


# 第 1 講

**要予習**

〈まずは力試し！〉

試行調査問題・リーディング  
(2018年度)にチャレンジ!!



# 〈まずは力試し!〉 試行調査問題・リーディング (2018年度)にチャレンジ!!

各大問の英文や図表を読み、 ~  にあてはまるものとして最も適当な選択肢を選びなさい。波線付きの(~~~~~)によって特別な指示がない場合は、選択肢から一つ選ぶこととする。 **目標80分**

## 第1問

A

You are a member of the English club. You are going to have a farewell party for one of the members, Yasmin from Malaysia. You have received a note from Amelia, an Assistant Language Teacher (ALT) and the club advisor.



Dear member of the English club,

It's about time we decide when to have the English club farewell party for Yasmin. She's leaving Japan on December 15, so the club members should meet sometime next week. Can you ask Yasmin which day is convenient for her to come to the party and let me know? When the day is fixed, I'll help you by planning a few nice surprises. Also, is it all right if I invite other students? I know some students from the tennis team who want to take part because they really had a good time playing tennis with her over the past six months.

Best wishes,  
Amelia



問1 The teacher wants you to ask Yasmin .

- ① what she would like to eat at the party
- ② when she can attend the party
- ③ where she would like to have the party
- ④ who she would like to invite to the party

問2 The teacher would also like to invite .

- ① a few students who don't belong to the English club
- ② all the members of the English club and the tennis team
- ③ some of Yasmin's other English teachers
- ④ students who want to study abroad in Malaysia

✓ 語句リスト >>>

farewell party

名 送別会

invite

動 ~を招待する

convenient

形 都合のよい

take part

熟 参加する

fix

動 (日時・場所など)を決  
定する

**B**

You visited your town’s English website and found an interesting notice.

**Call for Participants: Sister-City Youth Meeting**

**“Learning to Live Together”**

Our town’s three sister cities in Germany, Senegal, and Mexico will each send ten young people between the ages of 15 and 18 to our town next March. There will be an eight-day youth meeting called “Learning to Live Together.” It will be our guests’ first visit to Japan.

We are looking for people to participate: we need a host team of 30 students from our town’s high schools, 30 home-stay families for the visiting young people, and 20 staff members to manage the event.

**Program Schedule**

March 20	Orientation, Welcome party
March 21	Sightseeing in small four-country mixed groups
March 22	Two presentations on traditional dance: (1) Senegalese students, (2) Japanese students
March 23	Two presentations on traditional food: (1) Mexican students, (2) Japanese students
March 24	Two presentations on traditional clothing: (1) German students, (2) Japanese students
March 25	Sightseeing in small four-country mixed groups
March 26	Free time with host families
March 27	Farewell party

- Parties and presentations will be held at the Community Center.
- The meeting language will be English. Our visitors are non-native speakers of English, but they have basic English-language skills.

To register, click [here](#) before 5 p.m. December 20.

▶▶ [International Affairs Division of the Town Hall](#)

問1 The purpose of this notice is to find people from the host town to .

- ① decide the schedule of activities
- ② take part in the event
- ③ visit all of the sister cities
- ④ write a report about the meeting

問2 During the meeting the students are going to .

- ① have discussions about global issues
- ② make presentations on their own cultures
- ③ spend most of their time sightseeing
- ④ visit local high schools to teach languages

問3 The meeting will be a good communication opportunity because all of the students will .

- ① be divided into different age groups
- ② have Japanese and English lessons
- ③ speak with one another in English
- ④ stay with families from the three sister cities

✓ 語句リスト >>>

sister city

名 姉妹都市

participate

動 参加する

youth meeting

名 青年会

register

動 登録する

## 第2問

A

You are a member of the cooking club at school, and you want to make something different. On a website, you found a recipe for a dish that looks good.

### EASY OVEN RECIPES

Here is one of the top 10 oven-baked dishes as rated on our website. You will find this dish healthy and satisfying.

#### Meat and Potato Pie

Ingredients (serves about 4)

A	1 onion 🥄 × 2 flour 🥄 × 1 vegetable oil	2 carrots 🥄 × 1 tomato paste 🍶 × 2 soup stock	500g minced beef 🥄 × 1 Worcestershire sauce salt & pepper
---	---	---	---

B 3 boiled potatoes 40g butter

C sliced cheese

#### Instructions

##### Step 1: Make A

1. Cut the vegetables into small pieces, heat the oil, and cook for 5 minutes.
2. Add the meat and cook until it changes color.
3. Add the flour and stir for 2 minutes.
4. Add the soup stock, Worcestershire sauce, and tomato paste. Cook for about 30 minutes.
5. Season with salt and pepper.



##### Step 2: Make B

1. Meanwhile, cut the potatoes into thin slices.
2. Heat the pan and melt the butter. Add the potatoes and cook for 3 minutes.

##### Step 3: Put A, B, and C together, and bake

1. Heat the oven to 200°C.
2. Put A into a baking dish, cover it with B, and top with C.
3. Bake for 10 minutes. Serve hot.



#### REVIEW & COMMENTS



cooking@master January 15, 2018 at 15:14

This is really delicious! Perfect on a snowy day.



Seaside Kitchen February 3, 2018 at 10:03

My children love this dish. It's not at all difficult to make, and I have made it so many times for my kids.

問1 This recipe would be good if you want to .

- ① cook chicken for lunch                      ② eat something sweet  
③ enjoy a hot dish on a cold day      ④ prepare a quick meal without using heat

問2 If you follow the instructions, the dish should be ready to eat in about .

