

I. 次の英文を読み、設問に答えなさい。

I read constantly, both for pleasure and at my job editing newspapers. There is a book on my bedside table, another in the living room, several on my desk, even one in my car in case I have to wait at an appointment. I would probably read in the shower if I could figure out a way to keep the pages ( 1 ). My family will tell you that if our house was on fire and they were fleeing the flames, they would expect to see me in my armchair with a book in front of my face, saying, "Go ahead, I'll be with you as soon as I finish this chapter."

It is said that experience is the best teacher, but what is a book if not a ( 2 ) of someone's experience? Books, whether fiction or non-fiction, are batteries of knowledge that has been collected and stored like energy. Non-fiction books such as biographies and textbooks provide the reader with information ( 3 ) the author's research and experience. Like a newspaper article, such books give the readers the facts about who, what, where, when and why.

Works of fiction—novels, short stories, even comic books—tell us a story. The author creates a world, fills it with characters and shows us how those characters think, what they feel, what lies behind the actions they take. Such stories teach us how to ( 4 ) the world through another person's eyes, to have some understanding for other points of view, to imagine things we have not experienced ourselves.

Numerous studies have shown that children whose parents read to them at a young age learn to read more ( 5 ) and are more successful in school. One of my favourite writers, Spider Robinson, once said that his mother tricked him into learning to read as a child. She would read to him from a fairy tale or a comic book and—just as the suspense peaked at the climax of the story, just as the ( 6 ) guy was about to defeat the hero—she would put the book down and tell him she had chores to do. If he wanted to know what happened next, he would ( ア ). As the fantasy and science-fiction author George R.R. Martin once wrote, putting the words in the mouth of one of his characters: "A mind needs a book like a sword needs (イ) a whetstone if it is to keep its edge."

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問1. 空所(1)～(6)に入れるのに最も適切な語句を1つずつ選びなさい。

- |                      |                  |               |                 |
|----------------------|------------------|---------------|-----------------|
| (1) a. dry           | b. folded        | c. old        | d. wet          |
| (2) a. memory        | b. movie         | c. photograph | d. record       |
| (3) a. compared with | b. gathered from | c. replied to | d. requested by |
| (4) a. hear          | b. see           | c. taste      | d. touch        |
| (5) a. carelessly    | b. poorly        | c. quickly    | d. slowly       |
| (6) a. bad           | b. good          | c. old        | d. young        |

問2. 空所(ア)に入れるのに最も適切なものを1つ選びなさい。

- a. make a mess
- b. have to read it himself
- c. ask his father to read the story
- d. stop reading the book

問3. 下線部(イ)の意味として最も近いものを1つ選びなさい。

- a. a blade
- b. a fighter
- c. a guard
- d. a sharpening stone

問4. 本文の内容の主題として最も適切なものを1つ選びなさい。

- a. How to Start Reading Books
- b. Improving Reading Skills
- c. Books are Knowledge Batteries
- d. A Mind Needs Experience

問5. 本文の内容と一致するものをa～hより3つ選びなさい。

- a. The writer of this essay loves reading books.
- b. The story of another person's experience in a book can be a good friend for children.
- c. Biographies and textbooks are fiction.
- d. We can learn different viewpoints by reading fiction.
- e. It is impossible to imagine things without experiencing them ourselves.
- f. Children will lose their interest in studying by reading too many books.
- g. Authors can convey their messages through the characters in the book.
- h. The essay tells us the importance of getting information from newspapers.

II. 次の対話において、(1)～(8)の空所に入れるのに最も適切なものを1つずつ選びなさい。

1. A : Maybe we can meet up in Tokyo one day.  
B : That would be great. I've never been there.  
A : [ (1) ]  
B : I will for sure! Hope you had a great time here.

a. I'm going back to Tokyo next week.  
b. Hawaii is nice! Lots of great beaches here.  
c. Tokyo is busy and lively. I live there.  
d. Let's keep in touch.

2. A : Hi Mayuko, how are you doing?  
B : Fine. Well, actually, I didn't pass my driving test during our summer break.  
A : [ (2) ]  
B : Yeah, I'm very disappointed. I better try again next time.

a. That's great to hear!                      b. Oh that's too bad.  
c. Well, did you do anything wrong?      d. How long was the test?

3. A : Hey Rika, have you heard Gill Bobbin's latest song?  
B : [ (3) ]  
A : How did you like it?  
B : I thought it was very good, and the music is catchy.

a. Yeah, I listened to it online last weekend.  
b. No, I've never heard it.  
c. What's his latest song?  
d. It wasn't very good to be honest.

4. (In an American classroom)  
A : Your name is very unique and original! I like it.  
B : Well, I'm thankful to my parents for giving me that name.  
A : [ (4) ]  
B : It's really easy. It's T-S-U-B-A-S-A.

a. What does it mean?  
b. How long is your name?  
c. How do you spell it?  
d. My friends back home do not think it's original.

5. A : Hey, do you want to watch an action movie tonight?  
B : Hmm. I'm not a big fan of action movies. [ (5) ]  
A : Sure that works too. Let's watch it!

a. I used to be a big fan of action movies.  
b. How about a comedy film?  
c. Is there anything else?  
d. Is it on right now?

6. A : So, I heard you got a new roommate recently.  
B : Miku? Yeah, we are the same age, and she is also a sophomore at university.  
A : [ (6) ]  
B : She's very nice and quiet. I think she's quite reserved.

a. What does she like?                      b. Where did you meet her?  
c. What is she like?                        d. She's not a freshman, huh?

