

英 語 (筆記)

(解答番号 ~)

第 1 問 次の問い(A~D)に答えよ。(配点 16)

A 次の問い(問1~3)において、下線部の発音が、ほかの三つの場合と異なるものを、それぞれ下の①~④のうちから一つずつ選べ。

問 1

- ① absorb ② comfort ③ formal ④ newborn

問 2

- ① debt ② doubt ③ subtitle ④ subtle

問 3

- ① eager ② fragile ③ ginger ④ urgent

B 次の問い(問1・問2)において、与えられた語と第一アクセント(第一強勢)の位置が同じ語を、それぞれ下の①~④のうちから一つずつ選べ。

問 1 accustom

- ① calendar ② impression ③ operate ④ popular

問 2 transportation

- ① authority ② experiment ③ fundamental ④ melancholy

- C 次の文において、話者が**太字**で示した語を特に強調して発音した場合、話者が伝えようとした意図はどれが最も適切か。下の①～④のうちから一つ選べ。

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Max's mother told him to do his **math** homework immediately.

- ① It is this subject that should be done now.
- ② It was not his father who urged Max to study.
- ③ Max tends to leave things until the last moment.
- ④ Max will not do anything without instructions.

- D 次の下線を引いた文において、強く発音する部分を最も適切に示しているのはどれか。下の①～④のうちから一つ選べ。強く発音する部分は●で示してある。

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While holding down button C, press both D and F for five seconds. Oh, dear. It's so complicated that I feel confused just reading the manual.

- ① ● ● ● ● ● ●
It's so complicated that I feel confused just reading the manual.
- ② ● ● ● ● ● ●
It's so complicated that I feel confused just reading the manual.
- ③ ● ● ● ● ● ●
It's so complicated that I feel confused just reading the manual.
- ④ ● ● ● ● ● ●
It's so complicated that I feel confused just reading the manual.

第2問 次の問い(A～C)に答えよ。(配点 44)

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

問1 “Did you know that Albert Einstein, the famous physicist, meat?”

“Yes, if my memory serves, he became a strict vegetarian one year before he died.”

- ① hadn't stopped eating ② has been stopped from eating
③ has stopped eating ④ stopped eating

問2 “I'd better call our neighbor to ask her to check the door of our apartment.”

“You don't have to do that. I remember it when we left.”

- ① lock ② locking ③ to be locked ④ to lock

問3 Hi! It's me. I'm sorry I'm late. I'm running the direction of the ticket gate. I'll be with you in a minute.

- ① in ② of ③ to ④ within

問4 I don't think we can come up with a solution to the problem, however long we spend it.

- ① discussing ② talking ③ to discuss ④ to talk

問 5 You've got on your tie. Did you have fried eggs for breakfast?

- ① a few eggs ② an egg ③ some egg ④ some eggs

問 6 "How about going to that conveyor-belt sushi bar again?"

"I'm afraid we can't. It closed last month."

- ① down ② in ③ off ④ upon

問 7 I arrived here early today because the traffic was than usual.

- ① busier ② heavier ③ lighter ④ weaker

問 8 I've heard that in the U.S. smoking is in public places such as restaurants or cafés. Is that true?

- ① banned ② expired ③ valid ④ withdrawn

問 9 You can choose either the train or the bus. If you want to save some time, the train would be better. The is a little bit higher, though.

- ① cash ② fare ③ fine ④ interest

問10 "You never seem to gain weight! How do you stay so slim?"

"Just lucky, I guess. It in the family."

- ① comes ② goes ③ runs ④ works

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

問 1 Zack: It's already ten. We'd better be going when Bob comes back from the restroom. Shall we split the bill equally?

Koji: I'd rather not do that. I ate and drank a lot more than you two. I think I should pay more.

Zack:

Koji: That sounds fair.

- ① Calm down. You don't have to get so excited.
- ② How about asking for a discount?
- ③ I wish I'd brought the coupon from the magazine.
- ④ Should we ask for separate checks?

問 2 Customer: Could we have three tofu burgers, please?