- ① half an hour                                      ② one hour  
③ twenty minutes                                  ④ two to three hours

問3 Someone who does not like raw carrots may eat this dish because .

- ① carrots are not used                              ② many kinds of spices are used  
③ the carrots are cooked                              ④ the carrots are very fresh

問4 According to the website, one fact (not an opinion) about this recipe is that it is .

- ① highly ranked on the website                      ② made for vegetarians  
③ perfect for taking to parties                      ④ very delicious

問5 According to the website, one opinion (not a fact) about this recipe is that .

- ① a parent made this dish many times  
② it is easy to cook  
③ it is fun to cook with friends  
④ the recipe was created by a famous cook

✓ 語句リスト >>>

- |   |                                    |                               |                                  |
|---|------------------------------------|-------------------------------|----------------------------------|
| <input type="checkbox"/> ingredient           | <input type="checkbox"/> 名 材料      | <input type="checkbox"/> stir | <input type="checkbox"/> 動 かきまぜる |
| <input type="checkbox"/> minced beef          | <input type="checkbox"/> 名 牛ひき肉    | <input type="checkbox"/> raw  | <input type="checkbox"/> 形 生の    |
| <input type="checkbox"/> Worcestershire sauce | <input type="checkbox"/> 名 ウスターソース |                               |                                  |

## B

Your English teacher gave you an article to help you prepare for the debate in the next class. A part of this article with one of the comments is shown below.

### No Mobile Phones in French Schools

*By Tracey Wolfe, Paris*

11 DECEMBER 2017 • 4:07PM

The French government will prohibit students from using mobile phones in schools from September, 2018. Students will be allowed to bring their phones to school, but not allowed to use them at any time in school without special permission. This rule will apply to all students in the country's primary and middle schools.

Jean-Michel Blanquer, the French education minister, stated, "These days the students don't play at break time anymore. They are just all in front of their smartphones and from an educational point of view, that's a problem." He also said, "Phones may be needed in cases of emergency, but their use has to be somehow controlled."

However, not all parents are happy with this rule. Several parents said, "One must live with the times. It doesn't make sense to force children to have the same childhood that we had." Moreover, other parents added, "Who will collect the phones, and where will they be stored? How will they be returned to the owners? If all schools had to provide lockers for children to store their phones, a huge amount of money and space would be needed."

#### 21 Comments

Newest

**Daniel McCarthy** 19 December 2017 • 6:11PM

Well done, France! School isn't just trying to get students to learn how to calculate things. There are a lot of other things they should learn in school. Young people need to develop social skills such as how to get along with other people.



問1 According to the rule explained in the article, students in primary and middle schools in France won't be allowed to .

- ① ask their parents to pay for their mobile phones
- ② bring their mobile phones to school
- ③ have their own mobile phones until after graduation
- ④ use their mobile phones at school except for special cases

問2 Your team will support the debate topic, "Mobile phone use in school should be limited." In the article, one opinion (not a fact) helpful for your team is that .

- ① it is necessary for students to be focused on studying during class
- ② students should play with their friends between classes
- ③ the government will introduce a new rule about phone use at school
- ④ using mobile phones too long may damage students' eyes

問3 The other team will oppose the debate topic. In the article, one opinion (not a fact) helpful for that team is that .

- ① it is better to teach students how to control their mobile phone use
- ② students should use their mobile phones for daily communication
- ③ the cost of storing students' mobile phones would be too high
- ④ the rule will be applied to all students at the country's primary and middle schools

✓ 語句リスト >>>

- |   |                                     |   |                                       |
|---|-------------------------------------|---|---------------------------------------|
| <input type="checkbox"/> prohibit           | <input type="checkbox"/> 動) ~を禁じる   | <input type="checkbox"/> store          | <input type="checkbox"/> 動) ~を収納する    |
| <input type="checkbox"/> permission         | <input type="checkbox"/> 名) 許可      | <input type="checkbox"/> provide        | <input type="checkbox"/> 動) ~をあてがう    |
| <input type="checkbox"/> apply to           | <input type="checkbox"/> 熟) ~に適用される | <input type="checkbox"/> amount         | <input type="checkbox"/> 名) 量         |
| <input type="checkbox"/> education minister | <input type="checkbox"/> 名) 文部大臣    | <input type="checkbox"/> get along with | <input type="checkbox"/> 熟) (人)と仲良くする |

問4 In the 3rd paragraph of the article, “One must live with the times” means that people should .

- ① change their lifestyles according to when they live
- ② live in their own ways regardless of popular trends
- ③ remember their childhood memories
- ④ try not to be late for school

問5 According to his comment, Daniel McCarthy  the rule stated in the article.

- ① has no particular opinion about
- ② partly agrees with
- ③ strongly agrees with
- ④ strongly disagrees with



## 第3問

A

You found the following story in a blog written by a female exchange student in your school.

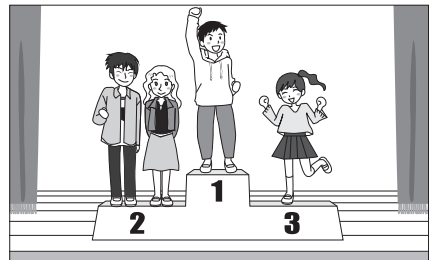
### **School Festival**

Sunday, September 15

I went with my friend Takuya to his high school festival. I hadn't been to a Japanese school festival before. We first tried the ghost house. It was wellmade, using projectors and a good sound system to create a frightening atmosphere.

