

# 2024 年度 入学試験問題

(前期・A日程)

## 英 語

### 注 意 事 項

1. 試験開始の合図があるまで、この問題冊子を開かないこと。
2. 監督者の指示があったら、解答用紙の所定の欄に氏名と受験番号を記入し、試験開始の合図で問題に取りかかること。
3. 解答は、解答用紙の所定の欄にマークすること。
4. 試験時間は90分である。

【Ⅰ】 [ 1 ] ～ [ 8 ] の文の空所に入れるのに最も適切なものを選択肢から選びなさい。

[ 1 ] Only two companies (            ) 40% of the smartphone market share.

1. make up
2. fill out
3. make out
4. pick up

[ 2 ] It (            ) me three days to complete this task.

1. held
2. kept
3. spent
4. took

[ 3 ] I couldn't (            ) what you said. Could you say that again, please?

1. allow
2. catch
3. have
4. take

[ 4 ] My son (            ) me coming to school to see his class.

1. asked for
2. called for
3. insisted on
4. talked to

[ 5 ] In Japan, it is not so (            ) to make noise when eating noodles.

1. bright
2. patient
3. reliable
4. rude

[ 6 ] In our school, we place (            ) importance on students' well-being.

1. big
2. primary
3. so
4. very

[ 7 ] Watch your step. There is a (            ) between the train and the platform.

1. border
2. division
3. gap
4. hole

[ 8 ] I really enjoyed my visit to New Zealand. My experiences there were (            ) my expectations.

1. beyond
2. from
3. after
4. over

【Ⅱ】 [ 9 ] ～ [16] の文の空所に入れるのに最も適切なものを選択肢から選びなさい。

[ 9 ] Who do you think (            ) the window?

1. breaking
2. broke
3. broken
4. to break

[10] How (            ) water is left in the bottle?

1. about
2. many
3. much
4. quantity

[11] If I (            ) a million dollars, I would buy a sports car.

1. had
2. had win
3. have won
4. wins

[12] The store is (            ) on Sundays.

1. close
2. closed
3. closing
4. closes

[13] He just left without (            ) good-bye to us.

1. he said
2. him to say
3. saying
4. to say

[14] I found some (            ) in the pond.

1. geese
2. geeses
3. goose
4. geoses

[15] I had (            ) forgotten about her birthday.

1. complete
2. completed
3. completely
4. completing

[16] Look at the time! I'd (            ) run.

1. better
2. have
3. like
4. never

【Ⅲ】 以下の英文を読み、( 17 )～( 22 )に入れるのに最も適切なものを選択肢から選びなさい。

Why does multilingualism\* and language contact cause so much emotional reaction? The answer lies not in the area of practical communication, but in the symbolic function of languages and varieties. One of the most common ways of identifying a person is ( 17 ). Because language is inherently involved in socialization, the social group whose language you speak is an important identity group for you. There are other markers of ethnic identity, such as food or clothing or religion. ( 18 ), in part because it organizes thought and in part because it establishes social relations.

Multilingual societies inevitably face conflict over language choice. Some aspects of concern for language choice can be explained practically, politically, or economically. ( 19 ) when their language is used for national or international communication, or for government, or for trade and commerce, or for education. But the role of language in establishing social identity adds an additional, non-material dimension to the conflict.

Ethnic groups regularly use language as ( 20 ). There are some groups, like the Frisians in the north of the Netherlands who are hard put to find other features that distinguish them from their neighbours. Commonly, the name of an ethnic group and of its language are the same. Most ethnic groups believe that their language is the best medium ( 21 ).

One of the paradoxical effects of this connection of language and ethnicity may be understood by looking at the case of post-Franco Spain. With the granting of some degree of autonomy to provinces, Catalan and Basque have once again been recognized as official languages in their own autonomous regions. The result of this new territorial policy has been to create problems for people who are ethnically Basque or Catalan but live outside the regions, and for people who are Castilian speakers but live within them.

As we will note in the next section, conflict over choice of language often accompanies the ( 22 ).

\*multilingualism：多言語使用

[This text is adapted from: Bernard Spolsky, *Sociolinguistics* (New York: Oxford University Press, 1998), pp. 57-58.]

