

※問題用紙 4枚
 ※回答用紙 1枚

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(注意) 答えはすべて解答用紙に書きなさい。
 漢字指定がない場合、ひらがなでもかまわない。

1. Read the passage and answer the following questions.

For thousands of years, people have looked up at the night sky and looked at the moon. They wondered what the moon was made of. They wanted to know how big it was and how far away it was. One of the most interesting questions was "Where did the moon come from?" No one knew for sure. Scientists developed many different theories, or guesses, but they could not prove that their ideas were correct.

Then, between 1969 and 1972, the United States sent astronauts to the moon. They studied the moon and returned to the Earth with rock samples. Scientists have studied these pieces of rock, the moon's movements, and information about the moon and the Earth. They can finally answer questions about the origin of the moon.

Today most scientists believe that the moon formed from the Earth. They think that a large object hit the Earth early in its history. Perhaps the object was as big as Mars. When the object hit the Earth, huge pieces of the Earth broke off. These pieces went into orbit around the (a). After a brief time, the pieces came together and formed the moon.

This "impact theory" explains many facts about the Earth and the moon. For example, the moon is very (b) because the impact created so much heat that it dried up all the water. The earth has iron in its center. However, the moon has very (c) iron in its center. This is because the moon formed from lighter materials that make up the outer part of the Earth. Finally, the Earth and the moon are almost the (d) age: the Earth is about 4.5 billion years old, and the moon is about 4.4 billion years old.

No one can prove that something really happened billions of years ago. In the future, new information will (e) support this theory or show that it is wrong. For now, scientists accept the impact theory because it explains (f) we know today about the Earth and the moon.

- (1) Fill in each space with a suitable word.
- (2) When people looked at the moon, they felt _____ .
 a) curious b) afraid c) cold
- (3) A theory is _____ .
 a) a correct idea b) something you already proved c) a guess
- (4) Astronauts are people who _____ .
 a) study rocks b) travel in space c) live on the moon
- (5) When the object hit the Earth, _____ .
 a) people saw it happen b) people wrote about it c) the Earth was new
- (6) An orbit is _____ .
 a) a path or route around something in space
 b) a large distance in space c) a large rock in space
- (7) Scientists believe that in the past, _____ .
 a) the moon was part of the Earth b) the moon was close to the Earth
 c) the moon hit the Earth

- (8) The “impact theory” describes _____ .
- scientists’ belief about the size of the Earth and Mars
 - scientists’ belief about the origin of the moon
 - scientists’ belief about the way the Earth was formed from the moon
- (9) Scientists accept the impact theory because _____ .
- no one can prove that the impact theory isn’t true
 - new information has finally proved it correct by now
 - the information they have about the Earth and the moon supports the impact theory
- (10) What is the main idea of this passage?
- The Earth and the moon are the same age.
 - The impact theory is the best explanation of the moon’s origin for several reasons.
 - Scientists have developed different theories to explain the origin of the moon.

2. Read the following and answer the questions.

As the number of cars increases each year, the roads in our towns and cities become more crowded and dangerous. For some time, governments have been searching for ways to solve this problem. The traditional approach has been to try to control both drivers and nondrivers. Traffic lights, speed limits, and signs are used to make drivers drive more carefully, while fences and pedestrian crossings are used to control where people cross the road. Now, however, a new movement is challenging this traditional approach to traffic safety.

The movement began in the Netherlands, where traffic engineers discovered that the best way to increase road safety was to decrease the number of rules. One of the pioneers of this movement, Hans Monderman, redesigned a busy intersection in the town of Drachten which about 20,000 cars pass through each day. The intersection had become so dangerous that pedestrians and cyclists avoided it. Monderman decided to make the intersection into a “shared space” that could be used freely by cars, cyclists, and pedestrians. He removed all signs and traffic lights.

The result was that drivers began to slow down and watch out for other people. The number of accidents fell — yet the average time that it took to cross the town remained the same. This was because drivers did not have to wait for traffic lights to change, so fewer traffic jams built up. British traffic expert Ben Hamilton-Baillie points out that the new approach works because it makes drivers more cautious. A driver driving through a crowded campsite, for example, is very unlikely to have an accident because he or she will drive slowly and carefully. The same applies to the new shared spaces.