Then we watched a dance show performed by students. They were cool and danced well. It's a pity that the weather was bad. If it had been sunny, they could have danced outside. At lunch time, we ate Hawaiian pancakes, Thai curry, and Mexican tacos at the food stalls. They were all good, but the Italian pizza had already sold out by the time we found the pizza stall.

In the afternoon, we participated in a karaoke competition together as both of us love singing. Surprisingly, we almost won, which was amazing as there were 20 entries in the competition. We were really happy that many people liked our performance. We also enjoyed the digital paintings and short movies students made.



I can't believe that students organized and prepared this big event by themselves. The school festival was pretty impressive.

問1 At the school festival, .

- ① most food at the stalls was sold out before lunch time
- ② the dance show was held inside due to poor weather
- ③ the ghost house was run without electronic devices
- ④ the karaoke competition was held in the morning

問2 You learned that the writer of this blog .

- ① enjoyed the ghost tour, the dance show, and the teachers' art works
- ② sang in the karaoke competition and won third prize
- ③ tried different dishes and took second place in the karaoke contest
- ④ was pleased with her dancing and her short movie about the festival

✓ 語句リスト >>>

- |                                      |                                    |                                      |                                  |
|--------------------------------------|------------------------------------|--------------------------------------|----------------------------------|
| <input type="checkbox"/> frightening | <input type="checkbox"/> 形 ぎよつとさせる | <input type="checkbox"/> competition | <input type="checkbox"/> 名 コンテスト |
| <input type="checkbox"/> atmosphere  | <input type="checkbox"/> 名 雰囲気     | <input type="checkbox"/> impressive  | <input type="checkbox"/> 形 印象的な  |
| <input type="checkbox"/> food stall  | <input type="checkbox"/> 名 屋台      |                                      |                                  |

## B

You found the following story in a study-abroad magazine.

### **Flowers and Their Hidden Meanings**

Naoko Maeyama (Teaching Assistant)

Giving flowers is definitely a nice thing to do. However, when you are in a foreign country, you should be aware of cultural differences.

Deborah, who was at our school in Japan for a three-week language program, was nervous at first because there were no students from Canada, her home country. But she soon made many friends and was having a great time inside and outside the classroom. One day she heard that her Japanese teacher, Mr. Hayashi, was in the hospital after falling down some stairs at the station. She was really surprised and upset, and wanted to see him as soon as possible. Deborah decided to go to the hospital with her classmates and brought a red begonia in a flower pot to make her teacher happy. When they entered the hospital room, he welcomed them with a big smile. However, his expression suddenly changed when Deborah gave the red flower to him. Deborah was a little puzzled, but she didn't ask the reason because she didn't want to trouble him.

Later, in her elementary Japanese and with the help of a dictionary, Deborah told me about her visit to the hospital, and how her teacher's expression changed when she gave him the begonia. Deborah said, "It's my favorite flower because red is the color of passion. I thought my teacher, who was always passionate about teaching, would surely love it, too."

Unfortunately, flowers growing in a pot are something we shouldn't take to a hospital in Japan. This is because a plant in a pot has roots, and so it cannot be moved easily. In Japanese culture some people associate these facts with remaining in the hospital. Soon after Deborah heard the hidden meaning of the potted begonia, she visited Mr. Hayashi again to apologize.

問1 According to the story, Deborah's feelings changed in the following order:

.

- ① nervous → confused → happy → shocked → sorry
- ② nervous → confused → sorry → shocked → happy
- ③ nervous → happy → shocked → confused → sorry
- ④ nervous → happy → sorry → shocked → confused
- ⑤ nervous → shocked → happy → sorry → confused
- ⑥ nervous → sorry → confused → happy → shocked

問2 The gift Deborah chose was not appropriate in Japan because it may imply

.

- ① a long stay
- ② congratulations
- ③ growing anger
- ④ passion for living

問3 From this story, you learned that Deborah .

- ① chose a begonia for her teacher because she learned the meanings of several flowers in her class
- ② not only practiced her Japanese but also learned about Japanese culture because of a begonia
- ③ visited the hospital with her teaching assistant to see her teacher and enjoyed chatting
- ④ was given an explanation about the begonia by Mr. Hayashi and learned its hidden meaning

✓ 語句リスト >>>

- |                                     |                                  |   |                                       |
|-------------------------------------|----------------------------------|---|---------------------------------------|
| <input type="checkbox"/> definitely | <input type="checkbox"/> 絶対に     | <input type="checkbox"/> passionate         | <input type="checkbox"/> 熱心な          |
| <input type="checkbox"/> upset      | <input type="checkbox"/> 動揺した    | <input type="checkbox"/> associate A with B | <input type="checkbox"/> AをBと結びつけて考える |
| <input type="checkbox"/> flower pot | <input type="checkbox"/> 植木鉢     | <input type="checkbox"/> hidden meaning     | <input type="checkbox"/> 隠された意味       |
| <input type="checkbox"/> puzzle     | <input type="checkbox"/> ~を戸惑わせる |   |                                       |

## 第4問

You are doing research on students' reading habits. You found two articles.

### Reading Habits Among Students

by David Moore

July, 2010

Reading for pleasure is reading just for fun rather than for your school assignment or work. There is strong evidence linking reading for enjoyment and educational outcomes. Research has shown that students who read daily for pleasure perform better on tests than those who do not. Researchers have also found that reading for fun, even a little every day, is actually more beneficial than just spending many hours reading for studying and gathering information. Furthermore, frequent reading for fun, regardless of whether reading paper or digital books, is strongly related with improvements in literacy.

