

試験開始の指示があるまで、この問題冊子の中を見てはいけません。

S

外国語 [英語(筆記)]

(200点)
(80分)

ドイツ語、フランス語、中国語及び韓国語の問題冊子は、大学入試センター試験の出願時に、それぞれの科目の受験を希望した者に配付します。

注意事項

- 1 解答用紙に、正しく記入・マークされていない場合は、採点できないことがあります。特に、解答用紙の解答科目欄にマークされていない場合又は複数の科目にマークされている場合は、0点となります。

ただし、出願時にドイツ語、フランス語、中国語及び韓国語の問題冊子の配付を希望しなかった者は英語として採点します。

- 2 この問題冊子は、33ページあります。

試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚れ等に気付いた場合は、手を高く挙げて監督者に知らせなさい。

- 3 解答は、解答用紙の解答欄にマークしなさい。例えば、

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と表示のある問いに対して③と解答する場合は、次の(例)のように解答番号10の解答欄の③にマークしなさい。

(例)

解答番号	解	答	欄
10	①	② ●	④ ⑤ ⑥ ⑦ ⑧ ⑨

- 4 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけません。

5 不正行為について

- ① 不正行為に対しては厳正に対処します。
- ② 不正行為に見えるような行為が見受けられた場合は、監督者がカードを用いて注意します。
- ③ 不正行為を行った場合は、その時点で受験を取りやめさせ退室させます。

- 6 試験終了後、問題冊子は持ち帰りなさい。

英 語 (筆記)

(解答番号 ~)

第1問 次の問い(A・B)に答えよ。(配点 14)

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

問1

- ① illegal ② logical ③ tiger ④ vague

問2

- ① bounded ② founded ③ surrounded ④ wounded

問3

- ① church ② curious ③ curtain ④ occur

B 次の問い(問1～4)において、第一アクセント(第一強勢)の位置がほかの三つと異なるものを、それぞれ下の①～④のうちから一つずつ選べ。

問1

- ① civil ② purchase ③ unite ④ valid

問2

- ① abandon ② decision ③ politics ④ potential

問3

- ① charity ② continent ③ demonstrate ④ opponent

問4

- ① agriculture ② discovery ③ material ④ philosophy

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。ただし、 ～ については、(A)と(B)に入れるのに最も適当な組合せを選べ。

問1 The train when I reached the platform, so I didn't have to wait in the cold.

- ① had already arrived ② has already arrived
③ previously arrived ④ previously arrives

問2 Tokyo has a relatively small land area, it has a huge population.

- ① Although ② But ③ Despite ④ However

問3 Children by bilingual parents may naturally learn two languages.

- ① bringing up ② brought up
③ have brought up ④ were brought up

問4 My sister was not a serious high school student, and .

- ① either I was ② either was I
③ neither I was ④ neither was I

問5 Before the movie begins, please your mobile phone is switched off.

- ① keep ② make sure ③ never fail ④ remind

問 6 We have made good progress, so we are already schedule.

- ① ahead of ② apart from ③ far from ④ out of

問 7 Thanks to their comments after my presentation, I felt very relieved.

- ① friendly ② nicely ③ properly ④ warmly

問 8 (A) you've completed this required class, you (B) be able to graduate.

- ① A : If B : won't ② A : Unless B : would
③ A : Until B : won't ④ A : While B : would

問 9 Wood (A) be used as the main fuel, but nowadays fossil fuels (B) widely.

- ① A : used to B : are used
② A : used to B : have been used
③ A : was used to B : are used
④ A : was used to B : have been used

問10 (A) so considerate (B) him to come and see his grandmother in the hospital every day.

- ① A : He is B : for ② A : He is B : of
③ A : It is B : for ④ A : It is B : of

B 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、最も適当な文を完成させよ。解答は ～ に入れるものの番号のみを答えよ。

問1 Hotel clerk: Good evening, Mr. and Mrs. Gomez. How can I help you?

Mrs. Gomez: Well,
 us how to get to the theater.

- | | | |
|---------|-------------|--------|
| ① could | ② if | ③ tell |
| ④ we're | ⑤ wondering | ⑥ you |

問2 Student: Excuse me. I'd like to know what we will be discussing in next week's seminar.