Server: I'm sorry, we've sold out today.

Customer: That's too bad! Your tofu burgers are so delicious that I brought my friends with me so they could try some.

Server: Why not try the lotus root burgers, instead? If you don't like them, you don't have to pay.

- ① Did I owe you one?
- ② For here or to go?
- ③ I'll put you through.
- ④ I'll tell you what.

問 3 Harry: Would you mind taking a look at this?

Nick: This is a great plan, Harry!

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Harry: Yeah, but there's one thing I'm concerned about. Our boss might not like the extra costs.

Nick: Well, he may not be happy with the extra costs, but this plan has so many advantages. I'm certain he'll say yes.

- ① I can't agree with that. There are too many disadvantages.
- ② I couldn't agree more. I'm sure it'll work.
- ③ That depends. I have no idea what to do.
- ④ Your idea doesn't make sense to me.

C 次の問い(問1～3)において、それぞれ下の①～⑥の語句を並べかえて空所を補い、文を完成させよ。解答は ～ に入れるものの番号のみを答えよ。

問1 You should be careful about what you eat now, because it is often said that you are what you eat, which means:

Everything in the future.

- | | | |
|-------|-------------|---------------|
| ① eat | ② on | ③ some effect |
| ④ you | ⑤ your body | ⑥ will have |

問2 The Widdowsons are planning to eat out with their son at a restaurant. Mr. Widdowson calls the restaurant to make a reservation. He could say:

Can for 7:00 next Saturday?

- | | | |
|-----|---------|---------|
| ① a | ② book | ③ for |
| ④ I | ⑤ table | ⑥ three |

問3 There was a phone call from someone whose number you didn't recognize, so you didn't answer it. However, it was from someone inviting you to a party. You could express your regret by saying:

I answered the phone yesterday.

- | | | |
|---------|----------|-------------|
| ① could | ② had | ③ have |
| ④ I | ⑤ joined | ⑥ the party |

第3問 次の問い(A～C)に答えよ。(配点 44)

A 次の問い(問1・問2)の英文を読み、下線部の語句の意味をそれぞれの文章から推測し、・に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問1

Elsie: Hi, Chiara. How's your speech for tomorrow's class coming along?

Chiara: Actually, I'm in a bit of a panic. The topic I chose to talk about is a real can of worms.

Elsie: Really?

Chiara: Yes, it's incredibly complicated. There are so many issues involved. I just can't see how to cover everything in a three-minute speech.

In this dialogue, a real can of worms means something that .

- ① contains many secrets
- ② has a lot of problems
- ③ is not interesting
- ④ takes little time

問2

Takefumi promised that he would meet me every day after school this month from 5 to 7 p.m. so we could study for our history exam together. This is only the second week, but he's already missed several meetings due to football practice. It's difficult to maintain a good study schedule because of his sporadic attendance.

In this situation, sporadic means .

- ① daily
- ② invaluable
- ③ irregular
- ④ responsible

B 次の英文は、アメリカの高校の授業で友人関係について話し合われた議論の一部である。 ～ に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

Teacher: Today, we're going to talk about the issue of friendship. Let me ask a question: Is it better to make friends with many people, or to have just a few good friends? In other words, which is more important, the quantity of our friendships or the quality of our friendships? Does anyone have any comments? Yes, Jordan.

Jordan: I think it's important to have a friend you can count on when you're in trouble. We all have some tough times, and we need someone to talk to at such times. No matter how many friends you have, your problems can't be solved unless you have someone you can trust. Having many friends doesn't always mean that their advice will help you solve your problems. Here at school, I have just two good friends, but I know I can rely on them for anything I need. They both help me a lot in my daily life. I think this is far better than having lots of friends. Also, you can't maintain long-term relationships with many people. The fewer friends you have, the more time you can spend with each of them. Just saying "Hi" to everybody doesn't give you a better quality of life.

Teacher: OK. Thanks a lot. Jordan says .

