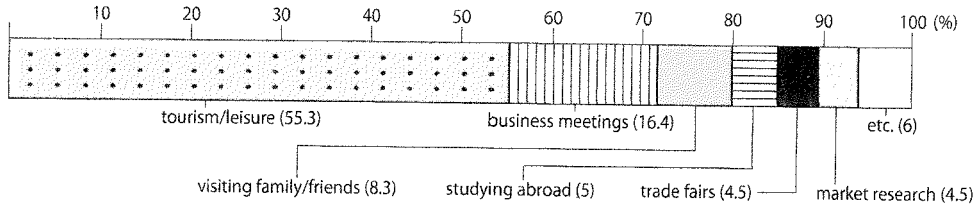


第4問 次の問い (A) に答えよ。(配点 20)

A 次の文章とグラフを読み、下の問い (問1～4) に対する答えとして 33 ~ 36 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。

Visitors to Japan by Purpose of Visit



Research Japan conducted a foreign visitor spending trend survey in 2010. This questionnaire surveyed visitors leaving Japan as to the purpose of their visit. Of the total, tourism/leisure visitors made up the overwhelming majority of more than half of all visitors (55.3%), with business next, followed by visiting family/friends.

5 However, examining the information by country, the proportions of the purpose of the visit were often quite different. The percentage of Asians in Japan for tourism was high. This was particularly true for Hong Kong visitors, 81.7% of whom came to sightsee. After Hong Kong came China at 58.8%, and then South Korea, at 57.6%.

Conversely, the percentage of tourism/leisure visitors among Americans and
 10 Europeans tended to be rather low with the U.S. as low as 28.4%, Germany at 31.9% and the U.K. at 33.8%. Also, among Asian travelers, India and Thailand proved the exception to the rule, as most were in the country on business, not tourism/leisure. Combining all work-related categories, “business meetings,” “33,” and “market research,” the total was about a quarter of all visitors, but visits for business purposes
 15 ranked about 62% among Indians and about 52% for Thais.

The circumstances in various countries and regions tend to influence the people’s main purposes — tourism or business — for coming to Japan. The reasons most people from Asian countries visit Japan for tourism are likely economic factors and the influence of promotional campaigns. The trend among other Asians to vacation in
 20 Japan most likely reflects recent economic development in countries like China, giving the average person more personal spending money. The positive effects of aggressive

“Visit Japan” advertising campaigns throughout Southeast Asia have also contributed to the increase in tourists.

問1 Which of the following is most appropriate for ?

- ① studying abroad
- ② tourism/leisure
- ③ trade fairs
- ④ visiting family/friends

問2 Which of the following statements is true?

- ① Germany and the U.K. have close to the same percentages for tourism/leisure.
- ② Hong Kong's tourism/leisure percentage is about the same as the overall average.
- ③ Most visitors from Asia come for business rather than for tourism/leisure.
- ④ Tourists make up the majority of the U.S. visitors.

問3 According to the writer, what can be said about the purpose of visit of travelers to Japan?

- ① Asian visitor increases are due to many new tourist attractions in Japan.
- ② Economic growth in Asian countries is what accounts for the increase in Asian tourists.
- ③ Maintaining relations with Europe and North America is essential for business.
- ④ The increase in the percentage of tourists from India and Thailand is important for Japan.

問4 What topic might follow the last paragraph?

- ① The influence that each country has on domestic business.
- ② The lengths of stay for people coming to Japan from other countries.
- ③ The reasons so many people from other countries are coming to Japan for business.
- ④ The relationship between economic development and numbers of people coming to Japan.

第4問 次の問い (B) に答えよ。(配点 20)

B 次ページの広告に関する次の問い (問1～4) 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 advertisement, .

- ① paying for five lessons gets a 5% discount
- ② some instructors speak foreign languages
- ③ the charge for concerts is ¥3,000
- ④ voice students can get 10 lessons for ¥30,000

問2 The rules state that all SAM students must .

- ① have access to the Internet to study at home
- ② pay an initial amount to become a member
- ③ show a recognized form of personal identification
- ④ take lessons in either Japanese or English

問3 A 35-year-old woman wants to take lessons at SAM for the first time. If she applies for 10 ukulele lessons and she doesn't have an official ID card, what is the least she will pay?

- ① ¥9,500
- ② ¥45,000
- ③ ¥45,500
- ④ ¥50,000

問4 SAM guarantees that .