According to an international study, in 2009, two-thirds of 15-year-old students read for enjoyment on a daily basis. The graph shows the percentage of students who read for enjoyment in six countries. Reading habits differed across the countries, and there was a significant gender gap in reading in some countries.



In many countries, the percentage of students who read for enjoyment daily had decreased since the previous study in 2000. Back in 2000, on average, 77% of girls and 60% of boys read for enjoyment. By 2009, these



percentages had dropped to 74% and 54%, respectively.

In my opinion, many students today do not know what books they should read. They say that they have no favorite genres or series. That's why the percentage of students who read for pleasure daily has been decreasing. Parents and teachers should help students find interesting books in order to make reading for pleasure a daily routine.

### **Opinion on “Reading Habits Among Students”**

**by Y. T.**

August, 2010

As a school librarian, I have worked in many different countries. I was a little sad to learn that fewer students around the world read for enjoyment daily than before. According to David Moore's article, approximately 60% of female students in my home country reported they read for enjoyment, and the gender gap is about 20%. I find this disappointing.

More students need to know the benefits of reading. As David Moore mentioned, reading for pleasure has good effects on students' academic skills. Students who regularly read many books get better scores in reading, mathematics, and logical problem solving. Also, reading for enjoyment has positive effects on students' mental health. Research has shown a strong relationship between reading for fun regularly and lower levels of stress and depression.

Regardless of these benefits, students generally do not spend enough time reading. Our daily lives are now filled with screen-based entertainment. Students spend a lot of time playing video games, using social media, and watching television. I think students should reduce their time in front of screens and should read books every day even for a short time. Forming a reading habit in childhood is said to be associated with later reading proficiency. School libraries are good places for students to find numerous resources.

問 1 Neither David Moore nor the librarian mentions 21.

- ① gender differences in reading habits
- ② problems connected with reading digital books
- ③ the change in reading habits among students
- ④ the importance of reading regularly in childhood

問 2 The librarian is from 22.

- ① Austria
- ② Finland
- ③ Japan
- ④ Korea

問 3 According to the articles, reading for pleasure has good effects on students' 23. (You may choose more than one option.)

- ① choice of career
- ② educational success
- ③ mental well-being
- ④ views of social media

問4 David Moore states that students , and the librarian states that they . (Choose a different option for each box.)

- ① are busier than ever before
- ② cannot decide what books to read
- ③ choose similar books as their parents
- ④ enjoy playing with electronic devices
- ⑤ get useful information from TV

問5 Based on the information from both articles, you are going to write a report for homework. The best title for your report would be ".

- ① Like It or Not, Reading Classic Novels is Important
- ② Make Reading for Entertainment a Part of Your Daily Life
- ③ Pleasure Reading is Becoming Popular in Different Countries
- ④ School Libraries: Great Resources for Doing School Projects

### ✓ 語句リスト >>>

- |  |                                    |   |                                   |
|--|------------------------------------|---|-----------------------------------|
| <input type="checkbox"/> rather than   | <input type="checkbox"/> 熟 ~よりはむしろ | <input type="checkbox"/> on a daily basis   | <input type="checkbox"/> 熟 日常的に   |
| <input type="checkbox"/> assignment    | <input type="checkbox"/> 名 宿題      | <input type="checkbox"/> gender gap         | <input type="checkbox"/> 名 性差     |
| <input type="checkbox"/> link          | <input type="checkbox"/> 動 ~を関連づける | <input type="checkbox"/> respectively       | <input type="checkbox"/> 副 それぞれ   |
| <input type="checkbox"/> beneficial    | <input type="checkbox"/> 形 有益な     | <input type="checkbox"/> genre              | <input type="checkbox"/> 名 ジャンル   |
| <input type="checkbox"/> furthermore   | <input type="checkbox"/> 副 そのうえ    | <input type="checkbox"/> reduce             | <input type="checkbox"/> 動 ~を減らす  |
| <input type="checkbox"/> frequent      | <input type="checkbox"/> 形 頻繁な     | <input type="checkbox"/> be associated with | <input type="checkbox"/> 熟 ~と関係する |
| <input type="checkbox"/> regardless of | <input type="checkbox"/> 熟 ~にかかわらず | <input type="checkbox"/> proficiency        | <input type="checkbox"/> 名 能力     |
| <input type="checkbox"/> improvements  | <input type="checkbox"/> 名 向上      | <input type="checkbox"/> numerous           | <input type="checkbox"/> 形 非常に多くの |
| <input type="checkbox"/> according to  | <input type="checkbox"/> 熟 ~によれば   |   |                                   |

## 第5問

Your group is preparing a poster presentation entitled “The Person Who Revolutionized American Journalism,” using information from the magazine article below.

Benjamin Day, a printer from New England, changed American journalism forever when he started a New York City newspaper, *The Sun*. Benjamin Day was born in Springfield, Massachusetts, on April 10, 1810. He worked for a printer as a teenager, and at the age of 20 he began working in print shops and newspaper offices in New York. In 1831, when he had saved enough money, he started his own printing business, which began to struggle when the city was hit by a cholera epidemic the following year. In an attempt to prevent his business from going under, Day decided to start a newspaper.

In 1833, there were 650 weekly and 65 daily American newspapers, with average sales of around 1,200. Although there were cheap newspapers in other parts of the country, in New York a newspaper usually cost as much as six cents. Day believed that many working-class people were able to read newspapers, but chose not to buy them because they did not address their interests and were too expensive. On September 3, 1833, Day launched *The Sun* with a copy costing just one cent. The introduction of the “penny press,” as cheap newspapers became known, was an important milestone in American journalism history.