- ① having many friends is related to people's happiness in life
- ② he made a decision to help friends whenever he can
- ③ people can be satisfied if they simply have many friends
- ④ quality is more important than quantity in friendships

Teacher: Any other ideas? Amy?

Amy: I think people should have a lot of friends throughout their lives. I mean, you should get on well with as many people as possible because having a lot of friends will widen and deepen your understanding of life in various ways. You'll learn and experience different ways of thinking by knowing them. I like having many friends because each friend brings me new possibilities. Also, I disagree with Jordan. When you're in trouble, fewer friends will give you fewer chances to solve the problem. When I have a problem, I like to ask as many friends as possible for their advice.

Teacher: All right. Amy thinks that

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- ① by observing many friends, you'll gain skills to distinguish trustworthy people from others
- ② friends can sometimes be mean to you, but friendships will become steady
- ③ many friends often confuse you, and they guide you to wrong solutions
- ④ the more friends you have, the more chances you'll have to solve problems

Teacher: Any other comments on this question? Maria?

Maria: Unlike Jordan and Amy, I don't think we have to choose between having "many" friends and having "good" friends. I'm one of Amy's many friends, but that doesn't necessarily mean the quality of our relationship is bad. In fact, she's always good to me, listens to my problems and offers advice, even though, as she says, she has many friends. I believe people can have both.

Teacher: Well, I think that's an excellent way to conclude, Maria.

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- ① Having good friends is much more important than having many friends.
- ② We can have both quantity and quality in our friendships.
- ③ Your good friendship with Amy is a rare case.
- ④ Your idea is just a repetition of Jordan and Amy's comments.

- C 次の文章の ～ に入れるのに最も適当なものを、それぞれ下の ①～④のうちから一つずつ選べ。

It has been said that nine out of ten people like chocolate and the tenth one is lying, but did you ever think about who gets the money you pay for your favorite chocolate? In fact, the farmer who grows the cocoa beans and the farmer whose cows give the milk get very little of the money you pay. Most of it goes to the companies which transport the raw materials, turn them into chocolate, then package, advertise and distribute it to stores. As a result, the cocoa and milk producers often live in very poor conditions.

Garstang, near Lancaster in England, is a town which encourages stores to sell “Fairtrade” goods; in fact, it calls itself “The World’s First Fairtrade Town.” If you buy goods with the “Fairtrade” label, you can be sure that a reasonable part of the money you pay will go to the farmer who grows the raw materials from which your goods are made. For example, money paid for “Fairtrade” chocolate goes to cocoa farmers in Africa. People in Garstang became interested in “Fairtrade” when they began to look for a way to help these farmers. The farmers complained that big chocolate companies were interested only in buying cocoa beans inexpensively, and not in whether the farmers had enough money to live. One group in Garstang decided to , making sure the farmers could keep as much of the profit as possible.

The chocolate sold in stores in Garstang with a special “Fairtrade” logo on it was more expensive than ordinary chocolate, but 82% of local people said they were willing to pay extra if they knew the money was being used to help people in a poor country. Gradually, other goods came to be traded in this way.

The next thing that happened was that local dairy farmers demonstrated in the center of Garstang. They wanted . They pointed out that, like the cocoa farmers in Africa, they also felt disadvantaged by an unfair trading system. They wanted more money for the milk their cows produced. As a result, Garstang has become a center not only for fair trade with poorer countries, but also for promoting locally produced goods.

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- ① Farmers in England have started to grow their own cocoa.
- ② One small town in England is trying to change this situation.
- ③ People take action in their local community to reduce the price of chocolate.
- ④ There is very little that can be done to improve things.

