

ここは速攻で片付け満点を狙う！

【1】 次の問い(A・B)に答えよ。

(配点 16)

A 次の問い(問1・問2)において、下線部(a)・(b)の単語のアクセント(強勢)の位置が正しい組合せを、それぞれ以下の①～④のうちから一つずつ選べ。

問1 [1] [71.3%]

I find this chair quite (a) comfortable, even though Jimmy (b) complained about it.

- ① (a) cómfortable (b) cómplained
- ② (a) cómfortable (b) compláined
- ③ (a) comfórtable (b) cómplained
- ④ (a) comfórtable (b) compláined

問2 [2] [58.3%]

I was (a) embarrassed when my joke was taken as an (b) insult.

- ① (a) émbarrassed (b) insúlt
- ② (a) émbarrassed (b) ínslt
- ③ (a) embárrassed (b) insúlt
- ④ (a) embárrassed (b) ínslt

※embarrassの第1音節にアクセントを置く誤答多し

出題されるのは基本語のみなんだ！

「名前動後」「形前動後」の単語には要注意

absent, attribute, conduct, conflict, content, contest, contrast, decrease, desert, digest, export, import, increase, insult, object, perfect, present, produce, progress, project, protest, rebel, record, refuse, subject, suspect, transfer, transport ※オレンジ本 p.19 参照

アクセント問題頻出語を押さえろ！ particular, conquer, scientific, astronaut, policeman など

※オレンジ本 pp.28-31

主なアクセントルール(pp.18-19)も押さえておくと便利だよ！

《ポイント》「名前動後」の例外にも注意

balance, comment, consent, comfort, control, delight, debate, distress, neglect, purchase, promise, profit, remark, release, report, respect ★アクセント変化なし！

カタカナ英語にも要注意！

★本試験では出なかったが、追試では suitcase, convenient が出題された。最近では次の語が出題。 network, comment, volunteer, drama, balcony, vitamin, advice, percent ※日本語と逆のものが狙われる

※頻出語はオレンジ本 p.31 参照

重要 出る単語は決まっているんだ！

★コリン先生のCDで後について練習

B 次の会話の下線部(1)～(4)について、それぞれ以下の問い(問1～4)に示された①～④のうちから、最も強調して発音されるもの一つずつ選べ。

《状況》 Mayaは、日本に来てまもない留学生のJeffと買い物に出かける。

Maya: Here comes our train. It's not too crowded.

Jeff: Do the trains (1) get any worse than this? 新情報だ

Maya: Oh, yes. During the morning rush hour (2) they're twice as bad.

Jeff: I can't imagine a train being more crowded than this. Where I'm from, (3) we can always get a seat. 強い感情が込められる

Maya: You were lucky, but you'll have to get used to the crowds here. How do you get to school? Do you take a train?

Jeff: No, (4) I walk to school. 対比を見抜け

問1 [3] [88.9%]

- ① get ② any ③ worse ④ than

問2 [4] [95.9%]

- ① they're ② twice ③ as ④ bad

問3 [5] [71.5%]

- ① we ② can ③ always ④ get

※getの誤答多し！

問4 [6] [97.6%]

- ① I ② walk ③ to ④ school



問3 混雑の程度が話題になっている。したがって、いかに空いているかを伝えたいのだから、seat(席)が can get (取れる) ことなどよりも、③ always 「いつも」を強調する。

《対策》



コリン先生吹き込みのCDを準備したのでなんべんも声に出して発音してみ、て練習を繰り返す。ここは満点を狙う箇所だ！



大原則

意味の強めが息の強め

強く読むのは？

- (1) 対比・・・圧倒的にコレが出題
- (2) 新情報
- (3) 強い感情

マスターしてネ

重要 文強勢の大原則

- ルール1 対比を表す語句は強い
- ルール2 新情報は強く読む。文末には重点情報が
- ルール3 発言の訂正・修正箇所は強い
- ルール4 問いに対する答えは強い
- ルール5 比較の対象は強い
- ルール6 動詞も新情報を提供する
- ルール7 接続詞・前置詞・関係代名詞は弱形
※文末の前置詞は強い盲点
- ルール8 名詞が2個並んだときは、前に置かれる
名詞を強く読む
- ルール9 一般動詞の強調do/does/didは強い
- ルール10 一度出た単語(旧情報)は弱い

答えに迷ったときには、「たった1語しか言えないとしたら、どの語を言うか？」を考えよう。

第2問 文法・語法、対話完成、語整序問題 [配点38点]

最優先課題 ココに弱い!

A. 文法・語法問題 **差がつく問題**

圧倒的に動詞の出題が多い!