- ① each student has an opportunity to perform
- ② every SAM concert is available to view online
- ③ instructors respond to all student feedback posted
- ④ students will be sent reference material by e-mail

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K. Numata, Chairman, SAM

M. Naruse, Executive Director, SAM

E. Muramoto, Musical Conductor and Chief Musical Consultant

第5問 次の文章を読み、下の問い（問1～5）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。（配点 30）

“No way is that a police dog!” “That dog is too small, and too cute, to be a police dog!” These are the kinds of comments people make when they meet Peaches. Peaches is a toy poodle. She’s two years old and weighs under four pounds. Although Peaches is small and cute, she is a highly skilled search and rescue dog who is now working for the Japanese police.

I was deeply moved when I watched her at her police dog appointment ceremony. I recalled the day I met her for the first time. When my daughter Donna entered junior high school, I wanted to get her a dog. She said to me, “A dog? We already have lots of dogs here, don’t we?” I am an experienced police dog trainer, so ever since she was born, there have always been many dogs around the house. “Don’t get a big training dog, Dad. Get one that’s cute and small.”

Donna showed me a leaflet for an animal shelter asking people to adopt abandoned dogs. I knew that teenagers like Donna always wanted a pet, but once they got one, they tended to lose interest. They would get busy enjoying life at their new school and forget about the pet. “We can go to the shelter, but we’re just looking, OK?” I told her. “Taking care of a dog is very big responsibility. You need to be very careful.”

When we got to the shelter, there were so many dogs looking at us, wanting us to take them home. Most of the dogs would not be able to stay there much longer if they didn’t find a new family. Since I had sometimes visited the shelter for my job, it was a familiar sight for me. I was just about to encourage Donna to leave the shelter. But at that moment, a little dog attracted my attention. It was a small, skinny toy poodle. For some reason, I could not turn my eyes away from her. When I realized it, I told Donna I wanted to take her home. “Dad, are you serious?” she replied excitedly. “That’s the one that I really want, too!” She named her Peaches after one of her favorite trees in the garden.

Even three months after Peaches came home with us, Donna still took very good care of her. One day she told me, “Dad, come and look at what Peaches can do.” Donna had trained the dog to find a pair of her mother’s earrings that she had hidden. “Wow! When did you start teaching her?” I asked Donna, fascinated. “About two months ago,” she said. “Peaches had so much fun learning. You know what? I think we should train her to be a police dog. But I’ll let you do the rest, Dad.”

Peaches got along really well with bigger dogs, so I decided to mix her in with their

program. I immediately noticed that she had an amazing memory. There were things she could do even better than the bigger dogs. At first I was a little unsure about Donna's idea, but I have come to agree with her. In fact, Peaches was the most enthusiastic student of them all. 35

The morning Peaches began her work, I apologized to Donna. "I thought you'd get tired of taking care of Peaches after a month or so," I told her. "I'm sorry I doubted you." "Do you think better of me than you did before?" she asked. "Actually I started to get a little tired of it after a month. But Peaches really enjoyed her training, so I kept it up." 40 Then I asked Donna, "So, do you want another pet?" "Um, that's a difficult question..." she answered, and was silent for a while. "I'm not sure if I can handle another one," she finally said. "But if I do get one, I want a dog that's cute and small!"

問1 At the beginning of the story, the writer

41

.

- ① was adopting a small dog at a ceremony
- ② was asking his daughter to release Peaches
- ③ was concerned that Peaches was too small
- ④ was delighted by how much Peaches had grown

問2 The writer wanted to give Donna a dog, but he

42

.

- ① did not know how to raise a small dog
- ② had no idea how and where to get the dog
- ③ was afraid that the police would not permit it
- ④ worried about her responsibility for a dog

問 3 The writer and Donna took a small dog home because .

- ① he convinced her to do so
- ② she made a promise to take care of the dog
- ③ the dog had the same name as her favorite tree
- ④ they were both fascinated by the dog

問 4 After the writer started to train Peaches, he .

- ① realized that Donna should have trained Peaches
- ② thought Peaches should be a police dog
- ③ wanted to know how Donna taught Peaches
- ④ was glad he had asked Donna to teach her

問 5 What was Donna thinking when the writer asked her the question at the end?

- ① Whether or not Peaches should be a police dog.
- ② Whether or not she could continue taking care of a pet.
- ③ Whether or not she should let her father choose a pet.
- ④ Whether or not to accept the writer's apology.