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- ① buy cocoa directly from the farmers and make it into chocolate
- ② give money to poor African farmers who grow cocoa beans
- ③ return the chocolate to the cocoa farmers in Africa
- ④ supply cocoa beans to African farmers

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- ① to become involved in the "Fairtrade" movement
- ② to be paid more for the cocoa they produced
- ③ to encourage chocolate consumption
- ④ to reduce the price of their chocolate bars

第4問 次の問い(A・B)に答えよ。(配点 36)

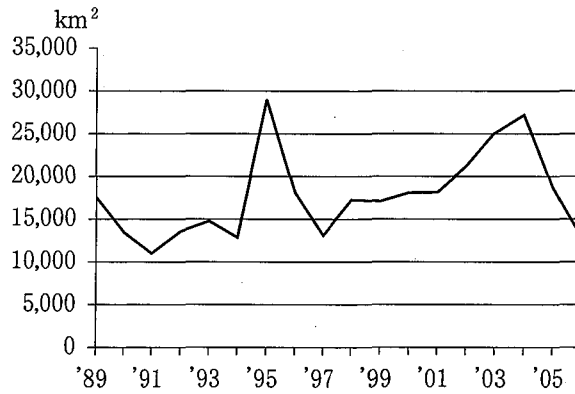
A 次の文章とグラフを読み、下の問い(問1～3)の ～ に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

Scientists estimate that eight thousand years ago rainforests covered approximately 60 million square kilometers of the Earth's surface. Due to human destruction only about 35 million square kilometers now remain. Even this relatively small area contains more than half of the world's estimated 10 million species of plants, animals and insects. The diversity is so great that scientists have, until now, succeeded in studying less than one percent of the species living there.

Native people who live in rainforests depend on them for food and shelter. Because trees have been cut down and burned, native people, unable to find enough food, have starved. Additionally, they have been killed or forced out of the rainforests by outsiders who have seized land for profit. The population of native people in the Brazilian rainforest, for example, has decreased over the past 500 years from approximately 6 million to 200,000.

Rainforests are destroyed to make money from selling not only trees but also cattle and crops that are raised on the cleared land. However, experts say that rainforests will have more economic value if we leave them as they are and harvest their medicinal plants, oil-producing plants and fruits. This knowledge, plus the fact that native life is becoming extinct, led Brazil to introduce stronger rainforest protection laws at the beginning of this century. These laws aim to protect native tribes, prevent illegal cutting of trees and expand the protected rainforest area. All countries that are contributing to the destruction of rainforests should begin their own efforts to protect them. Rainforests are essential to human survival. Therefore, we are all responsible for protecting this biological treasure.

Annual Loss of the Brazilian Rainforest
1989-2006



問 1 According to the text, of the species in today's rainforests have been investigated by researchers.

- ① at least half
- ② at least one percent
- ③ more than half
- ④ not even one percent

問 2 The information in the text and the graph suggests that .

- ① in the early 1990s people became more aware of the value of rainforests
- ② stronger environmental laws in Brazil reduced deforestation after 2004
- ③ there is no hope that the rate of rainforest loss will go down in the future
- ④ there were almost no trees left in the Brazilian rainforest after 1995

問 3 According to the text, rainforests are .

- ① home to almost a quarter of non-human life forms
- ② likely to make more money if they are not destroyed
- ③ places where native people can exist easily and safely
- ④ protected carefully to raise cattle and plant crops

B 次のページは、アメリカで体調を崩した日本人旅行者が現地の医療機関で診察を受ける前に記入した書類である。次の問い(問1～3)を読み、～に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問 1 According to the form, the man .

- ① designs buildings for a living
- ② stayed overnight at the medical center in July
- ③ will pay all medical fees by himself
- ④ works for a trading company in Japan

問 2 The information on the form tells us that the man .

- ① became ill just after lunch
- ② came here with his sick wife
- ③ has been sick for six days
- ④ was seriously ill two years ago

問 3 A symptom of the man's illness is .