※右下表参照

【2】 次の問い(A~C)に答えよ。 **1問15秒でやれ!**

(配点 38)

A 次の問い(問1~10)の **7** ~ **16** に入れるのに最も適当なものを、それぞれ以下の①~④のうちから一つずつ選べ。

問1 Thank you, Hiromi. This book is exactly **7** I wanted. [58.1%]
① what ② which ③ of which ④ that
お化粧 ※お化粧にだまされるな

●空所の前に先行詞がないので **what** を選ぶ
※ what の後には名詞の欠落のある文 (不完全な) が来る what=the thing(s) which

問2 We have to find **8** to the world's environmental problems. [62.7%]
① results ② causes ③ solutions ④ benefits

● **solutions to...** 「~に対する解決策」
※名詞と前置詞の組み合わせは盲点

問3 The mechanics said that it would cost **9** 700 dollars to fix my car. [57.6%]
① on me ② me ③ to me ④ for me

● **cost + 人 + 金額** 「人が...するのに金額が必要になる」 ※第4文型をとる

問4 I can't **10** this math problem in my head. I need a calculator. [55.8%]
① come up ② go on ③ work out ④ get on

● **work out** 「(問題など)を解決する」
という熟語の知識。消去法がよいかも... 《やや難》

問5 The game on the main court was **11** by a brief shower. [62.0%]
① interrupted ② fallen ③ refused ④ missed

● 「中断する」 **interrupt**
空所の前にwasがあるので受け身を作る過去分詞

問6 The government's decision was to **12** taxes. [59.2%]
① rise ② have been rising
③ raise ④ be raising
難しく見せるためのお化粧だ!

● **raise** 「上げる」 **rise** 「上がる」
空所の直後に目的語taxesがあるので他動詞 《やや難》

問7 English tea, drunk all over the world, **13** made from the same plant as Japanese tea. [44.1%]
① and ② has ③ which ④ is

● English tea is madeのつながりを見抜けるか? お化粧を取ってみると簡単! 《難》

問8 My work clothes need **14**, but I don't have time to do the laundry now. [52.8%]
① wash ② washing ③ be washed ④ to wash
※need V-ing, want V-ingは覚えておこう

● **need + V-ing** 「Vする必要がある」
need to be washedならOK 《やや難》

問9 Mary has **15** off going to Mexico until next Monday. [64.6%]
① set ② put ③ kept ④ taken

● **put off** 「延期する」
受験生なら誰でも知っているイディオム

問10 David was badly injured in the accident. If only he had left home five minutes earlier, he **16** involved in it. [79.8%] 《易》
① was ② was not
③ would have been ④ would not have been
※例年は問10(指定席)が難しいのだが...

● 仮定法で過去を表すときには「ジョカハブピーピー」となる
③では「事故に巻き込まれたらう」となって矛盾する 《易》

[知識と理解が問われるA問題]

《ヒント》勉強の仕方

問いを見たら、これは文法に関する質問、これは語法に関する質問、これは単純なイディオムを聞いているもの、これは語義を聞いているもの、というように意識的にジャンル分けしながら問題を考えるクセをつけると良い。文法もこれは何を聞いている問題か(例: 仮定法、関係詞、動名詞)項目分けして問題を見つけることができれば正答率はグンと上がる。演習もノートを作って間違えた問題の理由付けをしておくとうい。



即ゼミを徹底的に仕上げて! 間違いの理由付けも! ノートに!!

問いを見たときに「これはあの質問だな」と分かればOK

■第2問題Aの分析~出題頻度

順位	出題分野	比率
第1位	動詞	40%
第2位	形容詞	8%
第3位	関係詞	6%
第3位	名詞	6%
第5位	副詞句	5%
第5位	準動詞	5%
第7位	仮定法	4%
第8位	助動詞	4%
第8位	口語表現	4%
第8位	前置詞	4%

(1990年~2005年の調査)

《近年の難化傾向》の要因

- 難しく見せるためのお化粧(トリック)が巧み
- 1つの問いに2つの要素が入っている

B. 対話完成問題
C. 語句整序問題

大原則は空所の後ろから攻める
場面展開の把握

対話文特有の会話表現はしっかり覚えよう!

依頼・勧誘・同意・反論・お礼・謝罪・感情

※オレンジ本 p.63 参照

会話の流れがつかめるか?

リスニングの導入によりなくなる可能性も

疑問文の形式も確認しよう!

(1) Yes-No? (2) Wh-?

B 次の問い(問1~3)の会話の [17] ~ [19] に入れるのに最も適当なものを、それぞれ以下の①~④のうちから一つずつ選べ。

問1

Andy: Would you mind lending me your car tonight?

Yutaka: [17]

逆算

Andy: Great! Thank you. I'll bring it back to you tomorrow morning. [30.7%]

- ① Well, I guess not.
- ② Of course, I would.
- ③ Yes, I'd like to.
- ④ No, I don't think I can.

※②を選ぶ誤答が目立った

お礼を言っているから...

空所の後ろと前にあり

mind(気にする)の答えは貸すつもりなら **Not at all, Of course not, Certainly not** など「ちっとも気にならない」と否定で答えるのがポイント。④は形が合わない。

「明日山登りに行けるだろうか」と問う相手に対して「なぜそんなことを聞くの」と問い返す場面。後ろに「いや。でも雨かもしれないと心配しているんだ」であるから「計画の変更でもあったの?」を選ぶ。③(否定疑問文)では「うん、行きたくない」となり不適切 [注意]。

問2

Sonia: Do you think we'll be able to go to the mountains tomorrow?

Yoko: Why do you ask? [18]

逆算

Sonia: No. I'm worried that it might rain, though. [27.0%]

- ① Will we be able to finish our homework?
- ② Will the weather be OK?
- ③ Don't you want to go?
- ④ Has there been any change of plan?

※③を選ぶ誤答が目立った

雨が降るかもと心配なんだ...