These Dutch experiments have worked so well that they are now being copied across the world. Improving traffic safety, however, is not the only aim of supporters of the movement. They also want to emphasize that roads are for everyone to use, not just for the drivers of cars. By treating drivers and nondrivers equally, they hope to encourage the development of a more cooperative attitude toward public spaces among all the residents of a town.

- (1) What is one way that governments have traditionally tried to make roads safer?
- They have tried to reduce the number of cars on the road.
 - They have suggested that pedestrians walk more carefully.
 - They have created more places for people to cross the road.
 - They have used speed limits to make drivers drive more carefully.
- (2) How did Hans Monderman try to make the intersection in Drachten safer?
- By taking away the signs and traffic lights.
 - By encouraging cyclists and pedestrians to avoid it.
 - By allowing people to put up their own signs in the area.
 - By decreasing the number of roads that drivers could use.

- (3) It is believed that shared spaces are effective because
- a) the traffic lights there change much faster than before.
 - b) they are less expensive for cars, cyclists, and pedestrians.
 - c) drivers pay more attention to others when driving through them.
 - d) people are more cautious when they are driving fast.

- (4) What is one of the aims of the new movement?
- a) To prevent drivers from using their cars.
 - b) To change the way people think about public spaces.
 - c) To encourage people to cooperate more with drivers.
 - d) To persuade people to move back to town centers.

- (5) Which of the following is true?
- a) The new movement was first started by Dutch traffic engineers.
 - b) Monderman's system has been criticized for its effect on pedestrians.
 - c) Supporters of the movement hope that it will lead to less use of cars.
 - d) Drivers tend to drive more quickly through shared spaces.

3. Choose the one word or phrase that best completes each sentence.

- (1) These days children spend their () time playing video games or doing things on the computer.
- a) boring
 - b) vacant
 - c) spare
 - d) empty
- (2) This discount ticket is () for two weeks.
- a) good
 - b) useful
 - c) welcome
 - d) possible
- (3) I'm just wondering if you are () next Sunday.
- a) convenient
 - b) liberal
 - c) free
 - d) possible
- (4) The local governments recommend we buy () products, but some of them are still too expensive.
- a) friend environmental
 - b) friendly environmental
 - c) environmental friend
 - d) environmentally friendly
- (5) Young (), the man decided to go abroad to study at the age of 55.
- a) at heart
 - b) to mind
 - c) with spirit
 - d) on power
- (6) You're not () to smoke in this room. There's a smoking area in the hall.
- a) awarded
 - b) possible
 - c) capable
 - d) allowed
- (7) I wrote him a letter to make him agree with our proposals. I hope it ().
- a) works
 - b) fulfills
 - c) improves
 - d) functions
- (8) A: Can I see you this weekend?
B: Sorry, Linda. I can't (). I'll be out of town this weekend.
- a) take it
 - b) make it
 - c) give it
 - d) get it
- (9) A: I'm () you tomorrow morning.
B: Well, actually I have a meeting in the morning. I'll be there around 2 p.m.
- a) waiting
 - b) expecting
 - c) anticipating
 - d) neglecting
- (10) A: How () will this be ready?
B: You can pick it up anytime after Friday.
- a) immediate
 - b) instant
 - c) soon
 - d) rapid

- (11) A number of complaints have been ().
a) led b) done c) said d) made
- (12) The criminal who was () now faces a lengthy trial.
a) achieved b) obtained c) captured d) attracted
- (13) The system provides air-conditioning to () room in the house.
a) few b) any c) all d) some
- (14) I don't understand this math problem. Can you ()?
a) explain it for me b) explain me it c) explain it to me
d) explain for me it
- (15) The delay was blamed () bad weather conditions.
a) at b) on c) for d) with

4. Write about one of the most precious experiences you had while you lived abroad. (in more than 150 words)

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a	b	c	d
e	f		

2)	3)	4)	5)	6)	7)	8)	9)	10)
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2.

1	2	3	4	5
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3.

1	2	3	4	5	6	7	8	9
10	11	12	13	14	15			

4. Write about one of the most precious experiences you had while you lived abroad. (Write in more than 150 words)