- ① a backache
- ② a digestion problem
- ③ a high temperature
- ④ a toothache

RKS Medical Center
Patient Pre-Registration Form

Today's Date <u>July 26, 2008</u>
Personal Information
Patient Name: <u>Shinji Ube</u> Sex: <u>M</u> Date of Birth: <u>August 10, 1978</u> Marital Status: <input checked="" type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Widowed <input type="checkbox"/> Divorced Home Address: <u>2-9-18, Kokusai-dori, Yamada-cho, Shibuya-ku</u> City: <u>Tokyo</u> State: _____ Country: <u>Japan</u> Zip Code: <u>153-0044</u> Home Phone: <u>+81-3-3434-1358</u> Work Phone: <u>+81-3-5257-8235</u> Employment Status: <input checked="" type="checkbox"/> Employed <input type="checkbox"/> Student <input type="checkbox"/> Other Employer: <u>ABC House</u> Occupation: <u>architect</u> Employer Address: <u>2-3-6, Marunouchi, Chiyoda-ku, Tokyo</u>
Medical Information
1) What are your symptoms? (Please circle all that apply.) ① <u>fever</u> (38.5° F / <u>C</u>) ② <u>headache</u> chest pain, stomachache, other: ③ <u>coughing</u> , difficulty in breathing ④ nausea ⑤ constipation, diarrhea ⑥ fainting, dizziness ⑦ others () 2) When did the symptoms start? Date: <u>July 20</u> Time: <u>11:00 p.m.</u> 3) Previous serious illnesses: <u>none</u> 4) Illnesses currently under treatment: <u>none</u> 5) Are you allergic to any medication or food? (Yes <u>No</u>) If Yes, please provide details:
Payment Information
<input checked="" type="checkbox"/> Insurance (MUST provide card) <input type="checkbox"/> Self Pay (MUST pay in full EACH visit)
Have you been admitted to a hospital overnight in the last 60 days? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If Yes, please provide name of facility and date: _____

第5問 次の問い(A～C)に答えよ。(配点 18)

A 次の絵の説明として最も適当なものを、下の①～④のうちから一つ選べ。

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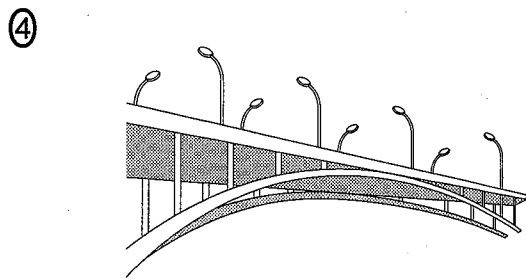
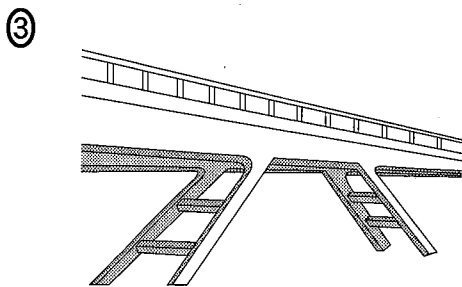
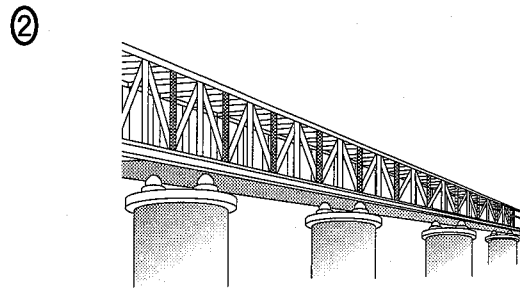
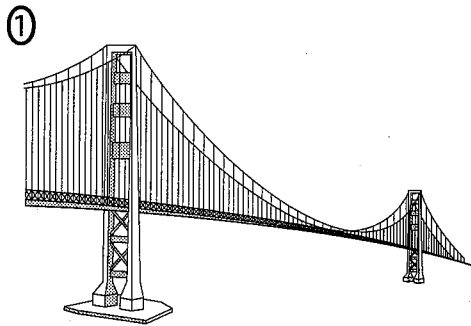