問3

Jim: Good morning, Hisako. How did your speech go?

Hisako: The audience received me warmly, [19]

逆算

Jim: That's natural. Public speaking makes everyone uneasy. [79.0%]

- ① and I felt very comfortable.
- ② but I was still a little nervous.
- ③ but I look forward to the next chance.
- ④ and I managed to stay calm.

当然だよ、と同意している...

「当然だよ。みんなスピーチでは不安になるものだよ」という返事からして、空所には「不安を感じた」という内容が来なければならない。「ちょっと緊張した」を選ぶ。

《解法のルール》

- ルール1 空所の直後の発言に注目
- ルール2 空所の直前の文の意味を正確に理解する
- ルール3 応答の文の(助)動詞部分に注目
- ルール4 応答のパターンに注意する(お褒め→礼)

小さくつないで大きくまとめる!

C 次の問い(問1~3)において、それぞれ以下の①~⑤の語句を並べかえて空所を補い、文を完成させよ。ただし、解答は [20] ~ [25] に入れるものの番号のみを答えよ。
空所の後ろに注目するとヒントが...

問1 I still _____ [20] _____ [21] last week. [58.2%]

- ① the cold
- ② recovered from
- ③ I
- ④ haven't
- ⑤ caught

1問必ず難しい問題が含まれるよ

前置詞の後は名詞が続く

問2 Does having pictures on a menu _____ [22] _____ [23] to order?

- ① to decide
- ② what
- ③ make
- ④ easier
- ⑤ it

[36.0%]

問3 All the students _____ [24] _____ [25] next week's meeting.

- ① studying abroad
- ② interested in
- ③ attend
- ④ should
- ⑤ who are

[65.9%]

助動詞の後は動詞の原形

前置詞の後に動詞を続けるときにはV-ing

後置修飾(2語以上からなる形容詞句・節は名詞の後ろに置かれる)が高校生には難しいんだ!



あまり深入りして時間をロスするな!ここが失敗の原因となる

7つのセットを最大限利用して「小さくつないで大きくまとめる」

重要

※網掛け部分は特に注意

セット1	名詞(代名詞)+動詞(S+V) ※「家政婦は見た」
セット2	a/the(冠詞) + 名詞
セット3	one's(所有格) + 名詞
セット4	前置詞+名詞
セット5	前置詞+Ving(動名詞) ※名詞にするためにing
セット6	助動詞+V(原形)
セット7	to +V(原形) ※前置詞のtoならV-ing

※解答作成にあたっては、①②の記号を並べるのではなく、実際に単語を書いてみることを。

第3問題 つなぎ語補充、文整序、文補充問題 [配点 34]

最優先課題 ココに弱い!

※難易度はC > B > A

A. つなぎ語補充 B. 文整序

主なつなぎ語は次の4つのジャンル
 (1)逆接 (2)因果 (3)例示 (4)追加
 代表語をまず覚えろ!
 ※オレンジ本 pp.64-65 参照

《取り組み方》まず最初に「逆接」でないか疑ってみる
 重要 → だめなら残りの因果、例示、追加に移行

時間のロスに注意!

【3】 次の問い(A~C)に答えよ。

(配点 34)

A 次の文章の [26]・[27]に入れるのに最も適当な語句を、それぞれ以下の①~④のうちから一つずつ選べ。

文章中の空欄の前後をしっかりと観察する → 空所の品詞が判明

Most Japanese houses still have traditional tatami mats in at least one of the rooms. At first, tatami mats could be folded or rolled like a carpet when they were not in use. From the 14th century on, [26], tatami mats have had an approximately six-centimeter thick straw base with a fine soft covering. This thicker type of mat spread throughout Japan in various sizes. Today, in the Kyoto area standard tatami mats measure 1.91 by 0.95 meters, [27] in the Nagoya and Tokyo areas they are a little smaller.

[26] [66.1%]
 ① however ② thus ③ in short ④ for this
 reason 逆接 結果 要約 結果

[27] [81.4%]
 ① because ② while ③ so ④ unless
 理由 対比 結果 条件

B 次の問い(問1・問2)において、文章の [28]・[29]に入れる三つの文が、順不同で以下のA~Cに示されている。論理的な文章にするのに最も適当な配列のものを、それぞれ以下の①~⑥のうちから一つずつ選べ。

ヒントはちゃんと本文と選択肢の中に仕掛けてある!

問1

Did you know that things as small as leaves can delay trains? When leaves fall onto the tracks, they can cause wheels to slip and then the brakes may not work properly. [28] They claim that it could blast leaves away easily and quickly. [55.9%] 代名詞 指示語

- A. Some scientists suggest that a laser device fitted onto the front of a train might solve the problem. 言い換え
 B. In spite of such efforts, trains are sometimes delayed for long periods of time. 指示語
 C. In some areas, those leaves have to be removed by an army of cleaners.

- ① A — B — C ② A — C — B
 ③ B — A — C ④ B — C — A
 ⑤ C — A — B ⑥ C — B — A

問2

Have you ever thought about what skin does for us? Most of us are aware that skin protects us from liquid, heat, cold, dirt, and bacteria. But that is not its only job. For instance, the skin is where our bodies make the vitamin D that we need. [29] The wrong color — slightly gray or very pale — may be a sign of disease. Skin may reflect a person's mental state, too. Unusual sweating, for example, may be a sign that a person is nervous or under stress. [62.1%] 追加

- A. Without that sense, we could not feel any difference between rough and smooth surfaces. 指示語 言い換え
 B. Skin can even help us determine if someone is sick.
 C. Another function has to do with the sense of touch.