Day’s newspaper articles were different from those of other newspapers at the time. Instead of reporting on politics and reviews of books or the theater, *The Sun* focused on people’s everyday lives. It was the first newspaper to report personal events and crimes. It led to a paradigm shift in American journalism, with newspapers becoming an important part of the community and the lives of the readers. Day also came up with another novel idea: newsboys selling the newspaper on street corners. People wouldn’t even have to step into a shop to buy a paper.

The combination of a newspaper that was cheap as well as being easily available was successful, and soon Day was making a good living publishing *The Sun*. Within six months, *The Sun*’s circulation reached 5,000, and after a year, it had risen to 10,000. By 1835, sales of *The Sun* had reached 19,000, more than any of the other daily papers at that time. Over the next few years,

about a dozen new penny papers were established, beginning a new era of newspaper competition. The success of *The Sun* encouraged other journalists to publish newspapers at a lower price. By the time of the Civil War, the standard price of a New York City newspaper had fallen to just two cents.

Despite his success, after about five years of operating *The Sun*, Day lost interest in the daily work of publishing a newspaper. In 1838, he sold *The Sun* to his brother-in-law, Moses Yale Beach, for \$40,000, and the newspaper continued to publish for many years. After selling the paper, Day moved into other business areas, including the publication of magazines, but by the 1860s he was basically retired. He lived quietly until his death on December 21, 1889. Although he had been involved in the American newspaper business for a relatively short time, Day is remembered as a revolutionary figure who showed that newspapers could appeal to a mass audience.

### The Person Who Revolutionized American Journalism

■ The Life of Benjamin Day

Period	Events
1810s	Day spent his childhood in Springfield
1820s	<div style="border: 1px solid black; padding: 2px; display: inline-block;">27</div>
1830s and beyond	<div style="border: 1px solid black; padding: 2px; display: inline-block;">28</div>
	↓
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">29</div>
	↓
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">30</div>
	↓
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">31</div>



Benjamin Day

■ About *The Sun*

- ▶ Day launched *The Sun* on September 3, 1833.
- ▶ This newspaper was highly successful for the following reasons: 32

■ A Shift in U.S. Journalism: A New Model

- ▶ The motto of *The Sun* was “ 33 .”
- ▶ *The Sun* changed American journalism and society in a number of ways: 34

問1 Members of your group listed important events in Day's life. Put the events into the boxes  ~  in the order that they happened.

- ① Day created other publications
- ② Day established a printing company
- ③ Day gained experience as a printer in his local area
- ④ Day started a newspaper business
- ⑤ Day's business was threatened by a deadly disease

問2 Choose the best statement(s) to complete the poster. (You may choose more than one option.)

- ① Day focused on improving the literacy levels of the working class.
- ② Day introduced a new way of distributing newspapers.
- ③ Day realized the potential demand for an affordable newspaper.
- ④ Day reported political affairs in a way that was easy to understand.
- ⑤ Day supplied a large number of newspapers to every household.
- ⑥ Day understood what kind of articles would attract readers.

問3 Which of the following was most likely to have been *The Sun's* motto?

- ① Nothing is more valuable than politics
- ② The daily diary of the American Dream
- ③ *The Sun*: It shines for all
- ④ Top people take *The Sun*

問4 Choose the best statement(s) to complete the poster. (You may choose more than one option.) 34

- ① Information became widely available to ordinary people.
- ② Journalists became more conscious of political concerns.
- ③ Journalists started to write more on topics of interest to the community.
- ④ Newspapers became less popular with middle-class readers.
- ⑤ Newspapers replaced schools in providing literacy education.
- ⑥ The role of newspapers became much more important than before.

✓ 語句リスト >>>

- |  |   |  |   |
|--|---|--|---|
| <input type="checkbox"/> cholera             | <input type="checkbox"/> コレラ            | <input type="checkbox"/> come up with  | <input type="checkbox"/> 熟) ~を思いつく      |
| <input type="checkbox"/> epidemic            | <input type="checkbox"/> 名) 流行病, 流行     | <input type="checkbox"/> available     | <input type="checkbox"/> 形) 利用できる       |
| <input type="checkbox"/> attempt             | <input type="checkbox"/> 名) 試み          | <input type="checkbox"/> circulation   | <input type="checkbox"/> 名) 発行部数        |
| <input type="checkbox"/> prevent A from ~ing | <input type="checkbox"/> 熟) Aが~するのを妨げる  | <input type="checkbox"/> establish     | <input type="checkbox"/> 動) (会社など)を設立する |
| <input type="checkbox"/> go under            | <input type="checkbox"/> 熟) 失敗する        | <input type="checkbox"/> encourage     | <input type="checkbox"/> 動) ~を勇気づける     |
| <input type="checkbox"/> address             | <input type="checkbox"/> 動) (注意や興味)を向ける | <input type="checkbox"/> the Civil War | <input type="checkbox"/> 名) 南北戦争        |
| <input type="checkbox"/> launch              | <input type="checkbox"/> 動) ~に着手する      | <input type="checkbox"/> despite       | <input type="checkbox"/> 前) ~にもかかわらず    |
| <input type="checkbox"/> milestone           | <input type="checkbox"/> 名) 節目          | <input type="checkbox"/> involve       | <input type="checkbox"/> 動) ~に関係する      |
| <input type="checkbox"/> focus on            | <input type="checkbox"/> 熟) ~に焦点を置く     | <input type="checkbox"/> relatively    | <input type="checkbox"/> 副) 相対的に        |
| <input type="checkbox"/> paradigm shift      | <input type="checkbox"/> 名) パラダイムシフト    | <input type="checkbox"/> revolutionary | <input type="checkbox"/> 形) 革命的な        |
|  |   | <input type="checkbox"/> figure        | <input type="checkbox"/> 名) 人物          |

## 第6問

A

You are preparing for a group presentation on gender and career development for your class. You have found the article below.