Professor: I haven't decided yet, so
 email.

- | | | |
|--------|---------------|-------|
| ① by | ② let | ③ me |
| ④ send | ⑤ the details | ⑥ you |

問3 Interviewer: How did you change after becoming the head of such a large company?

President: I
my time more effectively.

- | | | |
|-----------|----------|--------|
| ① came to | ② manage | ③ need |
| ④ realize | ⑤ the | ⑥ to |

C 次の問い(問1～3)の会話の 24 ～ 26 において、二人目の発言が最も適当な応答となるように文を作るには、それぞれ(A)と(B)をどのように選んで組み合わせればよいか、下の①～⑧のうちから一つずつ選べ。

問1 Maika: How about having a campfire on the last night of summer camp?
Naomi: It's been very dry recently, so 24

(A) I don't think	(A) our teachers will allow	(A) us lighting a fire.
(B) I suppose	(B) our teachers won't agree	(B) us to light a fire.

- | | | |
|-------------------|-------------------|-------------------|
| ① (A) → (A) → (A) | ② (A) → (A) → (B) | ③ (A) → (B) → (A) |
| ④ (A) → (B) → (B) | ⑤ (B) → (A) → (A) | ⑥ (B) → (A) → (B) |
| ⑦ (B) → (B) → (A) | ⑧ (B) → (B) → (B) | |

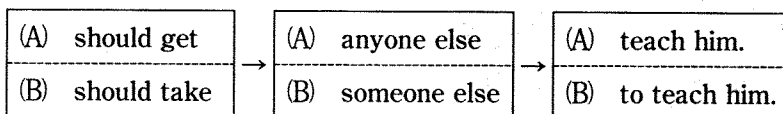
問2 George: Sometimes I feel that I am not a very good musician.
Robin: Come on! 25

(A) No one is	(A) more talented	(A) in all the other people.
(B) You are	(B) the most talented	(B) than you.

- | | | |
|-------------------|-------------------|-------------------|
| ① (A) → (A) → (A) | ② (A) → (A) → (B) | ③ (A) → (B) → (A) |
| ④ (A) → (B) → (B) | ⑤ (B) → (A) → (A) | ⑥ (B) → (A) → (B) |
| ⑦ (B) → (B) → (A) | ⑧ (B) → (B) → (B) | |

問 3 Paul: You know, Yoko, there's really nothing more I can teach our son on the piano. He plays better than I do now.

Yoko: Well, maybe we 26



- | | | |
|-------------------|-------------------|-------------------|
| ① (A) → (A) → (A) | ② (A) → (A) → (B) | ③ (A) → (B) → (A) |
| ④ (A) → (B) → (B) | ⑤ (B) → (A) → (A) | ⑥ (B) → (A) → (B) |
| ⑦ (B) → (B) → (A) | ⑧ (B) → (B) → (B) | |

(下書き用紙)

英語(筆記)の試験問題は次に続く。

第3問 次の問い(A～C)に答えよ。(配点 41)

A 次の問い(問1・問2)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 Sue: You know, Peter's birthday is coming soon. Is everything going well for the surprise party?

Polly: Yes. I've already bought and wrapped his present. Here, look.

Sue: He might walk in at any moment.

Polly: OK. I'll put it away until the party.

- ① He doesn't like the color of the wrapping.
- ② I don't have the slightest idea what to buy.
- ③ Show him what you bought when he comes.
- ④ You should hide it so that he won't see it.

問2 Diego: Did you do the English homework? It was difficult, wasn't it?

Fred: Oh! I totally forgot about it.

Diego: You can do it during lunch time.

Fred: There's little point in even trying.

Diego: Don't give up. You need to pass English, right?

- ① I'm sure I can make it.
- ② It'd be a waste of time.
- ③ Let me see what you can do.
- ④ You don't want to miss it.

B 次の問い(問1～3)のパラグラフ(段落)には、まとまりをよくするために取り除いた方がよい文が一つある。取り除く文として最も適当なものを、それぞれ下線部①～④のうちから一つずつ選べ。

問 1

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Students in Japan are now engaging more in practical activities and less in memorization of facts in class. Students are learning scientific principles through actual experience. ① They do well in science in comparison with other students around the world. ② They build electric motors using everyday goods, such as wire, magnets, and paper clips. ③ They make ice cream by hand with salt and ice. ④ Students say that they like the new studying style because it is practical as well as enjoyable and educational. It is hoped that this new method will encourage students to become more interested in science.