- ① A — B — C ② A — C — B
 ③ B — A — C ④ B — C — A
 ⑤ C — A — B ⑥ C — B — A

●同意表現の連続性に着目

「同じ表現の繰り返しを嫌う」という英語独特の特徴に着目し 同一内容を全く別の表現を使って表している部分があればその2つの英文は連続していると疑え!

重要

基本 = 主題の提示 → 主題の展開(具体化) → 主題の再確認(結論)

★最初に抽象的に述べられた主題(テーマ)が、後ろの文脈で具体的にわかりやすく説明され、それを踏まえて最後に結論に導かれる

抽象 → 具体



新情報

コレを受けて...

旧情報

a/an ~
名詞
前文末の新情報



the ~
代名詞
次の文の主語
文頭の副詞句(節)

●ここに注目すると問題を解く大きなヒントが

- Aの **the** problem → 前に「問題」の内容に関する記述がある
 Bの **such** efforts → 前に具体的な「努力」の内容がある
 Cの **those** leaves → 前に「木の葉」の記述がある

空所の直前の文は leaves を主語として「木の葉」に関する記述なので、同じく leaves を主語に持つ文Cが続くのが自然。「そのような木の葉は多くの清掃員によって取り除かれねばならない」ことがBのそのような努力の内容。そして「列車の長時間の遅延」がその「問題」となり、C-B-Aが正解となる。

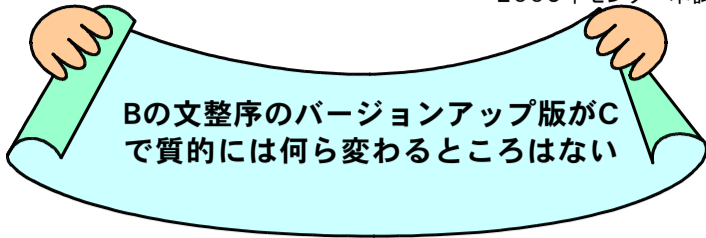
選択肢だけで解ける場合もあるんだ!

- (1) a/an → the
 (2) 名詞 → 代名詞
 (3) 時制 (時間の流れ)
 (4) つなぎ語

●ここに注目すると問題を解く大きなヒントが

- Aの **that** sense → 前にその「感覚」の内容がある。
 Cの **Another** function → 前に「機能」の内容が1つある

Aの「その感覚がなければ」はCの「触覚」を指すと考えられるのでC→Aが分かる。Bには「皮膚の色が病気かどうかの決定にも役立つ」とあり、空所の直後に「皮膚の色が病気の兆候となることもある」と示されているのでC→A→Bが正解と分かる。



C 次の 30 ~ 32 の各文を入れるのに最も適当な箇所を、以下の文章中の①~⑥のうちからそれぞれ一つずつ選べ。ただし、一つの段落に一文ずつ入れよ。

30 These are just a few of the things you can do immediately, anywhere, and without any equipment. [57.1%]

31 This is perhaps because lifestyle changes are easier to stick with than exercise programs for which you must set aside time. [45.8%]

32 However, forget the common belief that you have to suffer in order to make progress. [30.8%]

- ① These days many people are trying to lose weight. Dieting will help, but there is some evidence that cutting calories alone is not the best way to become, and stay, slimmer.
- ② Studies show that a weight-loss program that relies only on dieting is less effective than a plan that includes physical exercise. One expert claims that people who cut 250 calories through dieting can double that number by combining it with exercise and other physical activities. (①) Exercise need not be uncomfortable. For people who favor an aerobic program, cycling and swimming are good activities. Dancing can also slim you down. (②)
- ③ Some researchers have suggested that part of the added physical activity should be in the form of weight training. Their study involved two groups of women. Both were dieting, but one group also lifted weights while the other did not. The women in both groups lost 13 pounds on average, but the weight-training women lost *only* fat. The women who did not lift weights lost not only fat but also muscle. (③) Yet another study, however, found that overweight people on low-fat diets who increased or changed their regular daily activities — by choosing the stairs over the elevator, for example — were better able to maintain weight loss than those in a tough physical program. (④)
- ④ How can you put these findings to use right now? There are a lot of ways to do so. Stand up, walk, stretch... (⑤) So go for a walk during your coffee break! You'll feel better and be healthier as a result. (⑥)

段落途中の空所補充は前後の文に注目ダ！

《大原則》
挿入される文は本文の特定の記述の具体例や書き換えであることが多い
→同じ語句はないか？
別の言い換え表現はないか？

重要

まず3つの文がどの段落に入るかを決定

※正解率は50%にはね上がる

30 これらは今すぐに、どこにでも、何の道具もいらずにできることのいくつかにすぎない。「これら」が何を指すか？空所⑤の直前に「立ち上がって、歩いたり、身体を伸ばしたりする」と、今すぐ始められる運動の具体例が述べられている。

