than at any previous time. Hunting requires the cooperative endeavors of several men. Where an animal could evade a single hunter it would be less likely to do so when two or more hunters were stalking it. The selective value of cooperation in hunting would have been very high, and such hunting undoubtedly made its contribution to the development of man's cooperative nature, for a high premium would have been put upon the cooperators, and an unequivocally negative one upon the noncooperators. In every hunting society of which we have knowledge, this remains so to the present day.

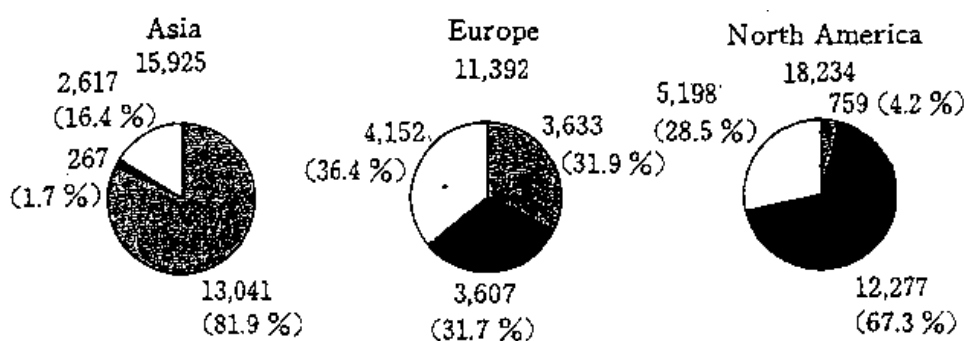
Speech comes into being when two or more individuals agree to attach the same meaning to the same sounds, and thereafter use those sounds consistently with the meanings that have been bestowed upon them. The meanings are symbols which stand for things which are not present to one's senses in physical form. Speech, then, is behavior made artificially clear. It is a tool. It is the expression of intelligence, and therefore, man's most useful tool. To this day, the way a man speaks is a good indication of the quality of his intelligence.

The great apes are all capable of vocalization, varying from whines, cries, and squeaks, to screams, growls, and roars. The orang-utan and the gorilla tend to be comparatively silent and taciturn. In the natural state and in captivity the chimpanzee tends to be noisy. Anatomically the great apes *appear* to be endowed with all the vocal arrangements necessary for speech, but they do not speak. In spite of their ability to make a large range of sounds it has not been possible to teach them to speak. Possibly silence has its adaptive value under forest conditions, for life in the forest is not altogether without its hazards from predators, especially for the young ones. The apes do not speak because there were never any selective pressures upon them to adapt to their environment in such a manner.

2

- (A) 下のグラフは、海外における学齢期にある日本人の子供の就学状況を地域別に示したものである。これを参考にしながら、一貫した内容の会話になるように(1)~(7)の下線部を埋めよ。(1)、(3)、(5)にはそれぞれ地域名を入れよ。(2)、(4)は 15 語以内、(6)は 10 語以内、(7)は 15 ~ 25 語の英文を書け

(21 点)。



- ☒ ① Japanese children enrolled in full-time Japanese schools only.
☒ ② Japanese children enrolled in local schools or international schools, while also attending a part-time Japanese school.
☐ ③ Japanese children enrolled only in local schools or international schools.

This is a social studies class in a junior high school in Japan. The teacher is showing the graphs on the preceding page to the students.

Teacher: For the two graphs which are most different, how do the situations in those areas differ?

Miyako: In (1)_____, (2)_____. On the other hand, in (3)_____, (4)_____.

Teacher: Imagine you are eight years old. If you lived in one of the areas shown in the graphs, what type of school would you prefer to go to, and why?

Kazuyuki: If I lived in (5)_____, I'd want to (6)_____, because (7)_____.

(B) 次の手紙は、「クローン技術」を特集した雑誌の読者が編集者に宛てた投書である。(1)のア、イのうちいずれかを選び、その記号を記した上で、一貫した内容になるよう(2)、(3)の下線部にそれぞれ5～10語の英文を書け(16点)。

To the Editor:

I read the article “Cloning: It isn’t just for Sheep Anymore” with great interest. I think the government (1) (ア should イ should not) support research on cloning people because (2)_____. Furthermore, (3)_____.

