

英語コミュニケーション I ・ II 問 題

(その1)

(解答はすべて解答用紙に記入のこと)

1 以下の英文の①から⑩に当てはまる最もふさわしいものを選択肢 A から D の中から選び記号で答えなさい。

In the Roman Empire, slaves were an important part of (①). Many slaves worked in farms, homes, or workshops. Some slaves, (②), were educated. These educated slaves were called "paedagogi", or (③). They helped teach children in rich Roman families.

Educated slaves could (④), write, and do math. They often came from Greece or other parts of the empire (⑤) education was important. Roman families used these slaves (⑥) teachers because they wanted their children to learn Greek and Latin. This was very important for Roman boys who wanted to become leaders or work for the government.

Some educated slaves became secretaries or accountants. They (⑦) records and wrote letters for their masters. While slaves had no freedom, some could earn money and (⑧) their freedom if they worked hard and were lucky.

Education for slaves was not (⑨), and only a small number of slaves were taught these skills. Most slaves did hard labor and had no chance to study. For the educated ones, their skills made them valuable to their masters, but they were still (⑩) as property.

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|---------------|------------|---------------|--------------|
| ① A. farm | B. school | C. society | D. library |
| ② A. always | B. however | C. mostly | D. sometimes |
| ③ A. doctors | B. friends | C. travelers | D. tutors |
| ④ A. build | B. cook | C. read | D. travel |
| ⑤ A. what | B. where | C. which | D. whom |
| ⑥ A. as | B. by | C. for | D. on |
| ⑦ A. kept | B. meant | C. read | D. showed |
| ⑧ A. buy | B. make | C. sell | D. teach |
| ⑨ A. banned | B. common | C. mysterious | D. rarely |
| ⑩ A. attended | B. ignored | C. questioned | D. treated |

2 Susan and Fred are talking on the phone, discussing final preparations for Meg's birthday party. Read their conversation and answer the following questions. Choose the best answer from A, B, C and D.

Susan: Fred, is everything ready for the party for Meg's birthday next Friday?

Fred: Yes, I booked a room at Café Bliss, bought fancy decorations, and ordered the cake. But I'm not sure about the time.

What time should everyone arrive?

Susan: I was thinking of bringing Meg around 7 p.m., so it would be great if everyone came half an hour early. We don't want her to suspect anything before then.

Fred: That sounds good. But I just realized that her sister is visiting that week. What if Meg is busy with her?

Susan: Oh no! I didn't know that. Should we change the date?

Fred: Maybe not. We could keep the party a secret and make sure she's free on Friday evening.

Susan: You're right. I'll ask her sister to join our party, too.

Fred: Great. And do you have a gift for her?

Susan: Yes, I'm wrapping it up now. (①)

Fred: I was thinking of getting something at the last minute. I hope it's not too late!

(その2)

(解答はすべて解答用紙に記入のこと)

問 1 Which has not been decided before their conversation?

- A. The location of the party.
- B. Their birthday presents for Meg.
- C. The decorations and cake for the party.
- D. The time when Meg should come to the party.

問 2 What are they worried about?

- A. Meg might not like the party.
- B. Meg's sister is visiting on the day of the party.
- C. Meg might already have plans with friends.
- D. They need to figure out the party's location.

問 3 What will Susan do after this conversation?

- A. She will talk to Meg's sister.
- B. She will change the date of the party.
- C. She will buy a gift for Meg.
- D. She will get wrapping paper for Meg' present.

問 4 Which of the following is the best phrase for (①)?

- A. What do you need? B. What about you?
- C. What's up? D. What's the matter with you?

③ Read the following flyer about an art festival and answer the following questions, choosing the best answer from A, B, C, and D.

Tsuyama Art Festival 2024





Celebrate Creativity in the Heart of Tsuyama!

November 25th - December 24th

Tsuyama Art Museum and outdoor venues

Join us for an exciting month-long celebration of art, culture, and community in Tsuyama! From stunning exhibitions to interactive workshops, the Tsuyama Art Festival offers something for everyone.