ダイエットだけでは減量に不十分

※本文の第1段落が導入部で全体のテーマがわかる

31 低脂肪の食事療法を行った太り過ぎの人は、例えばエレベーターではなく階段を利用するなど、日常の規則的活動を増加したり変化させたりした人のほうが、つらい身体運動のプログラムを行った人よりも減った体重を維持しやすい
→「これはおそらく、生活様式の変化のほうが、時間をわざわざとらなくてはいけない運動プログラムより持続しやすいからであろう。」研究結果の理由と捉える。
《難》

段落最後の空所補充は前文に注目ダ！

32 しかし上手く進めていくためには苦しまなければいけないという一般的な考えを忘れなさい
→苦しまなければならないということではない
→苦しむ必要はない
すなわち空所①の直後の文「運動は不快なものである必要はない」と同じ内容を別の言葉で具体的に述べている。
《難》



《本文の構成》

(導入) → 主題の提示 → 展開 《基本パターン》

第1段落 導入部：現象の提示

減量にはカロリーを減らすだけでは不十分《テーマ》

カロリー摂取減によるダイエットの流行
ダイエット効果自体および維持への疑問→問題点の提示

第2段落 主題の提示

ダイエットと運動の組み合わせが効果的
苦しいものである必要はない→サイクリング・水泳・ダンスで十分



第3段落 主題の展開

脂肪だけを落とすウエイトトレーニングが効果的
日々のちょっとした運動でOK→(例)エレベーターの代わりに階段利用

第4段落 主題の展開

軽い運動がよい(例：散歩) 《結論》
研究結果の利用法

- 新情報は次の文で詳しく説明される
 - (1) 「a + 名詞」は次の文で詳しく説明
 - (2) also の前には同内容の文がもう一つ
 - (3) But (However) の前後は正反対
- 指示語は元の語をたどれ
 - (1) this [these] は何を指すか？
 - (2) such の指す名詞は何か？
 - (3) for example [instance] は前文の具体的根拠
- 情報は織りなすように流れていく



1 トピックセンテンス(第1段落)から英文全体の内容を探る

2 空所前後、選択肢のつなぎ語、指示語を確認する

3 選択肢の英文と本文の文脈を照合する

- ①主張→証拠
- ②譲歩→主張
- ③抽象→具体
- ④対比
- ⑤列挙
- ⑥時間順序

設問をリードする英文、表中に置くべき要素の特定が問題である

図表・グラフ特有の単語はまず覚えてから…

※オレンジ本 p.74 参照

<パラグラフ構成の流れ>

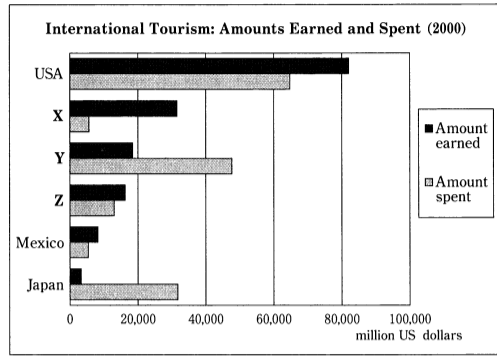


【4】 次の文章とグラフを読み、以下の問い(A・B)に答えよ。

(配点 35)

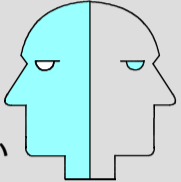
Tourism is an important part of international trade today, and business activities connected with transportation, hotels, services, and entertainment for tourists are essential sources of income for many countries. The figure below shows the amounts of money earned from and spent on international travel in 2000 by six countries: China, Germany, Japan, Mexico, Spain, and the United States of America (USA).

解答に必要な情報はすべて図表と本文の中に入っている→ていねいに絵解き



(Data: Ministry of Land, Infrastructure and Transport, White Paper on Tourism, 2003)

- スペインの海外観光での支出は収入の20%以下 → Xがスペイン
- 中国は海外観光での収入のほうが多い → Zは中国
- (日本同様に) ドイツは支出のほうが多い → Yがドイツ



While the figure shows that the USA led other countries in both earning and spending, we can also see that nations receiving large sums of money from tourism do not always spend equally great amounts overseas. For example, the amount of money spent by Spanish travelers abroad was less than 20 percent of that earned from foreign travelers to Spain. China also earned more from international tourism than it spent. The opposite pattern was shown by Germany and Japan, where the amounts spent abroad by their citizens, 47,785 million dollars and 31,886 million dollars, respectively, were far greater than the amounts earned, 18,483 million dollars and 3,373 million dollars.

According to the World Tourism Organization, there is a growing tendency for tourists to seek out places where they have never been. Europe, which received almost 60 percent of all international tourists in 2000, is expected to see its share fall to 46 percent by 2020. On the other hand, by that time the East Asia and Pacific region will have replaced North and South America as the second most popular tourist destination. Of course, tourists choose a destination not only on the basis of how fresh it is or whether an international event such as the Olympics is being held there, but also by the level of safety and the ease of getting around.