Sincerely,
Taro Yamashita

3 次の英文を読み、以下の問に答えよ。

Now Jamie Sullivan was a nice girl. She really was. Beaufort was small enough that it had only one elementary school, so we’d been in the same classes our entire lives, and I’d be lying if I said I never talked to her. Once, in second grade, she’d sat in the seat right next to me for the whole year, and we’d even had a few conversations, but it didn’t mean that I spent a lot of time hanging out with her in my spare time, even back then. Who I saw in school was (1); who I saw after school was something completely different, and (2) Jamie had never been on my social calendar.

It’s not that Jamie was unattractive don’t get me wrong. She wasn’t hideous or anything like that. Fortunately she’d taken after her mother, who, based on the pictures I’d seen, wasn’t half-bad, especially considering who she ended up marrying. But Jamie wasn’t exactly what I considered attractive, either. Despite the fact that she was thin, with honey blond hair and soft blue eyes, most of the time she looked sort of.....(3), and that was when you noticed her at all. Jamie didn’t care much about outward appearances, because she was always looking for things like “inner beauty,” and I suppose (4) that’s part of the reason she looked the way she did. For as long as I’d known her and this was going way back, remember she’d always worn her hair in a tight bun, almost like a spinster, without a stitch of makeup on her face. Coupled with her usual brown cardigan and plaid skirt, she always looked as though she were on her way to interview for a job at the library. We used to think it was just a phase and that she’d eventually grow out of (5) it, but she never had. Even through our first years of high school, she hadn’t changed at all. The only thing that had changed was the size of her clothes.

But it wasn’t just the way Jamie looked that made her different; it was also the way she acted. Jamie didn’t spend any time hanging out at Cecil’s Diner or going to slumber parties with other girls, and I knew for a fact that she’d never had a boyfriend her entire life. Old Hegbert would probably have had a heart attack if she had. But even if by some odd turn of events Hegbert had allowed it, (6) it still wouldn’t have

mattered. Jamie carried her Bible wherever she went, and if her looks and Hegbert didn't keep the boys away, the Bible sure as heck did. Now, I liked the Bible as much as the next teenage boy, but Jamie seemed to enjoy it in a way that was completely foreign to me. Not only did she go to vacation Bible school every August, but she would read the Bible during lunch break at school. In my mind that just wasn't normal, even if she was the minister's daughter. (7) No matter how you sliced it, reading Paul's letters to Ephesians wasn't nearly as much fun as flirting, if you know what I mean.

But Jamie didn't (8) there. Because of all her Bible reading, or maybe because of Hegbert's influence, Jamie believed it was important to help others, and helping others is exactly what she did. I knew she volunteered at the orphanage in Morehead City, but for her that simply wasn't enough. She was always in charge of one fund-raiser or another, helping everyone from the Boy Scouts to the Indian Princesses, and I know that when she was fourteen, she spent part of her summer painting the outside of an elderly neighbor's house. Jamie was the kind of girl who would pull weeds in someone's garden without being asked or stop traffic to help little kids cross the road. She'd save her allowance to buy a new basketball for the orphans, or she'd turn around and drop the money into the church basket on Sunday. She was, in other words, the kind of girl who made the rest of us look bad, and whenever she glanced my way, (9) I couldn't help but feel guilty, even though I hadn't done anything wrong.

Nor did Jamie limit her good deeds to people. If she ever came across a wounded animal, for instance, she'd try to help it, too. Opossums, squirrels, dogs, frogs.....it didn't matter to her. Dr. Rawlings, the vet, knew her by sight, and (10) he'd shake his head whenever he saw her walking up to the door carrying a cardboard box with yet another critter inside. He'd take off his eyeglasses and wipe them with his handkerchief while Jamie explained how she'd found the poor creature and what had happened to it. "He was hit by a car, Dr. Rawlings. I think it was in the Lord's plan to have me find him and try to save him. You'll help me, won't you?"

With Jamie, everything was in the Lord's plan. That was another thing. She always mentioned the lord's plan whenever you talked to her, no matter what (11). The baseball game's rained out ? Must be the Lord's plan to prevent something worse from happening. A surprise trigonometry quiz that everyone in class fails ? Must be in the Lord's plan to give us challenges. Anyway, (12) you get the picture.