(下書き用紙)

英語（筆記）の試験問題は次に続く。

第6問 次の文章を読み、下の問い (A・B) に答えよ。なお、文章の左にある (1) ~ (6) は段落の番号を表している。(配点 36)

- (1) Frogs are part of a large animal group known as amphibians. There are over 4,000 species of amphibians, animals at home both on land and in water. Frogs hibernate — sleep, through the winter. When the outside temperature drops, the body temperature of frogs goes down and all body processes slow down. Certain frog species in extremely cold places can actually “freeze” for the winter and then thaw. This mechanism, in which living organisms freeze and then warm up and become operational again, offers potentially valuable medical information.
- (2) One frog that freezes is the wood frog found in Alaska. During winter, over 60% of the water content of their body freezes. Their hearts stop, as does their breathing. They appear dead, but, in actuality, they are just in an altered state. Their body temperature goes down to between -1°C and -6°C . The average January temperature in parts of Alaska where these frogs are found is -17°C . Often, it gets even colder. The frogs bury themselves in mud and various plant life because this and fallen snow keep the ground temperature a bit warmer so they can survive.
- (3) People have long been fascinated with the idea of something freezing and then returning to normal. For the past half century, almost every food imaginable has been frozen and brought back to its original state, more or less. However, the science fiction idea of people with diseases being frozen and then brought back to life when a cure is found has yet to be realized. The key here is “original state.” No frog has died of illness or natural causes and then come back to life, but rather has started out healthy at the time of its frozen state and come back to life after the freeze ends.
- (4) When the wood frog hibernates, the water that surrounds its cells turns to ice. At the first contact with ice, there is a stress reaction in the body. This sends an enormous amount of sugar into the bloodstream. It is as much as 4,500 milligrams per deciliter, which would kill a human being. In conjunction with other substances in the frog’s cells, a kind of antifreeze is created. Also, certain proteins that prevent the frog’s cells from breaking are released into the blood.
- (5) When spring comes, the frog’s body reverses the process and it begins to defrost

from the inside out. First, the brain and the heart warm up again. The warming process takes place over several hours. When the frog's body temperature returns 30 to normal, they just hop away as if they were never frozen. Wood frogs lay eggs in ponds that are formed from melted snow. Ponds sometimes dry up by summer, so the survival of their species depends on their laying eggs as soon as they recover from their frozen state.

- (6) Scientists have been learning a lot from the wood frog's winter behavior. Even if 35 they can't yet bring higher animals back to life after freezing, there is much to learn from the frog that may be helpful in the medical world when handling organs for transplant. Currently, organs for transplant only remain viable for a short time after they are removed from the body. Various new technologies are now being researched that imitate the frog's ability to freeze without their cells breaking. Consequently, it is 40 believed that studying the wood frog's freezing process is important. Perhaps in the future, it will be possible to freeze transplant organs completely and use them at a later time.

A 次の問い(問1~5)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 The word thaw in Paragraph (1) is closest in meaning to .

- ① decrease in function
- ② dry out their bodies
- ③ enter a deep freeze
- ④ increase in body temperature

問2 In Paragraph (2) which of the following is NOT mentioned as a characteristic of wood frogs?

- ① More than half of the water in their bodies becomes frozen.
- ② Their body temperatures match the Alaskan January temperature.
- ③ They cover themselves in mud and plants.
- ④ They look like they are no longer alive, even though they are.

問3 Paragraph (4) discusses .

- ① the amount of sugar in the bloodstream that will kill a frog
- ② the reasons the frog's body is able to freeze
- ③ the various reasons that the frog's cells sometimes break
- ④ the way the creation of antifreeze sometimes damages frogs

問4 According to paragraph (5), .

- ① after the winter, wood frogs immediately lay their eggs
- ② after their temperatures go up, frogs have trouble moving
- ③ heart function occurs at the end of the warming-up process
- ④ the process of warming up is actually a very quick one

問5 The theme of the passage is about .

- ① a method of freezing and reviving sick people
- ② the large numbers of wood frogs that gather in Alaska
- ③ the relationship between wood frogs and plant life
- ④ the way wood frogs freeze and what lessons it teaches

B 次の表は、本文の段落と内容を表すものである。51 ~ 55 に入れるのに最も適当なものを、下の① ~ ⑤のうちから一つずつ選び、表を完成させよ。ただし、同じものを繰り返し選んではいけない。

Paragraph	Content
(1)	51
(2)	52
(3)	53
(4)	54
(5)	55
(6)	Conclusion

- ① People's interest in freezing and reconstituting things
- ② The background of amphibians such as frogs
- ③ The body chemistry of wood frogs freezing
- ④ The warming process and spring rituals
- ⑤ The winter habits of wood frogs