Many foreigners have the idea that Japan is too far away and too expensive, and its language and culture too hard to understand. However, distance and language alone cannot explain Japan's lack of appeal to tourists from North America and Europe: in 2000, China received more visitors from these areas than Japan did. Despite its negative image among some tourists, many who do make the trip to Japan are pleasantly surprised by the friendliness of its people and the efficiency of its public transportation. Moreover, not every foreign visitor finds Japan so expensive these days. With its safe society and excellent travel facilities — not to mention its history, culture, and natural beauty — there is no reason why Japan should not become one of Asia's major tourist destinations. The amount spent by foreigners in Japan may one day be more than that spent by Japanese overseas.

A グラフの X, Y, Z に対応する国名の組合せが、その順に示されている。正しいものを、次の①～⑥のうちから一つ選べ。 [33] [63.8%]

- ① China — Germany — Spain ② China — Spain — Germany
- ③ Germany — China — Spain ④ Germany — Spain — China
- ⑤ Spain — China — Germany ⑥ Spain — Germany — China

B 次の問い(問1～4)の [34] ～ [37] に入れるのに最も適当なものを、それぞれ以下の①～④のうちから一つずつ選べ。

問1 Japanese travelers spent almost [34] times as much money abroad as Japan received from foreign travelers in 2000. [75.1%]

- ① four ② seven ③ ten ④ thirteen

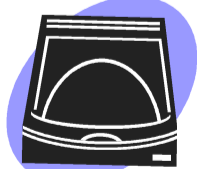
問2 In this analysis of tourism, opposite earning and spending patterns were found between [35]. [52.0%]

- ① Germany and Japan ② the USA and China
 - ③ China and Mexico ④ Spain and Japan
- ※誤答①が目立った

問3 The author mentions that in recent years tourists have been likely to choose a destination if [36]. [61.2%]

- ① the language spoken there is fascinating
- ② the location is new to them
- ③ the people living there are rich
- ④ the culture is interesting

scanning (情報検索読み) の技術が要求されている



問4 According to the passage, [37]. [23.4%] ※今年の問題で正答率の最も低かった問題

- ① Japan earned far less from international tourism than the USA, but more than Mexico ×
 - ② Europe will still attract more tourists than any other area in 2020 ×
 - ③ China became a new destination for Europeans mainly because of its international events ×
 - ④ Spanish travelers abroad spend 20 percent less than tourists from other countries ×
- ※誤答④が多かった

消去法も役に立つ



問3の答え
旅行者はそれまでに行ったことのない場所を探し出す傾向がある→その土地が彼らにとって目新しい場所である

問4の答え
ヨーロッパは2000年に海外旅行者全体の躍0%を受け入れたが、その割合は2020年までには46%に減少すると予想されている。他方、それまでに、東アジアと太平洋地域は南北アメリカに代わり2番目の人気観光地になっているだろう。→
ヨーロッパ>東アジアと太平洋地域>南北アメリカ
《難》

問1の答え <計算問題>
2000年の日本の海外観光での支出は318億8600万ドル。収入は33億7300万ドルとあるので、約9.45倍となる。

問2の答え
逆の収支パターンが見られるのは
スペインは収入のほうが多い
日本は(ドイツ同様)支出のほうが多い
収入>支出: 米国、スペイン、中国
収入<支出: ドイツ、日本

第5問 会話ビジュアル問題 [配点 32点]

★リスニングの導入で評論文に変更の可能性も

【5】 次の会話について、以下の問い(A~D)に答えよ。

ト書きで登場人物と場面を確認

(配点 32)

Elementary school students are taking a Saturday morning tour of a TV station.

会話特有のあいづち表現は覚えておこう

※オレンジ本 p.76 参照



Mr. Wright : Welcome, boys and girls, to WXP Channel 19. I'm Dan Wright. Today you'll tour the station to find out how we broadcast the programs you watch on TV.
 Bobby : Mr. Wright, it's ten o'clock, and I'm usually watching the *Mailman Jack Show* right now. Is *Mailman Jack* here? Can we see him?
 Mr. Wright : (1), Bobby, our studio is too small for us to do the show here. Instead, *Mailman Jack* makes a videotape of the show at a bigger studio in Peyton City and sends it to us. We're playing the tape right now, and that's how people can watch it at home. But while that tape is playing, we're getting ready for a live local weather report. Let's go into the studio to watch how we do it.

The students go into the studio and see a woman in front of a blue screen.

②の内容

Mr. Wright : In 30 minutes, Ms. Cole here will be pointing to different parts of the blue screen behind her and talking about the weather. All you see now is that empty blue screen, but if you look at the TV screen over here, you see something else. Take a look.
 Carla : Wow, it's a weather map, and Ms. Cole's standing in front of it!
 Ms. Cole : (2), Carla. This is what people actually see on their TV at home. The map you see now is of our part of the state at eight this morning. Here we are in Jonestown. Here's Lake Axelrod south of us and the Blue Hills to the northwest. Peyton City is northeast.
 Carla : What is that letter in the circle next to Peyton City, and that line with black triangles between Jonestown and Peyton City?
 Ms. Cole : The line is called a "cold front," and the "R" in the circle stands for rain. It was raining in Peyton City this morning.
 Carla : I see. Then a "C" in the circle would mean cloudy, right?
 Ms. Cole : That's a good guess, Carla, but no. I'll get to that later.
 Bobby : Is it going to rain here?
 Ms. Cole : (3), because the wind is from the northeast, and it's likely that the cold front will move past Lake Axelrod by this evening. Even if it doesn't rain, it's going to get cooler in Jonestown.
 Bobby : What about that circle above Jonestown?
 Ms. Cole : That's a symbol for a sunny sky. When you came in this morning, the sky was clear, right? If it had been cloudy, Carla, the symbol would have been filled in and look like a big black ball. Now, that cold front is still moving toward us, and we can expect a cloudy sky — maybe even rain — in a few hours.