[17]

1. by his or her behaviors
2. by his or her ethnic background
3. by his or her language
4. by his or her social status

[18]

1. But language changes over time
2. But language has a special role
3. But language has nothing to do with identity
4. But language is a method of communication

[19]

1. Japanese people will never be satisfied
2. Many people will start learning English
3. The people in a country may be in danger
4. The speakers of a language are in a stronger position

[20]

1. a means of international business
2. a useful tool to exchange information
3. one of their most significant identifying features
4. they grow up

[21]

1. for communicating with other ethnic groups
2. for preserving and expressing their traditions
3. for teaching all children at school
4. for achieving world peace

[22]

1. creation of new local dishes
2. development of a new nation
3. establishment of a new company
4. promotion of ecological preservation

【IV】 以下の英文を読み、[23] ～ [28] に答えなさい。

My mother, my sister Kate, and I met Mr Sumarsono at the Trenton station. It was 1961, and Mr Sumarsono was the only Indonesian to get off the train at Trenton, New Jersey. Mr Sumarsono got off his train at the other end of the platform from us. He stood still for a moment and looked hesitantly up and down. He didn't know which way to look or who he was looking for. My mother lifted her ( 23 ) and waved. Kate and I stood next to my mother as she waved and smiled. Kate and I did not wave and smile; this was all my mother's idea. Kate was seven and I was ten. We were not entirely sure what a diplomat was, and we were not at all sure that we wanted to be nice to one all weekend.

On the way home my mother kept turning to speak to Mr Sumarsono. She asked him long, complicated, cheerful questions. Mr Sumarsono answered everything with a polite unfinished nod.

When we got home my mother looked at me meaningfully.

(26) 'Susan, will you and Kate show Mr Sumarsono to his room?'

Gracelessly I leaned over to pick up Mr Sumarsono's suitcase, as I had been told. He stopped me by putting his hand out, palm front, in a traffic policeman's gesture.

'No, no,' he said, with a small smile, and he took hold of the suitcase himself. I fell back, pleased not to do as I'd been told, but also I was impressed, almost awed, by Mr Sumarsono.

What struck me was the grace of his gesture. His hand slid easily out of its cuff and exposed a narrow brown wrist, much narrower than my own. When he put his hand up in the *Stop!* that an American hand would make, this was a polite, subtle, and yielding signal, quite beautiful and infinitely sophisticated.

[This text is adapted from: Roxana Robinson, "Mr Sumarsono," in Susan Hill ed., *The Second Penguin Book of Modern Women's Short Stories* (London: Penguin, 1997), pp. 235-39.]

[23] Choose the best word for ( 23 ).

1. arm
2. bag
3. cell phone
4. voice

- [24] Susan and her sister did not wave and smile
1. because they didn't know Mr Sumarsono was the only Indonesian to come to Trenton.
  2. because they didn't see Mr Sumarsono.
  3. because they thought their mother didn't want them to do so.
  4. because they were unsure about welcoming a stranger into their home.
- [25] When the mother asked Mr Sumarsono questions, he
1. answered all of them by saying 'Yes.'
  2. could not finish his answers.
  3. did not speak at all.
  4. gave long and cheerful answers.
- [26] The mother looked at Susan (26) meaningfully because
1. she wanted to show her satisfaction about her daughters' attitude to Mr Sumarsono.
  2. she wanted to show Mr Sumarsono how beautiful his room was.
  3. she wanted to remind her daughters to behave as they had been told.
  4. she was afraid that her daughters didn't know where his room was.
- [27] Mr Sumarsono said 'No, no,' because
1. he couldn't understand what Susan was going to do.
  2. he wanted Susan to touch his suitcase.
  3. he was going to carry his suitcase on his own.
  4. he was a traffic policeman.
- [28] When Mr Sumarsono stopped Susan,
1. she felt scared because he looked angry.
  2. she was glad that she could carry his suitcase.
  3. she was hurt that she had been refused.
  4. she was impressed to see how elegantly he moved his hand.

【V】 以下の英文を読み、[29] ～ [36] に答えなさい。

Taking care of Hawaii's natural environment takes time, people and money. Now the U.S. state wants tourists to help pay for it. That is because growing numbers of people are traveling to the islands to enjoy its outdoors.

(29)

Hawaii lawmakers are considering legislation that would require visitors to pay for a yearlong license or pass to visit state parks. The money would be used to raise funds to protect the forests, coral reefs and wildlife that many people travel to the islands to enjoy.

Josh Green is the state's Democratic governor. He said, "We get between nine and 10 million visitors a year, (but) we only have 1.4 million people living here." He added, "Those 10 million travelers should be helping us ( 30 ) our environment."

Lawmakers are still debating how much they would charge. The governor campaigned last year on the idea of having all tourists pay a \$50 fee to enter the state. Legislators think this would violate U.S. constitutional protections for free travel. They instead think visitors should pay to enter parks and trails. Either policy would be a first of its kind for any U.S. state.