- ① All drum major uniforms are similar. They all include high boots, white gloves and a tall hat, with a white feather near the top and cords across the front. The letters on the front of the uniform are always different, of course, as is the flag to be carried. However, all drum majors lead the marching band in the same way, with high steps and arms held straight.
- ② Many would say that the drum major is the most important part of the marching band. He wears a special uniform and has a distinctive marching style. The uniform has buttons running up the center and he wears white gloves, white boots and a tall hat. The hat has three cords across the front and a white feather near the top.
- ③ Most people love to watch the drum major, with his distinctive uniform and special way of marching. From the feather displayed on the top of the tall hat to the high boots and white gloves, everyone thinks the outfit is splendid. What most people like best, though, is the way they lead the marching band: baton in their left hand, arms swinging by their sides and their short, little steps.
- ④ Seeing the drum major lead the marching band live is very exciting. He marches out in front of the band, with his arms swinging and a long, thin baton in his right hand. His uniform looks distinctive, with the school letters across the front and a row of buttons running up both sides. His hat is striking, with three white cords across the front and an eye-catching white feather set near the top.

B 次の文章に合う絵として最も適当なものを、下の①～④のうちから一つ選べ。

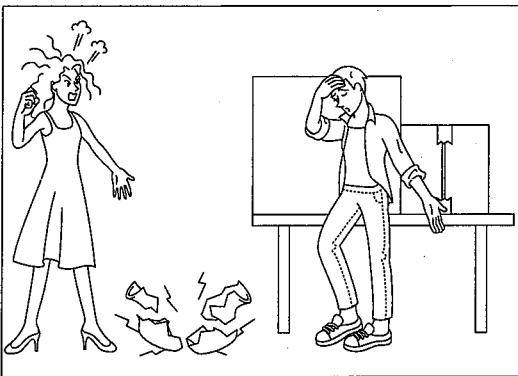
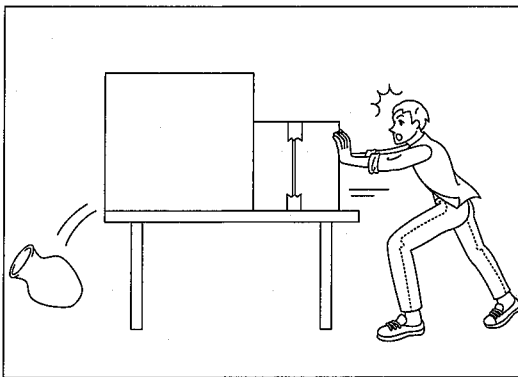
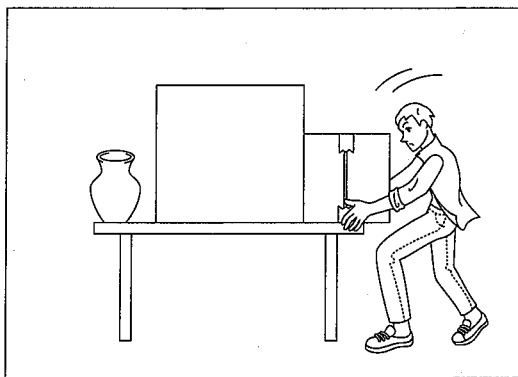
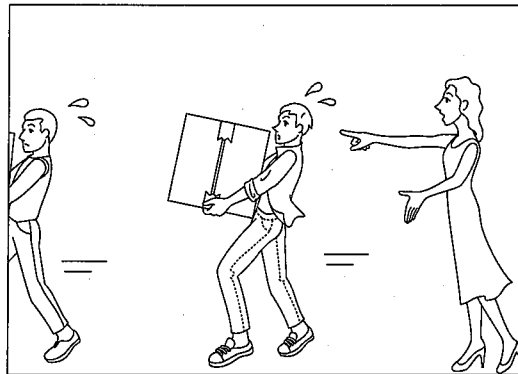
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This type of bridge is made up of multiple connected sections. These sections work together to help distribute the forces throughout the entire bridge, so that it can cross great distances and support a large amount of weight. The size of the components in each section is small, which makes this type of bridge ideal for places where long sections cannot be shipped or where large cranes and heavy equipment cannot be used during construction. However, a bridge of this type encloses the space above the roadway, possibly distracting drivers' attention.



