

STEP 1

【1】下線部の発音がすべて同じなら○を、2つ同じなら△を、すべて異なるなら×を()に入れなさい。

- | | | |
|------------------------------------|--|---|
| (1) <u>arg</u> ue(あーぎゅ)
素直に”あー” | cert <u>ainly</u> (さーとんり)
喉の奥を詰めて”さー” | mat <u>er</u> ial(まていありある) (×)
“ていあ” |
| (2) <u>com</u> mand[こまんど] | ob <u>ser</u> ve[おぶざーぶ] | w <u>ond</u> er[わんだー] (仲間外れ) (△) |
| (3) <u>all</u> ow[あらう] | pr <u>ov</u> e[ぶるーぶ] | v <u>oc</u> al[ぼうくる] (×) |
| (4) <u>fa</u> mous[ふえいます] | pot <u>at</u> o[ぼていとう] | ph <u>ra</u> se[ふれいず] (○) |
| (5) <u>int</u> elligence | rec <u>en</u> t | em <u>oti</u> on (×) |
| [いんてりじえんす] | [りーすんと] | [いもうしょん] |

【2】最も強いアクセントのある音節の記号に○をつけなさい。

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|----------------------------|----------------------------|-----------------------------|------------------------|
| (1) <u>ad</u> -jec-tive | (2) bi- <u>or</u> -o-gist | (3) com- <u>mu</u> -ni-cate | (4) <u>cu</u> -cum-ber |
| (5) dis- <u>tin</u> -guish | (6) dem- <u>on</u> -strate | (7) per- <u>cent</u> | (8) <u>pri</u> -mate |

【3】AとBの関係とCとDの関係が同じになるように、Dに適切な語を入れなさい。

- | A | B | C | D |
|---------------|-------------|-------------|------------------|
| (1) identity | identical | grammar | (grammatical) |
| (2) evident | evidence | intelligent | (intelligence) |
| (3) happiness | unhappiness | agreement | (disagreement) |
| (4) music | musician | biology | (biologist) |

【4】日本語の意味に合うように、英文の()に適切な語を入れなさい。(本文中の表現を使うこと)

- (1) たいていの人は私と私の双子の弟を見分けることができない。
Most people cannot (distinguish) me (from) my twin brother.
- (2) いくつかの日本の自動車メーカーはアジア市場に焦点を当てている。
Some Japanese carmakers have (focused) (on) Asian markets.
- (3) 多くのジャーナリストがその国で何が起きているのか知りたがっている。
Many journalists want to know what is (going) (on) in that country.

【5】日本語の意味に合うように、[]内の語を並べ替えて英文を完成させなさい。

- (1) 彼女は以前彼に会ったことがあるかしらと思った。
She [she / him / had / wondered / met / before / if].
She wondered if she had met him before.
- (2) 私にはマークがアンを愛しているのは明らかかなように思える。
It [Mark / Ann / me / loves / clear / seems / that / to].
It seems clear to me that Mark loves Ann.

次の文章を読んで、下の問いに答えなさい。

Since the 1960s, other researchers (ア) the capacity for language among primates — especially among chimpanzees. Because chimps don't have vocal organs that (イ) them to form spoken words, researchers decided to teach them other types of language. One of the earliest ①subjects, a chimp (ウ) Washoe, began to learn ASL when she was less than a year old. By age four, she understood and used 132 ASL signs. In other studies, researchers have been communicating with chimps by (エ) special symbols. How much can chimps understand? And what can they do [a] these words? ②They understand the difference between "take the potato outdoors" and "go outdoors and get the potato." They understand adjectives such [b] good, funny, hungry, and stupid. They can combine words [c] short sentences: "You me out." Perhaps most interestingly they can (オ) new words or phrases when they don't know a word — for example, "water bird" for a swan and "green banana" for a cucumber. And they can (カ) emotion: "Me sad."

(1) 空所(ア)～(カ)に、次から適切な動詞を選び、必要であれば形を変えて入れなさい。

- allow / coin / express / name / study / use
ア. (have been studying) イ. (allow) ウ. (named)
エ. (using) オ. (coin) カ. (express)

(2) 空所[a]～[c]に適切な前置詞を入れなさい。

- a. (with) b. (as) c. (into)

(3) 下線部①の subject と同じ意味で使われているものを、次の a～d から1つ選びなさい。

- (c)
- a. Let's change the subject. We should talk about that another time.
話題を変えよう。それはまたの機会に話そう。
- b. History and English are my favorite subjects. 歴史と英語は私の好きな教科だ。
- c. The subjects were divided into two groups for the experiment.
その実験のために、被験者は2つのグループに分けられた。
- d. 'Tom' is the subject of the sentence 'Tom looks happy.'
"Tom"は"Tom looks happy."という文の主語である。

(4) 下線部②を、Theyの指すものがわかるようにして、日本語になおしなさい。

- [チンパンジーは「ジャガイモを外にもっていきなさい」と「外に行ってジャガイモを取ってきなさい」の
違いを理解している。]

(5) 次の質問に英語で答えなさい。

1. When did Washoe begin to learn ASL?
(She began to learn ASL when she was less than a year old.)
2. By age four, how many ASL signs did Washoe understand and use?
(She understood and used 132 ASL signs.)
3. Do chimps understand some adjectives? If so, give some examples.
(Yes, they understand some adjectives such as good, funny, hungry and stupid.)