(31)

Hawaii's leaders are following the example of other popular tourist areas with similar fees or taxes. They include Venice, Italy, and Ecuador's Galapagos Islands.

Hawaii State Representative Sean Quinlan is the leader of the House Tourism Committee. He said changes in the activities of travelers are part of Hawaii's push. He said golf rounds per visitor per day have dropped 30 percent over the past 10 years while hiking has increased 50 percent.

(32)

People are also seeking out isolated places they have seen on social media. The state does not have the money to oversee and protect all these places, he said. "All these places that didn't have visitors now have visitors," Quinlan said.

Most state parks and trails are currently free. Some of the most popular ones already charge, like Diamond Head State Park. That trail leads hikers from the floor of a 300,000-year-old volcano up to the top. It gets 1 million visitors each year and costs \$5 for each traveler.

A bill currently before the legislature would ( 33 ) visitors over the age of 15 to buy a yearly pass to visit forests, parks, trails or "other natural area on state land." People who live in Hawaii would not need to pay.

A 2019 report by environmental group Conservation International estimated that total federal, state, county and private spending on conservation in Hawaii was \$535 million. The need, however, was \$886 million.

The legislation says money raised from the fee would go into a special fund managed by the

state Department of Land and Natural Resources.

<sup>(35)</sup> Mufi Hanneman is leader of the Hawaii Lodging and Tourism Association, which represents hotels. He supports the bill but said Hawaii must be sure the money is used correctly. “The last thing that you want to see is restrooms that haven’t been fixed, trails or pathways that haven’t been repaved... and year in, year out it remains the same and people are paying a fee,” Hannemann said.

[This text is adapted from: Dan Novak, “Hawaii Wants Visitors to Help Pay for Environmental Impact,” VOA Learning English, accessed 2023 August 9, at <https://learningenglish.voanews.com/a/hawaii-wants-visitors-to-help-pay-for-environmental-impact/7039777.html>]

[29] 下線部(29) its の内容として最も適切なものを選びなさい。

1. people’s
2. Hawaii’s
3. U.S.’s
4. natural environment’s

[30] ( 30 ) に入れるのに最も適切なものを選びなさい。

1. pollute
2. prevent
3. release
4. sustain

[31] 下線部(31) They の内容として最も適切なものを選びなさい。

1. ハワイ州の議員
2. ハワイ州庁舎で働く職員
3. ハワイの州知事と州副知事
4. ハワイを訪れる観光客

[32] 下線部(32) changes in the activities of travelers について本文の内容と一致するものを選びなさい。

1. 自然あふれるゴルフコースでゴルフを楽しむ人が増えた。
2. SNS映えする料理を提供するレストランに観光客が集まるようになった。
3. 州立公園やハイキングコースを訪れる観光客が増加した。
4. これまであまり観光客が行かなかったような商業施設に行く人が増えた。

[33] ( 33 ) に入れるのに最も適切なものを選びなさい。

1. require
2. predict
3. hire
4. inspire

[34] ハワイ州で検討されている法案の内容について、本文と一致するものを選びなさい。

1. 州外からハワイを訪れる観光客はみな、一律で50ドルを支払う必要がある。
2. 公園や自然施設の利用料として徴収されたお金は、州内の環境保全のために利用される。
3. ハワイ住民が州立公園を利用する際には、割引料金を払えばよい。
4. 州内の公園や森林を訪れる利用客は毎回使用料を払う必要がある。

[35] (35) Mufi Hanneman 氏について、本文の内容と一致しないものを選びなさい。

1. 利用料として徴収されたお金の使われ方を注視する必要があると考えている。
2. 法案を成立させようとしている州議会議員である。
3. 提案されている法律の内容に賛成している。
4. ハワイのホテル業界からなる団体のリーダーである。

[36] 本文の内容と一致するものを選びなさい。

1. アメリカ国内ではすでに3州が、環境保全の目的のために観光客からお金を徴収している。
2. ハワイ州を年間に訪れる観光客の数は、住民の数の約3倍にもおよぶ。
3. ハワイ州内の環境保護のためには、8億8600万ドルが必要であると言われている。
4. ダイヤモンドヘッド州立公園は、1グループごとに5ドルの入場料を課している。

【VI】 以下の英文を読み、[37] ～ [44] に答えなさい。

When Yumi Ishikawa, a 32-year-old model and actress, tweeted in January her belief that employers in Japan should not be allowed to require women to wear high heels to work, she didn't expect to cause such a stir. But she seems to have struck a chord.