C 次の漫画の内容に最も近いものを、下の①～④のうちから一つ選べ。

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- ① Everyone in the Johnson family was working hard moving to their new house. Some people were carrying boxes. One of the helpers was struggling with a large box but was able to put it down. As he slid it under a table, a box on top of the table hit a vase, which fell and broke into many little pieces. Naturally, Mrs. Johnson became very upset, as the vase was one of her favorites.
- ② Everyone was rushing because the Johnsons were moving. The boxes were being packed and the helpers were taking them to the truck. One of the men was about to drop a heavy box, so he rushed to set it on a nearby table. As he did, a vase fell onto the floor, cracking. Mrs. Johnson was obviously furious, even though the vase did not break into pieces.
- ③ The Johnsons were busy moving. One of the helpers was carrying a box and put it on a table with another large box. However, he did not notice that there was a vase sitting behind that box. When he pushed the box further onto the table, the vase fell and broke on the floor. Understandably, Mrs. Johnson was very angry that her favorite vase had been broken.
- ④ The Johnsons were moving and Mrs. Johnson was telling the helpers where to put boxes. One of the helpers put a box on a table. Little did he know that there was a vase on the table, behind another box. When he pushed the box, the vase broke and fell off the table. Not surprisingly, Mrs. Johnson was broken-hearted, as it was one that she liked very much.

第6問 次の文章を読み、下の問い(問1～7)の 44 ～ 50 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。(配点 42)

- (1) When I first entered university, my aunt, who is a professional translator, gave me a new English dictionary. I was puzzled to see that it was a monolingual dictionary, which meant that everything was in English. Although it was a dictionary intended for learners, none of my classmates had one and, to be honest, I found it extremely difficult to use at first. I would look up words in the dictionary and still not fully understand the meanings. I was used to the familiar bilingual dictionaries, in which the entries are in English and their equivalents are given in Japanese. I really wondered why my aunt decided to make things so difficult for me. Now, after studying English at university for three years, I understand that monolingual dictionaries play a crucial role in learning a foreign language.
- (2) When I started to learn English at the age of ten, I wanted to pick up as much basic vocabulary as possible and created what might be called a simple bilingual “dictionary” for myself. This consisted of English words and their equivalents in Japanese written on cards. I would put the English word on one side of a card and the Japanese equivalent on the other. I found this to be a convenient tool for memorizing basic everyday words.
- (3) In high school I was assigned longer texts which had a larger vocabulary, so I started to use a standard English-Japanese bilingual dictionary. Such dictionaries contain a large number of commonly used English words. Each item comes with a pronunciation guide, its equivalents in Japanese, a note on its grammatical functions, and examples of how it is used.
- (4) For those working as professional translators and interpreters, there are more specialized bilingual dictionaries. My aunt often translates articles submitted to international medical journals, so she uses a bilingual dictionary

devoted to medicine. Such dictionaries, available in various fields, tend to omit words like “come” or “go” used in an everyday sense; on the other hand, they contain highly specialized terms not found in standard bilingual dictionaries. For example, in a bilingual medical dictionary, one can find a term like “basal body temperature,” which is unfamiliar to most people — an expression referring to the temperature when the body is at rest.

(5) Then, if bilingual dictionaries are so useful, why did my aunt give me a monolingual dictionary? As I found out, there is, in fact, often no perfect equivalence between words in one language and those in another. My aunt even goes so far as to claim that a Japanese “equivalent” can never give you the real meaning of a word in English! Therefore she insisted that I read the definition of a word in a monolingual dictionary when I wanted to obtain a better understanding of its meaning. Gradually, I have come to see what she meant.

(6) Using a monolingual dictionary for learners has benefited me in another important way — my passive vocabulary (words I can understand) has increasingly become an active vocabulary (words I actually use). This dictionary uses a limited number of words, around 2,000, in its definitions. When I read these definitions, I am repeatedly exposed to basic words and how they are used to explain objects and concepts. Because of this, I can express myself more easily in English.