A 空欄(1)~(3)に入れる三つの表現が、順不同で次のA~Cに示されている。意味の通る会話にするのに最も適当な配列のものを、以下の①~⑥のうちから一つ選べ。 [38] [72.4%]

- | | |
|--------------------|------------------------|
| A. Maybe (ひょっとしたら) | B. That's right (その通り) |
| C. Actually (実は) | |
| ① A — B — C | ② A — C — B |
| ③ B — A — C | ④ B — C — A |
| ⑤ C — A — B | ⑥ C — B — A |

空所は前後の発言に対するコメントだ!

B WXP の天気予報番組で使われている「曇り」を表す記号はどれか。正しいものを、次の①~⑥のうちから一つ選べ。 [39] [77.4%]

- | | |
|---|---|
| ① | ② |
| ③ | ④ |
| ⑤ | ⑥ |

⑤の内容

C Ms. Cole が説明している天気図はどれか。正しいものを、次の①~⑥のうちから一つ選べ。 [40] [86.1%]

(図略)

D 会話の内容と合っているものを、次の①~⑥のうちから二つ選べ。ただし、解答の順序は問わない。 [41] [42]

- ① When the students entered the station, they talked to Ms. Cole. × [コールではなくライト]
- ② Ms. Cole reports the local weather using the blue screen in the TV studio. [79.1%]
- ③ Channel 19 videotapes the local weather report in Peyton City. × [生放送]
- ④ Ms. Cole said that it would begin to rain in Jonestown in a few hours. × [断言していない]
- ⑤ The weather in Jonestown was sunny at ten o'clock in the morning. [47.2%]
- ⑥ Bobby and Carla were shown into the studio to watch the *Mailman Jack Show*. × [天気予報]

■内容真偽問題の正解の選択肢は本文の同意表現による書き換えだ!

単語どうしの置き換え 「同意語」ないしは「否定+反意語」
 熟語→単語の置き換え ※オレンジ本pp. 98-101参照
 文法構造の転換による置き換え・・・法・態・構文・肯定→否定など



「原文典拠の法則」で正解は本文中の表現の「巧みな言い換え」だ!

Cの答え
 アクセルロッド湖は南に
 ブルーヒルズは北西に
 ペイトン市は北東に
 ペイトン市の隣に○で囲まれた文字
 ジョージタウンとペイトン市の間に黒三角形のついた線
 →正解は⑤
 《易》

Bの答え
 「○の中にあるCの字は曇りを意味するのですね」
 「いい推測だけど違うのよ」
 「もし曇り記号だったなら記号は塗りつぶされていて、大きい黒いボールのように見えるでしょう」
 →④が正解

Aの答え
 (1) 「メールマンジャックはここにいますか」とジャックが聞いたのに対して「彼はペイトン・シティにあるスタジオでショーをやっけてそれを録画して送ってくれる」と答える。ボビーの思いこみを訂正する場面だから **Actually** (意外かもしれないが実際は) が入る。
 (2) 画面を見たカーラが「わあ天気図だ。コールさんがその前に立っている」と言ったのに対し、コールさんが「これが家のテレビで実際に見える画面になるの」と反応しているので、肯定の **That's right** (その通りよ) が入る。
 (3) ボビーが「こちらではこれから雨が降るんですか」と質問したのに対して、その理由を述べているので **Maybe** (ひょっとするとね) が入る。

第6問 物語文読解問題 [配点 45点]

skimming (大意把握読み) → scanning (情報検索読み)

「原文典拠の法則」で!

★問題文の余白に、設問Aのリード文の要点をこのように均等にメモしておくとうい (英文を読む際の集中力が高まる)。



【6】 次の文章を読み、以下の問い(A・B)に答えよ。

(配点 45)

During my college days, I spent my summers as an assistant at a camp for junior high school students. It was work I looked forward to every year because it was a pleasure. Of my camp memories, there is one summer that stands out from the rest.

②の箇所

It was the first day of camp. About an hour after everyone had arrived, I noticed a small boy sitting alone under a tree. He was thin, pale and obviously uneasy. Only fifty feet away, all the other campers were playing, joking and enjoying getting to know each other, but he seemed to want to be anywhere other than where he was. He had a lost look, a look of deep loneliness. To be honest, I felt uncomfortable approaching him, but our senior staff members had instructed us to watch for campers who might feel left out, campers just like this boy. I knew it was my responsibility to talk with him even though I felt it would not be easy.

③の箇所

I walked up to him and said, "Hi, my name is Kevin, and I'm one of the assistants." In a small, shaky voice he shyly answered, "Hi, I'm Tommy."

"Welcome to camp, Tommy. How's it going?"

"Okay, I guess," he said quietly, not looking at me.

"Do you want to join the activities and meet some new kids, or do you want to just sit here under this tree?" I asked with a smile. He replied unwillingly, "I'm fine here. This camp is not really my thing." It was clear that camp life was new to him, and I somehow knew it would not be right to push him to join the other campers. Instead, I sat down and talked with him for a while, and then took him to his cabin. I hoped he would make some friends there.