When she saw that her remarks had been retweeted thousands of times and comments were flooding in from other women whose feet and backs were aching, Ishikawa, who is also a writer, seized the momentum and created the hashtag #KuToo — a clever combination of the Japanese words for shoe (kutsu) and pain (kutsuu) with a gentle nod to the #MeToo movement.

While #MeToo has taken off in parts of Asia, notably finding its own unique forms in South Korea and China, the movement hasn't quite had its moment in Japan. But a snowballing #KuToo campaign shows women in the country are pushing back against what they see as major inequality in the workplace. Following the surprise popularity of her comments, Ishikawa launched a petition on change.org calling on the country's Ministry of Health, Labor and Welfare to explicitly forbid employers from requiring women to wear certain types of shoes.

"I thought, if there are so many people who feel the same, why not start some sort of movement," Ishikawa tells TIME. It seems she did; as of this writing, her petition has gathered more than 14,000 signatures.

The campaign also ignited passionate online discourse, as many women began posting photos of bruises and blisters on their toes or detailing discomfort and pain. "It's not about liking the shoes or not," one Twitter user wrote. "I want this society to be one where people have the freedom to wear whatever shoes they like." But others have pushed back, arguing that requiring women to wear heels is no different from requiring men to wear leather shoes.

The backlash in Japan over what some women view as unfair company policies about women's workwear has parallels elsewhere in the world. British actress Nicola Thorp faced a storm of criticism in 2016 when she started a campaign asking the U.K. government to ban workplace policies that required women to wear heels after she was sent home from work for showing up in flats.

Thorp's campaign ultimately did bring about change; her online petition was signed by more than 150,000 people, far exceeding the 10,000 signatures required to mandate a response from the government. A parliamentary committee tasked with investigating the complaint stated that company dress codes must be "reasonable," including those dress codes that differentiate between what men and women must wear. The committee also found that some companies went far beyond mandating heels for women, some requiring them to periodically reapply make-up, wear revealing clothes and

even dye their hair blonde.

“The fact that it has been an assumed part of life that women should wear an impractical item of clothing that damages your feet and back, is indicative of ingrained sexism and double standards,” Thorp tells TIME in an email. “In the U.K., most people were shocked that women were still being forced to wear high heels and make up at work. Men especially hadn’t really thought about it, and even women who wear heels every day in discomfort, hadn’t questioned the inequality of it before.”

In Japan, the conversation is just beginning, and change may be a long time coming. Since the start of her campaign, Ishikawa said she hasn’t received any response from private companies or from Japan’s Ministry of Health, Labor and Welfare. The ministry tells TIME in an email that the attire in workplaces is basically left to the discretion of companies. “In order to make sure that men and women enjoy equal opportunities and treatment, the Ministry of Health, Labor and Welfare strives to enforce the Equal Employment Opportunity Law and works to create a working environment where all people, including women, can work comfortably,” said the ministry.

Mari Miura, a professor of political science at Sophia University in Tokyo, said the popularity of #KuToo marks the first wide-scale pushback against deeply-held traditions about what women should look like in Japan’s workplaces. There may be more of a willingness to challenge gender inequality in Japan in the wake of a recent scandal over medical universities manipulating the scores of female applicants to lower their chances of acceptance, she said. “Before this, women had to be creative to make pumps more comfortable, like making new soles or shoe pads more cushy,” Miura told TIME by phone, “but this movement is saying that this is a social problem, not a women’s problem.”

[This text is adapted from: Aria Chen, “Japan’s #KuToo Movement Aims to Stop Employers from Requiring Women to Wear Heels,” TIME, accessed 2023 August 9, at <https://time.com/5548873/japan-kutoo-high-heels-metoo/>]

[37] When she was in her 30s, Yumi Ishikawa

1. posted to SNS about high heels at work.
2. caused a stir by wearing high heels to work.
3. became a model and actress.
4. developed a new chord.

[38] Ishikawa created the hashtag #KuToo

1. before the #MeToo movement.
2. after her tweet became popular.
3. because her shoes were cute.
4. because she is a writer.

[39] #KuToo has been

1. less widespread in Japan compared to South Korea and China.
2. rejected in South Korea and China.
3. unknown among women who want to enter the workplace.
4. more widespread in Japan than #MeToo.

[40] The #KuToo campaign inspired many women to

1. argue against men having to wear leather shoes to work.
2. demand that companies require everyone to wear heels to work.
3. post pictures and descriptions online of how they suffered from high heels.
4. explain how they enjoyed their heels even though they are painful.