### **Can Female Pilots Solve Asia's Pilot Crisis?**

[1] With the rapid growth of airline travel in Asia, the shortage of airline pilots is becoming an issue of serious concern. Statistics show that the number of passengers flying in Asia is currently increasing by about 100,000,000 a year. If this trend continues, 226,000 new pilots will be required in this region over the next two decades. To fill all of these jobs, airlines will need to hire more women, who currently account for 3% of all pilots worldwide, and only 1% in Asian countries such as Japan and Singapore. To find so many new pilots, factors that explain such a low number of female pilots must be examined, and possible solutions have to be sought.

[2] One potential obstacle for women to become pilots might be the stereotype that has long existed in many societies: women are not well-suited for this job. This seems to arise partly from the view that boys tend to excel in mechanics and are stronger physically than girls. A recent study showed that young women have a tendency to avoid professions in which they have little prospect of succeeding. Therefore, this gender stereotype might discourage women from even trying. It may explain why at the Malaysia Flying Academy, for instance, women often account for no more than 10% of all trainees enrolled.

[3] Yet another issue involves safety. People may be concerned about the safety of aircraft flown by female pilots, but their concerns are not supported by data. For example, a previous analysis of large pilot databases conducted in the United States showed no meaningful difference in accident rates between male and female pilots. Instead, the study found that other factors such as a pilot's age and flight experience better predicted whether that person is likely to be involved in an accident.

[4] Despite the expectation that male pilots have better flight skills, it may be that male and female pilots just have skills which give them different advantages in the job. On the one hand, male pilots often have an easier time learning how to fly



than do female pilots. The controls in a cockpit are often easier to reach or use for a larger person. Men tend to be larger, on average, than women. In fact, females are less likely than men to meet the minimum height requirements that most countries have. On the other hand, as noted by a Japanese female airline captain, female pilots appear to be better at facilitating communication among crew members.

[5] When young passengers see a woman flying their plane, they come to accept female pilots as a natural phenomenon. Today's female pilots are good role models for breaking down stereotypical views and traditional practices, such as the need to stay home with their families. Offering flexible work arrangements, as has already been done by Vietnam Airlines, may help increase the number of female pilots and encourage them to stay in the profession.

[6] It seems that men and women can work equally well as airline pilots. A strong message must be sent to younger generations about this point in order to eliminate the unfounded belief that airline pilots should be men.

問1 According to the article, the author calls the current situation in Asia a crisis because .

- ① many more male airline pilots are quitting their jobs than before
- ② the accident rates are increasing among both male and female pilots
- ③ the number of female pilots has not changed much for the last few decades
- ④ the number of future pilots needed will be much larger than at present

問2 According to the article, there is little difference between men and women in .

- ① how easily they learn to operate airplanes
- ② how likely they are to be involved in accidents
- ③ how much time they can spend on work
- ④ how people perceive their suitability for the job

問3 In Paragraph [4], the author most likely mentions a Japanese female airline captain in order to give an example of 37.

- ① a contribution female pilots could make to the workplace
- ② a female pilot who has excellent skills to fly a plane
- ③ a problem in the current system for training airline pilots
- ④ an airline employee who has made rare achievements

問4 Which of the following statements best summarizes the article? 38

- ① Despite negative views toward female pilots, they can be as successful as male pilots.
- ② Due to financial problems the percentage of female students in a pilot academy in Asia is too small.
- ③ In the future many countries worldwide may have to start hiring more female pilots like Asian countries.
- ④ There is little concern about increasing female pilots in the future because major obstacles for them have been removed.

✓ 語句リスト >>>

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|--------------------------------------|--|--|--|
| <input type="checkbox"/> issue       | <span style="border: 1px solid black; padding: 1px;">名</span> 問題         | <input type="checkbox"/> no more than      | <span style="border: 1px solid black; padding: 1px;">熟</span> たった、わずか  |
| <input type="checkbox"/> concern     | <span style="border: 1px solid black; padding: 1px;">名</span> 懸念         | <input type="checkbox"/> previous          | <span style="border: 1px solid black; padding: 1px;">形</span> 以前の      |
| <input type="checkbox"/> statistic   | <span style="border: 1px solid black; padding: 1px;">名</span> 統計値        | <input type="checkbox"/> predict           | <span style="border: 1px solid black; padding: 1px;">動</span> ~を予想する   |
| <input type="checkbox"/> decade      | <span style="border: 1px solid black; padding: 1px;">名</span> 10年間       | <input type="checkbox"/> despite           | <span style="border: 1px solid black; padding: 1px;">前</span> ~にもかかわらず |
| <input type="checkbox"/> account for | <span style="border: 1px solid black; padding: 1px;">熟</span> (割合)を占める   | <input type="checkbox"/> expectation       | <span style="border: 1px solid black; padding: 1px;">名</span> 見込み      |
| <input type="checkbox"/> potential   | <span style="border: 1px solid black; padding: 1px;">形</span> 潜在的な       | <input type="checkbox"/> minimum height    | <span style="border: 1px solid black; padding: 1px;">名</span> 最低身長条件   |
| <input type="checkbox"/> obstacle    | <span style="border: 1px solid black; padding: 1px;">名</span> 障壁         | requirement                                |  |
| <input type="checkbox"/> stereotype  | <span style="border: 1px solid black; padding: 1px;">名</span> 固定観念       | <input type="checkbox"/> on the other hand | <span style="border: 1px solid black; padding: 1px;">熟</span> その他方で    |
| <input type="checkbox"/> well-suited | <span style="border: 1px solid black; padding: 1px;">形</span> 適切な        | <input type="checkbox"/> facilitate        | <span style="border: 1px solid black; padding: 1px;">動</span> ~を容易にする  |
| <input type="checkbox"/> excel       | <span style="border: 1px solid black; padding: 1px;">動</span> 長じる        | <input type="checkbox"/> phenomenon        | <span style="border: 1px solid black; padding: 1px;">名</span> 現象       |
| <input type="checkbox"/> tendency    | <span style="border: 1px solid black; padding: 1px;">名</span> 傾向         | <input type="checkbox"/> flexible          | <span style="border: 1px solid black; padding: 1px;">形</span> 柔軟な      |
| <input type="checkbox"/> prospect    | <span style="border: 1px solid black; padding: 1px;">名</span> 見通し        | <input type="checkbox"/> eliminate         | <span style="border: 1px solid black; padding: 1px;">動</span> ~を除去する   |
| <input type="checkbox"/> discourage  | <span style="border: 1px solid black; padding: 1px;">熟</span> Aが~するのを妨げる | <input type="checkbox"/> unfounded         | <span style="border: 1px solid black; padding: 1px;">形</span> 根拠のない    |