(7) Once I got used to the monolingual dictionary for learners, I discovered another kind of monolingual dictionary, which is particularly useful when writing essays or preparing presentations. This is what can be called a “find-the-right-word” dictionary. This kind of dictionary enables me to come up with an alternative, and sometimes more precise, expression for a word I am already familiar with. For example, if I look up “difficult,” I will find a group of related terms such as “challenging,” “tough,” “hard,” and “demanding.” A word like “important” will lead me to “significant,” “crucial,” “essential,” “influential,” and “major.”

(8) What I realize now is that both monolingual and bilingual dictionaries have particular uses, and your choice of dictionary depends on your aims. If you wish to understand the general meaning of texts in a foreign language and have no need to express your own ideas in the language, you may find a bilingual dictionary sufficient. If you work as a professional translator, you will find it necessary to use specialized bilingual dictionaries. However, if your ultimate goals are to understand a foreign language clearly and to speak or write the language using a variety of words, I strongly recommend that you obtain a monolingual dictionary once you have command of a basic vocabulary. I feel I owe the progress I have made in English to the wisdom of my aunt.

問 1 When the writer received the dictionary from his aunt, he did not find it easy to use because .

- ① entries were arranged in an unfamiliar order
- ② he was not used to reading definitions in English
- ③ it often did not contain the meanings he was looking for
- ④ most of his friends only used bilingual dictionaries

問 2 The type of dictionary described in paragraph (3) is different from those explained in paragraphs (2) and (4) in that it .

- ① includes a lot of information about ordinary words and their usage
- ② is more convenient for those just beginning to learn a language
- ③ is too advanced for most language learners to use effectively
- ④ lists highly specialized terms used by language professionals

問 3 Which of the following examples best fits the aunt's view that "a Japanese 'equivalent' can never give you the real meaning of a word in English"?

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- ① A clear stress falls on the first part of the word "water," which is not always the case with "mizu."
- ② The letter "t" in "water" can be pronounced as *t* or *d*, but the "z" in "mizu" is almost always pronounced as *z*.
- ③ Unlike "water," "mizu" can be written using different writing systems such as *katakana*, *hiragana* and Chinese characters.
- ④ "Water" is not the same as "mizu" because the former can refer to hot or cold water, unlike the latter.

問 4 By using the type of monolingual dictionary described in paragraph (6), the writer 47.

- ① became more active in explaining concepts to others
- ② greatly expanded his passive English vocabulary
- ③ improved his speaking and writing skills in English
- ④ was able to count words in English more easily

問 5 Through using a "find-the-right-word" dictionary, one can 48.

- ① come up with more precise Japanese equivalents for English words
- ② find the precise meanings of words that are no longer used
- ③ learn to use a variety of words with related meanings
- ④ write an essay or prepare a presentation in a shorter time

問 6 When paragraphs (1) through (8) are divided into four groups according to the topic of each, which grouping is most appropriate? 49

	Group 1	Group 2	Group 3	Group 4
①	(1)	(2) (3) (4) (5)	(6) (7)	(8)
②	(1)	(2) (3) (4)	(5) (6) (7)	(8)
③	(1) (2)	(3) (4) (5)	(6) (7)	(8)
④	(1) (2)	(3) (4)	(5) (6) (7)	(8)

問 7 The writer implies that 50.

- ① by continuing to use only bilingual dictionaries, learners are less likely to achieve a good command of a language
- ② learners should start to use monolingual dictionaries as soon as they begin to study English
- ③ the role of bilingual dictionaries is declining and monolingual dictionaries are becoming more popular
- ④ when learners look up a word in a monolingual dictionary, they should also check the word in a bilingual dictionary

問 題 訂 正

外国語「英語（筆記）」

訂正箇所	29ページ 第6問 (6)の上から4行目
誤	definifions
正	definitions

平成21年度大学入試センター試験（本試験）外国語
「英語（筆記）」の問題訂正について

外国語「英語（筆記）」29ページ 第6問 (6)の問題訂正については、試験時間中に監督者の指摘により判明したが、正解を導く上で支障がなく、試験終了後に問題訂正を公表する方が受験者及び試験実施大学に与える影響が少ないと判断し、試験終了後に公表することとした。