④の箇所

After lunch the next day, I led the two hundred campers in songs. I looked over the enthusiastic crowd and noticed Tommy, sitting alone, staring at the floor. I realized he was going to require some very special care. That night at our staff meeting, I told everyone about him, and asked them to pay attention to him and spend time with him whenever possible. Tommy became our special project. We always helped him participate in the camp activities, and slowly he opened up.

Time passed quickly, and Tommy became more active every day. In no time camp was over. As the campers celebrated at a farewell party, I suddenly saw what would be one of the most vivid memories of my life. The boy who had once sat alone under the tree was now dancing. Towards the end of the party, he was dancing as if he owned the dance floor, and talking with people he had not even been able to look at a few weeks earlier. The changes in Tommy were dramatic. All of the camp staff saw him as the camp's greatest success.

About five years later, I got a letter from Tommy. I had not seen him since the night he was all over the dance floor, so it was a complete surprise to get a letter from him. And what the letter said was even more of a surprise.

In the letter, Tommy said, "I appreciate your help very much. On the first day of camp, you came up to me while I was sitting alone. After that, you always gave me special attention and encouraged me to join activities when I hesitated. As a result, I gradually got to know the other campers, and I even became 'the king of the dance floor' on the last night. Because of your help that summer, my life changed. I gained so much confidence that I went back to school as a new person. My grades improved. I became very active and made new friends. Today, I got a letter that said I have been given a scholarship for college next year. I am proud to have gotten it, but I know that if you had not helped me, I would not have. I just wanted to thank you for helping me become a different person."

I have kept that letter; it is special to me. I read it sometimes to remind myself that we never know how much our actions may affect someone. ~ 「言い換えに対応できる語彙力」と「文脈理解力」だ! ~

A 次の問い(問1~5)に対する答えとして最も適当なものを、それぞれ以下の①~④のうちから一つずつ選べ。 43 ~ 47 Aはストーリーの大まかな質問

問1 What happened on the first day of camp? 43 [68.9%]

- ① Tommy felt a responsibility to talk with the lonely boy.
② Tommy left the camp to return to his house.
③ Tommy tried to get to know other campers.
④ Tommy did not feel at all comfortable.

★聞かれるのは3つ What, Why, How

トミーは途方に暮れた表情、深い孤独の表情をしていた。小さな震える声で恥ずかしげに答えた→トミーの不安げな様子

問2 What did Kevin do to help Tommy? 44 [67.5%]

- ① He taught him how to become a good dancer.
② He decided to stay with him in the same cabin.
③ He suggested that Tommy stay under the tree.
④ He asked the assistants to take care of him.

設問の指定をよく読んで、各選択肢に該当する該当箇所を見つける作業だ!

私は彼のことを話し、彼に注意を払い、可能な限り彼と一緒に過ごしてくれるように頼んだ→世話をしてくれるように

問3 What happened on the last night of camp? 45 [75.0%]

- ① Kevin felt sorry about Tommy's big change.
② Tommy demonstrated his new confidence.
③ Tommy wanted some friends to talk with.
④ Kevin got a letter from Tommy.

①質問文から話の大筋を推測
②質問文に類似する表現を本文から探す
③関連箇所と選択肢を比べる

トミーの変化は劇的だった
彼は大きな自信を手に入れた

問4 How did the camp affect Tommy? 46 [89.5%]

- ① He changed into a new person.
② He became a little more lonely and shy.
③ He lost the confidence to make friends.
④ He was happy with his high school scholarship.

あの夏のあなたの助けのおかげで僕の人生は変わった。僕はとても大きな自信を手に入れたので、新しい人間として学校に戻った

問5 What did Kevin gain from his experience with Tommy? 47 [65.3%]

- ① He learned he was able to make a real difference in someone's life.
② He realized that he really enjoyed his work as a camp assistant.
③ He realized he should force campers to participate in activities.
④ He learned that he did not know how to be a helpful camp assistant.

自分の行動が他人にどれほどの影響を与えることがあるかは誰にも分からない

B 本文の内容と合っているものを、次の①~⑧のうちから三つ選べ。ただし、解答の順序は問わない。

48 ~ 50 Bは細部の質問

設問Bの選択肢の順序=物語の進行の順序

- ① Kevin did not enjoy his summer job at camp because he did not like uneasy campers. X
② At the beginning of camp life, Tommy looked as if he wished he were somewhere else. [82.3%]
③ Campers who did not join the activities were given special attention by the assistants. [55.1%]
④ Most of the children at the camp enjoyed participating in singing after lunch. [57.4%]
⑤ Kevin asked the other campers to help Tommy because he did not want to. X
⑥ The camp staff found that Tommy was a failure on the final day of camp. X
⑦ If Kevin had failed to help him, Tommy would not have remained lonely at the camp. X
⑧ Tommy learned to make friends with others by hiding his true feelings. X ※⑦の誤答多し

★5つは誤りなので消去法も有効だよ

正解の選択肢は「本文の巧妙な言い換え」なんだ!

●登場人物の心理状態を表す形容詞を押さえよう +-のイメージ

※オレンジ本 p.102 参照