A from ~ing

## B

You are studying about world ecological problems. You are going to read the following article to understand what has happened in Yellowstone National Park.

Yellowstone National Park, located in the northern United States, became the world's first national park in 1872. One of the major attractions of this 2.2-million acre park is the large variety of animals. Some people say that Yellowstone is the best place in the world to see wolves. As of December 2016, there were at least 108 wolves and 11 packs (social families) in the park. By the 1940s, however, wolves had almost disappeared from Yellowstone National Park. Today, these wolves are back and doing well. Why have they returned?

The wolves' numbers had declined by the 1920s through hunting, which was not regulated by the government. Ranchers on large farms raising cattle, horses, and sheep did not like wolves because they killed their animals. When the wolves were on the point of being wiped out by hunting, another problem arose — the elk herds increased in number. Elk, a large species of deer, are the wolves' principal source of food in the winter. The elk populations grew so large that they upset the balance of the local ecosystem by eating many plants. People may like to see elk, but scientists were worried about the damage caused by the overly large population.

To solve this problem, the U.S. government announced their intention to release young wolves brought from Canada. It was hoped that the wolves would hunt the elk and help bring down the population. However, because many ranchers were against bringing back wolves, it took about 20 years for the government and the ranchers to agree on a plan. In 1974, a team was appointed to oversee the reintroduction of wolves. The government published official recovery plans in 1982, 1985, and finally in 1987. After a long period of research, an official environmental impact statement was issued and 31 wolves were released into Yellowstone from 1995 to 1996.

This project to reduce the number of elk was a great success. By 2006, the estimated wolf population in Yellowstone National Park was more than 100. Furthermore, observers believe that the wolves have been responsible for a decline in the elk population from nearly 20,000 to less than 10,000 during the first 10 years following their introduction. As a result, a lot of plants have started to grow back. The hunting of wolves is even allowed again because of

the risk from wolves to ranchers' animals. While hunting wolves because they are perceived as a threat may seem like an obvious solution, it may cause new problems. As a study published in 2014 suggested, hunting wolves might increase the frequency of wolves killing ranchers' animals. If the leader of a wolf pack is killed, the pack may break up. Smaller packs or individual wolves may then attack ranchers' animals. Therefore, there is now a restriction on how many wolves can be hunted. Such measures are important for long-term management of wolf populations.

問1 The decline of wolves in Yellowstone National Park in the early 1900s resulted in 39.