Highlights of the Festival:


-  **Exhibitions** Explore diverse art forms, from contemporary works to traditional Japanese crafts.
-  **Performances** Enjoy live music, theater, and dance performances by talented local artists.
-  **Workshops** Try your hand at painting, pottery, and more with expert instructors.
-  **Art Market** Discover unique handmade goods and local art to take home as souvenirs.

Festival Hours

Open daily from 10:00 AM to 6:00 PM (Some special events may have different times).

Admission

- General Admission: ¥500
- Students and Seniors: ¥300
- Free for children under 12

For more details, visit our website using the QR code. 

A. Exhibitions B. Performances C. Workshops D. Art Market

A. Learning about Australian history B. Studying English beforehand
C. Having a lot of savings D. Traveling with a group of friends

(その4)

(解答はすべて解答用紙に記入のこと)

問3 What is one of the difficulties Megumi mentions about working in Australia?

- A. Adjusting to a new culture B. Learning the Australian accents
C. Getting a job D. Getting used to the climate

5 以下の英文を読み問1から問4に答えなさい。

①The term "rat race" may soon mean actual rats racing in cars. This is because scientists have taught rats to drive @tiny cars around a laboratory. Neuroscientist Dr Kelly Lambert has worked with the rodents since 2019. She told the news agency "The Conversation" that the creatures learned to rev the engines of their miniature vehicles, and they seemed to "get a kick out of it". She said: "We found that the rats had an intense motivation for their driving training, often jumping into the car and revving the...engine before their vehicles hit the road."

Lambert's study explored the relationship between rats and their environment. She wanted to find out how their thinking developed, and how they processed new skills. In her tests, she gave one group of lab rats many toys and companions. The other test rodents got no toys and fewer friends. Lambert trained the rats to associate driving with a sweet reward. The rats with the toys learned to drive better. She concluded that her research supported the idea that complex environments enhanced neuroplasticity. This is the brain's ability to reorganize connections during learning.

(Adapted from *Breaking News English*: <https://breakingnewsenglish.com/2412/241202-rats-love-driving-5.html>)

註 rodents ネズミ目の生物、rev 回転数を上げる、hit the road 車道に出る、lab rats 実験用のネズミ、enhance 高める、neuroplasticity 脳の可塑性

問1 下線部①で述べられていることの説明として最も適切なものを以下のA～Dの中から1つ選び記号で答えなさい。

- A. 実験においてネズミが極小車を運転することが可能であると分かったことから、
rat race という言葉の表す意味が比喩的に変化するかもしれないということ。
B. 科学者がネズミに極小車の運転の訓練をさせてきたので、そういったネズミを指
す言葉として rat race という言葉が適切かもしれないこと。
C. 科学者に訓練を受けたネズミが極小車を運転できることから、rat race という言
葉が比喩ではなく文字通りの意味になるかもしれないこと。
D. 訓練されたネズミが極小車を実際に運転する様子を rat race という言葉で表せる
かもしれないこと。

問2 下線部②の tiny cars と同じ意味で用いられている言葉を本文中から抜き出して解答欄に答えなさい。

問3 Lambert の実験の目的として正しいものを以下のA～Dの中から1つ選び記号で答えなさい。

- A. ラットが異なった環境でどのように学習をするかを分析すること
B. ラットのおかれた環境と健康との関係を分析すること
C. ラットの学習能力と外的要因と関係を分析すること
D. ラットの遺伝が学習能力向上にどうかかわるかを分析すること

(その5)

(解答はすべて解答用紙に記入のこと)

問 4 Lambert の実験の内容を踏まえた以下のメモの空所①～③に当てはまる言葉をそれぞれ A～D から記号で答えなさい。

Rats and Environments in Learning

What was the study about?

A scientist, Lambert, wanted to see (①).

What did she do?

- She gave one group of rats toys and friends.
- Another group had no toys and only a few friends.
- She taught the rats to drive little cars (②).

What happened?

- The rats with toys and friends drove better!

What did she learn?

- (③) helps the brain grow and learn better.

- ① A. how rats learn and get better at new skills
 B. how rats live in different places
 C. how rats drive small cars
 D. how rats play with toys and get along with friends

- ② A. to eat sweets B. to be happy
 C. to learn faster D. to get treats

- ③ A. Playing with fewer friends
 B. Living in complex environment
 C. Driving small cars
 D. Learning with friends and toys