7. A : Hello there. It's Kento, your next-door neighbor. Are you guys having a party?  
B : Yeah. Are we being noisy?  
A : [ (7) ]  
B : Sure, I can do it now. I'm sorry about that.

a. Is it OK if I drop by at your party?  
b. It sounds like it's a great party.  
c. I can tell there are many people there.  
d. Yes, I am afraid so. Can you turn down your music, please?

8. A : Let's review these questions before our history test next week.  
B : Sure! This one is difficult. What city hosted the Winter Olympic Games in 2014?  
A : [ (8) ]  
B : Actually, it was Sochi, Russia.

a. It was the International Olympic Committee.  
b. This question is easy.  
c. I'm not sure, but I think it was Vancouver.  
d. I am certain it was Sochi, Russia.

Ⅲ. 次の日本の伝統文化についての説明を読み、その内容と合っているものをa～jより3つ選びなさい。

#### 1. Haiku



Haiku is probably the shortest verse form in world literature. A haiku has three lines with a total of only 17 syllables, arranged in a pattern of 5-7-5. The most significant feature of haiku is the way it indicates more than is said. The great master Matsuo Basho (1644-94) elevated it to the art of expressing much and suggesting more in the fewest possible words. Haiku has remained the most popular poetic form in Japan.

#### 2. Kabuki



The origin of Kabuki dates back to the early 17th century, when a female dancer called O-kuni used to perform amusing dances in Kyoto. It has developed into a highly sophisticated stage art. Kabuki borrows much from puppet plays and Noh drama until early 18th century. Kabuki combines characteristics of rhythmical words, unique dancing, gorgeous costumes, diverse stage settings, and colorful make-up. The acting is highly exaggerated, usually with songs and music played on traditional musical instruments.

#### 3. Tea Ceremony



Tea ceremony originated as a custom of Zen Buddhism in China. Drinking tea kept the monks awake and refreshed while sitting in meditation. The Japanese tea ceremony, based on Zen philosophy, has its origins in the 12th century. Drinking tea became customary in Zen monasteries in Japan as well. The ceremony developed during the 15th century, when Zen culture was popular. It was Sen-no-Rikyu (1522-91), the greatest tea master, who raised the drinking of tea into an art form.

#### 4. Sumo



The history of the traditional Sumo style of wrestling goes back more than 1,500 years. It developed into its present form during the Edo period, especially in the late 18th century. Wrestlers representing the East and the West divisions take their positions on *tawara* ("straw bales") in the ring, which is about 4.5 meters in diameter. Each wrestler throws a handful of salt across the ring and rinses his mouth as a ritual before the match.

- a. There used to be a similar poetic form to Haiku outside Japan.
- b. Matsuo Basho suggested to make the Haiku pattern shorter.
- c. Kabuki has some elements borrowed from other kinds of traditional culture.
- d. The characters of Kabuki usually play traditional musical instruments.
- e. The custom of drinking tea developed from a religious background.
- f. Sen-no-Rikyu was the first person to start the tea ceremony in Japan.
- g. During the Edo period, the Sumo divisions were made in every city in Japan.
- h. Each Sumo wrestler rinses his mouth with salt to clean up.
- i. Among these four, Sumo has the oldest origin.
- j. All of four Japanese traditional cultures developed under the influence of China.

IV. 各文の空所に入れるのに最も適切なものを1つずつ選びなさい。

- (1) Never in my life ( ) I been so happy.  
a. did                      b. have                      c. should                      d. would
- (2) This year's phone ( ) to have sold more units than any other in history.  
a. is reported              b. is told                      c. reports                      d. tells
- (3) You can rent a bicycle ( ) the hour in front of the station.  
a. at                          b. by                              c. in                              d. to
- (4) Jamie was frustrated after finding this week's test ( ) than usual.  
a. far more hard                      b. less harder  
c. much harder                      d. no more hard
- (5) The restaurant recovered ( ) the hard work of all of its employees.  
a. because                              b. in terms  
c. in the course of                      d. thanks to
- (6) It's ( ) to know that Professor Jenkins isn't going to attend the conference.  
a. my surprise              b. surprised                      c. surprising                      d. to surprise
- (7) I ( ) the news about the disaster on the channel 6 evening news.  
a. listened                      b. looked                      c. read                              d. saw
- (8) Her father asked the store to call him when the new book became ( ).  
a. acceptable                      b. anxious                      c. attractive                      d. available
- (9) Children learn how to act in public by watching the behavior of ( ) around them.  
a. that                              b. those                              c. what                              d. who
- (10) Success is built on the ( ) of preparation and hard work.  
a. foundation                      b. outcome                      c. promise                      d. similarity

V. 次の各文の [ ] 中の単語を並べ換えて日本語の意味に相当する英文を完成させるとき、[ ] 内で3番目と5番目にくるものを、それぞれ選びなさい。

- (1) 時には運動するのもいいものだ。  
It's [ a. a              b. good              c. in              d. once              e. out              f. to              g. work ] while.
- (2) もし父の助けがなかったら、私はコンテストに優勝していなかっただろう。  
Had [ a. been              b. father's              c. for              d. help              e. it              f. my              g. not ], I wouldn't have won the contest.
- (3) この上着に合う靴がほしいのですが。  
I would like to [ a. get              b. go              c. jacket              d. shoes              e. this              f. to              g. with ].
- (4) 私たちは2人とも、周囲の危険に気づかなかった。  
Neither of [ a. around              b. aware              c. danger              d. of              e. the              f. us              g. was ] us.
- (5) 家族に会うため、2、3日休暇をいただけないでしょうか。  
May I [ a. a              b. days              c. few              d. have              e. off              f. to              g. visit ] my family ?