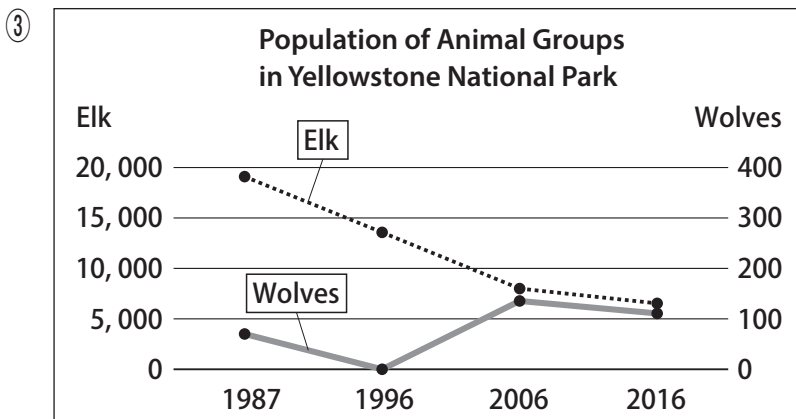
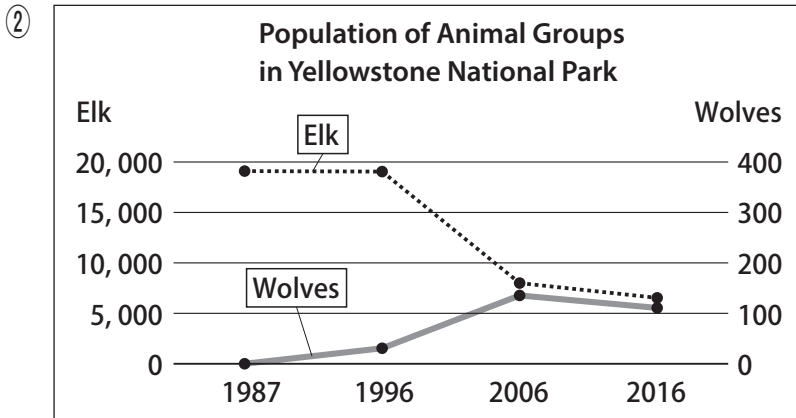
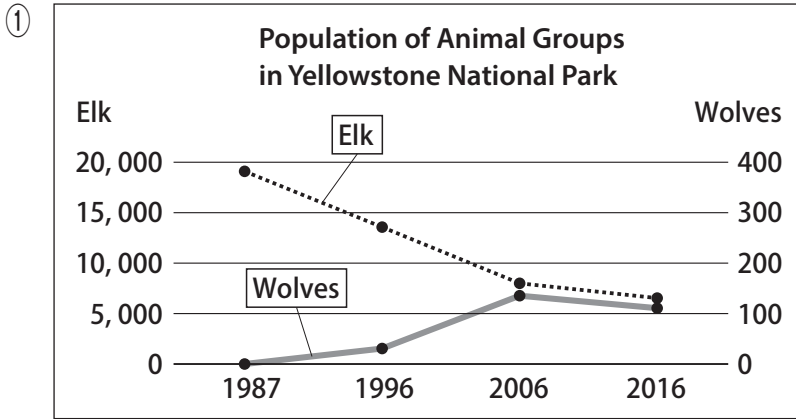
- ① a decrease in the number of hunters, which was good for the wolves
- ② a decrease in the number of ranchers, which reduced the human population
- ③ an increase in the number of elk, which damaged the local ecosystem
- ④ an increase in the number of trees and plants, which helped elk to hide

✓ 語句リスト >>>

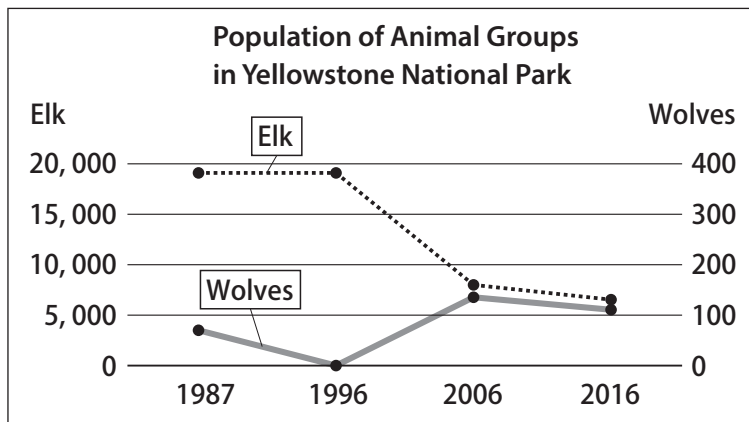
<input type="checkbox"/> locate	<input type="checkbox"/> 動 ~に位置する	<input type="checkbox"/> ecosystem	<input type="checkbox"/> 名 生態系
<input type="checkbox"/> pack	<input type="checkbox"/> 名 群れ	<input type="checkbox"/> intention	<input type="checkbox"/> 名 意向
<input type="checkbox"/> decline	<input type="checkbox"/> 動 減退する	<input type="checkbox"/> reintroduction	<input type="checkbox"/> 名 再導入
<input type="checkbox"/> rancher	<input type="checkbox"/> 名 牧場経営者	<input type="checkbox"/> responsible for	<input type="checkbox"/> 熟 ~の原因である
<input type="checkbox"/> wipe out	<input type="checkbox"/> 熟 ~を全滅させる	<input type="checkbox"/> perceive	<input type="checkbox"/> 動 ~と考える
<input type="checkbox"/> elk	<input type="checkbox"/> 名 ヘラジカ	<input type="checkbox"/> threat	<input type="checkbox"/> 名 脅威
<input type="checkbox"/> herd	<input type="checkbox"/> 名 群れ	<input type="checkbox"/> obvious	<input type="checkbox"/> 形 明らかな
<input type="checkbox"/> species	<input type="checkbox"/> 名 種	<input type="checkbox"/> restriction	<input type="checkbox"/> 名 制限
<input type="checkbox"/> principal	<input type="checkbox"/> 形 主な		

問2 Out of the following four graphs, which illustrates the situation the best?

40



④



問3 According to the article, which two of the following tell us about the current situation in the park? (Choose two options. The order does not matter.)

41

42

- ① More travelers are visiting the park than thirty years ago.
- ② One species was saved but another has become extinct instead.
- ③ People have started hunting wolves around this area again.
- ④ The park has both wolves and elk, as well as rich vegetation.
- ⑤ There is a new rule to reduce the elk population in the park.

問4 The best title for this article is .

- ① A Decrease in the Number of Ranchers' Animals
- ② Addressing Problems With Nature's Balance
- ③ Nature Conservation Around the World
- ④ Releasing Elk in National Parks



● 試行調査の問題から見てくる傾向

従来のセンター試験でも「生半可な力」では解けないような出題であったが、その傾向がさらに強まったように感じる。そしていろいろな出題形式(たとえば、この問題は選択肢の中にグラフが存在)にすることで、受験者の臨機応変な力を試している感じもする。問題作成者の「とにかく『この問題はこう解く!』といった、インチキ臭い『対策』をしても点は取れませんよ!』というメッセージが聞こえてきそう。

これから多くの読解問題に触れて、臨機応変な力を養っていこう。