[41] Outside of Japan, women

1. have also complained about having to wear heels to work.
2. never wear heels to work, and don't understand #KuToo.
3. regularly wear flats to work.
4. have successfully made governments ban heels from work.

[42] In the U.K., Nicola Thorp

1. succeeded in getting the government to respond to her petition.
2. failed to get the government to respond to her petition.
3. started a campaign to require men and women to wear the same clothes.
4. fought against women having to wear makeup to work.

[43] What kind of response has Ishikawa's petition received?

1. A positive response from both private companies and the Japanese government.
2. A positive response from private companies but a negative response from the Japanese government.
3. No response from private companies but a positive response from the Japanese government.
4. No response from either private companies or the Japanese government.

[44] Professor Mari Miura says that #KuToo

1. caused the scandal over admissions at medical universities.
2. shows that expectations about women's looks are a social issue.
3. helps women to wear heels more comfortably.
4. shows how popular traditional ideas about women's looks in Japan are.

【Ⅶ】 [45] ～ [52] の会話文の空所に入れるのに最も適切なものを選択肢から選びなさい。

[45] (Two friends at university)

A: Are you ready to head to class?

B: What do you mean? Class was cancelled this afternoon, so we're free!

A: Really? Isn't it our class tomorrow afternoon that was cancelled?

B: \_\_\_\_\_

1. I hate when classes get cancelled suddenly.
2. No, you're wrong. I have class next week.
3. Wait, really? ... oh no, I got the dates mixed up!
4. I don't know who you are.

[46] (Two friends chatting on the phone)

A: What are you doing?

B: Trying out a new recipe I found online. I'm almost finished.

A: \_\_\_\_\_

B: Oh yeah, it's a great skill to have! We all need to eat, after all.

1. It doesn't look very tasty.
2. I didn't know you followed recipe sites online.
3. You know how to cook?
4. Where did you find the recipe?

[47] (Two co-workers)

A: Here you go, this is a souvenir for you. It's *mikan* jelly!

B: \_\_\_\_\_

A: Oh, I went to Ehime. There was a concert in Matsuyama last weekend.

B: Wow, nice! Did you have a good time?

1. Thanks, it looks great! Where did you go?
2. Thanks, but I don't like *mikan*.
3. Thanks! What does it taste like?
4. Thanks for this, I've never been to Matsuyama.

[48] (Two people on the street)

A: Excuse me, is there a post office nearby?

B: No, sorry, nothing within walking distance.

A: \_\_\_\_\_

B: Yes, you can pick some up at the convenience store just down the street.

1. I see, thank you. I will go to the next station then.
2. Oh dear. Do you know anywhere else I can buy stamps?
3. That's too bad, thank you anyway.
4. Could you repeat that, please?

[49] (Two friends at school)

A: It's so hot today, I feel like I'm melting!

B: Me too, it's terrible. Are you drinking plenty of water?

A: \_\_\_\_\_

B: Oh, I didn't know that! I'll get some barley tea, too.

1. No, I'm drinking barley tea. It's important to drink things with minerals during the summer.
2. Yes, I just finished drinking a bottle right now. I need to buy another one.
3. No, because I really don't like drinking water. It doesn't taste good.
4. Yes, thank you. Would you like a drink, too?

[50] (Two friends in the cafeteria)

A: Oh no, I can't find my textbook, and class starts in ten minutes!

B: Don't worry, I have my book. You can sit next to me.

A: No, that won't work, our teacher assigns random groups every week.

B: \_\_\_\_\_

A: Really? Thank you so much!

1. Why don't you just tell the teacher about the problem?
2. That's no problem, today's class is cancelled anyway.
3. Hmm, it looks like you have a serious problem.
4. Oh! That's right. In that case, let's go make some copies from my book.

[51] (Two sisters at home)

A: What on earth are you doing?

B: I read online that most people can't lick their own elbow, so I'm testing it out.

A: \_\_\_\_\_

B: Ha, see, I told you! Let's go ask mom to try.

1. That's ridiculous... oh! I can't do it either!
2. Why are you doing something so silly?
3. I don't even have elbows.
4. You can't trust everything you read online.

[52] (Two friends getting ready to ride the train)

A: Wait a second, need to recharge my IC card.

B: Didn't you just charge it yesterday?

A: Yes, but I only put 1000 yen on it.

B: \_\_\_\_\_

A: Well, I had to go a long way to meet my cousin last night.