(1) 空所 (1) を埋めるのに最も適切な単語を次のうちから選び、その

記号を記せ。

ア another イ nothing ウ the other エ one thing

(2) 下線部 (2) はどのような意味か。20 字以内の日本語で答えよ。

(3) 空所 (3) を埋めるのに最も適切な単語を次のうちから選び、その記号を記せ。

ア aggressive イ gorgeous ウ plain エ tired

(4) 下線部 (4) を和訳せよ。

(5) 下線部 (5) の it の内容を具体的に説明せよ。

(6) 下線部 (6) はなぜこう言えるのか。その理由を 30 字以内の日本語で答えよ。

(7) 下線部 (7) はどのような意味か。最も適切なものを次のうちから選び、その記号を記せ。

ア いくら曲解しても
イ どう考えてみても
ウ どれだけ悪く言っても
エ どんなに細かく見ても

(8) 空所 (8) を埋めるのに最も適切な 1 語を下記より選べ。

ア stop イ go ウ come エ keep

(9) 筆者はなぜ下線部 (9) のような気持ちになったのか。20 字前後の日本語で答えよ。

(10) 下線部 (10) はどのような気持ちの現れか。最も適切なものを次のうちから選び、その記号を記せ。

ア 顔も見たくないほど嫌悪して、彼女を遠ざけたい気持ち。
イ 共感しながらも、しつこさにだんだん怒り始めている気持ち。
ウ 何も思わずに、ただ仕事として受け入れている気持ち。
エ またかと呆れながら、しょうがないと理解を示している気持ち。

(11) 空所 (11) を埋めるのに最も適切な単語を次のうちから選び、その記号を記せ。

ア the objective イ the object ウ the subjective エ the object

(12) 下線部 (12) を和訳せよ。

4 (聞き取り問題) 問題(A)、(B)、(C)に答えよ。

(注意)

- ・放送を聞きながらメモを取ってよい。
- ・放送が終わった後も、この問題の解答を続けてもかまわない。

これから放送するのは、ハワイの観光ツアーをめぐる会話である。それを聞いて以下の設問に答えよ。放送は3つの部分に分かれており、Part A は旅行会社の係員と観光客の会話、Part B はツアーを案内するガイドと観光客との会話、Part C は土産物屋での観光客同士の会話である。Part A, Part B, Part C のいずれも2回ずつ放送される。

(A) 旅行会社の説明によると、ポリネシア文化センターの中で紹介されていない文化はどれか。3つを選び、その記号を記せ。

- ア Hawaii
- イ Papua
- ウ Fiji
- エ New Guinea
- オ Samoa
- カ Marquesas
- キ Maori
- ク Tonga
- ケ Tahiti
- コ Kawaii

(B) 次の各文が放送の内容と一致するように、それぞれ正しいものを選び、その記号を記せ。

(1) The Pali is famous for

- ア a beautiful beach.

- イ a spectacular view.
ウ a great shopping center.
エ being a cultural center.
- (2) In the summer waves are
ア very high.
イ high enough for great surfing
ウ not too high
エ too high for beginners
- (3) The International Surf Championship is held in
ア winter.
イ spring.
ウ summer.
エ autumn.
- (4) The Polynesian Cultural Center has
ア 2 Polynesian and 5 Hawaiian villages.
イ 1 cultural center and 6 villages.
ウ 7 authentic Polynesian villages.
エ 7 cultural centers.
- (5) Each village in the Polynesian Cultural Center was built by
ア local residents.
イ native people from each culture.
ウ volunteers from all over the world.
エ professional carpenters.
- (6) The villages in the Polynesian Cultural Center are populated by
ア native people who stay there one month at a time.
イ Hawaiian people who live nearby.
ウ students from each culture.
エ local people who are not natives of Polynesian islands.
- (7) The Ambassador passport does not include
ア the entrance fee.
イ a top class buffet.
ウ seats at the evening show.
エ souvenirs.
- (8) The souvenir the guide recommended was
ア Hawaiian macadamia nuts.
イ handicrafts from the South Pacific.

ウ tropical fruits.

エ the memories of their journey.

(C) 次の各文が放送の内容と一致するように、それぞれ正しいものを選び、その記号を記せ。

(1) About the war God statue, the mother says

ア scary.

イ scared.

(2) For the family the mother wants something

ア youthful.

イ useful.

(3) For the family they are getting

ア facemasks.

イ placemats.

(4) For the son's soccer coach, they are getting

ア a gourd war helmet.

イ a good war helmet