1. Hurry up, we're going to be late.
2. How did you spend so much already?
3. Why didn't you charge it with more money?
4. Where is your IC card now?

【Ⅷ】 [53] ～ [60] の日本語と同じ意味の英文になるように [ ] 内の語句を並べ替えるとき、  
AとBに入る語句の記号の組み合わせとして最も適切なものを選択肢から選びなさい。なお、文  
中では大文字になる文字であっても、[ ]内では小文字で始めていることがある。

[53] 彼は娘が正直なことを誇りに思った。

- \_\_\_\_\_ A \_\_\_\_\_ B \_\_\_\_\_.
- |   |           |             |          |        |   |
|---|-----------|-------------|----------|--------|---|
| [ | ア. being  | イ. daughter | ウ. he    | エ. his | ] |
| [ | オ. honest | カ. of       | キ. proud | ク. was | ] |
1. A : イ B : ア      2. A : イ B : オ      3. A : エ B : ア      4. A : エ B : オ

[54] 彼女は勉強熱心だったので先生はいつそう彼女をかわいがった。

- Her teacher \_\_\_\_\_ A \_\_\_\_\_ B \_\_\_\_\_.
- |   |         |            |                |        |          |   |
|---|---------|------------|----------------|--------|----------|---|
| [ | ア. all  | イ. because | ウ. hardworking | エ. her | オ. loved | ] |
| [ | カ. more | キ. she     | ク. the         | ケ. was |          | ] |
1. A : カ B : ア      2. A : カ B : ケ      3. A : ク B : ア      4. A : ク B : ケ

[55] もし彼女が私に電話をくれていれば、家まで車で送ってあげたのに。

- If she \_\_\_\_\_, \_\_\_\_\_ A \_\_\_\_\_ B \_\_\_\_\_.
- |   |           |           |        |          |        |   |
|---|-----------|-----------|--------|----------|--------|---|
| [ | ア. called | イ. driven | ウ. had | エ. have  | オ. her | ] |
| [ | カ. home   | キ. I      | ク. me  | ケ. would |        | ] |
1. A : イ B : オ      2. A : イ B : カ      3. A : エ B : オ      4. A : エ B : カ

[56] 大雨が降った後にこの川で泳ぐのは危険です。

- \_\_\_\_\_, \_\_\_\_\_ A \_\_\_\_\_ B \_\_\_\_\_ in.
- |   |          |              |          |       |         |   |
|---|----------|--------------|----------|-------|---------|---|
| [ | ア. after | イ. dangerous | ウ. heavy | エ. is | オ. rain | ] |
| [ | カ. river | キ. swim      | ク. this  | ケ. to |         | ] |
1. A : エ B : カ      2. A : エ B : ケ      3. A : カ B : キ      4. A : カ B : ケ

[57] 彼らのコンサートはとても人気なのでチケットは残りわずかです。

Their concert is \_\_\_\_\_ A \_\_\_\_\_ B \_\_\_\_\_.

[ア. a few          イ. are          ウ. left          エ. only          オ. popular]  
[カ. so          キ. that          ク. there          ケ. tickets]

1. A: ア B: ウ      2. A: ア B: ク      3. A: イ B: ウ      4. A: イ B: ク

[58] あの国では何語が話されているのですか？

\_\_\_\_\_ A \_\_\_\_\_ B \_\_\_\_\_?

[ア. country          イ. in          ウ. is          エ. language]  
[オ. spoken          カ. that          キ. what]

1. A: ウ B: オ      2. A: ウ B: カ      3. A: エ B: オ      4. A: エ B: カ

[59] 先日の大型台風の後、屋根がひどく破損した家を何軒か見かけた。

After the recent big typhoon, \_\_\_\_\_ A \_\_\_\_\_ B \_\_\_\_\_.

[ア. badly          イ. damaged          ウ. houses          エ. I          オ. roofs]  
[カ. saw          キ. some          ク. were          ケ. whose]

1. A: オ B: ウ      2. A: オ B: ク      3. A: ケ B: ウ      4. A: ケ B: ク

[60] ジェインと親しくなったらきっと君も彼女が好きになるよ。

I'm \_\_\_\_\_ A \_\_\_\_\_ B \_\_\_\_\_.

[ア. get          イ. her          ウ. know          エ. Jane          オ. like]  
[カ. once          キ. sure          ク. to          ケ. you          コ. you'll]

1. A: イ B: エ      2. A: エ B: コ      3. A: コ B: エ      4. A: コ B: カ