問 2

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Trial and error, an approach used in science, is often found in daily life. It can be observed when people do not feel well. They may already have a list of treatments they have used before. They can also consult a medical book or check the Internet for new treatments. They may decide to use any one of the treatments. ① If the treatment does not improve the condition, they try another one. ② They are concerned about how scientific the treatment is. This is an example of how this approach is adopted in everyday life. ③ In solving problems, scientists come up with more than one idea and use one of the possible options. ④ When an idea fails, they consider the alternatives. In this way, approaches used in science and daily life have some points in common.

問 3

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Food can do more than fill our stomachs — it also satisfies feelings. If you try to satisfy those feelings with food when you are not hungry, this is known as emotional eating. There are some significant differences between emotional hunger and physical hunger. ① Emotional and physical hunger are both signals of emptiness which you try to eliminate with food. ② Emotional hunger comes on suddenly, while physical hunger occurs gradually. ③ Emotional hunger feels like it needs to be dealt with instantly with the food you want; physical hunger can wait. ④ Emotional eating can leave behind feelings of guilt although eating due to physical hunger does not. Emotional hunger cannot be fully satisfied with food. Although eating may feel good at that moment, the feeling that caused the hunger is still there.

(下書き用紙)

英語(筆記)の試験問題は次に続く。

C 次の会話は、「異文化理解」をテーマとして、ある大学で行われた授業でのやりとりの一部である。 ～ に入れるのに最も適当なものを、それ以下の①～④のうちから一つずつ選べ。

Professor: Good morning. I'm sure everyone did the homework reading, so I want to begin today's class on intercultural communication. My first question is "Why do we need to study intercultural communication?" Would anyone like to answer?

Student 1: Yes, I'll try to answer that. People may think the way they do things or the way they view the world is "natural" and "correct." When they encounter someone doing things differently, they regard it as "strange" or "wrong." Having an awareness of intercultural communication can help us understand and deal with misunderstandings when they arise. I think it is especially important these days because people travel overseas for many reasons, such as work, study, or vacations. The opportunities to meet people from other countries have increased greatly. With this increased contact, there are more chances for trouble between people from different cultures.

Professor: Right. As you said, studying intercultural communication is useful because .

- ① intercultural knowledge encourages people to study in a foreign country
- ② some ways of living are considered to be more correct than others
- ③ there were many more cases of intercultural communication in the past
- ④ we can cope with cultural misunderstandings more easily and smoothly

Professor: Let's move on to the concept of "culture." You should know that because culture is all around us all the time, it is difficult to define. Therefore, we tend to discuss culture in terms of characteristics. Can anyone give an example of a cultural characteristic?

Student 2: The characteristic I found interesting is that people belonging to a culture have the same values, beliefs, and behaviors. Values are things that are felt to be of worth, like the Japanese concept of “mottainai.” Beliefs are things that people believe to be true, and these cover a wide variety of areas. For example, people in a culture might share beliefs about the kinds of foods that are unacceptable. Behavior is about people’s actions, and people in the same culture can often be seen behaving similarly.

Professor: That’s a good explanation. That means

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.

- ① having the same beliefs as other cultural groups is important
- ② people from the same cultural group usually behave differently
- ③ people’s attitudes to food determine which cultures they are from
- ④ shared behaviors may make you a member of a cultural group

Student 3: Can I ask a question?

Professor: Of course.

Student 3: What about people who always seem to be different from those around them? Sometimes I don’t do things in the same way as my friends. So, if we need to have the same behavior for group membership, does that mean those who are not the same aren’t members of their cultural group?

Professor: That’s a good question. To answer it we need to think in terms of cultural norms rather than individual examples.

Student 3: What is a cultural norm?

Professor: Well, a cultural norm is a rule or standard of behavior shared by members of a cultural group.

Student 3: Then what happens to the people who do not follow the cultural norms?

Professor: Well, they may belong to a smaller group, or a sub-cultural group, but that group is still considered to be part of the culture. This is true as long as their actions are within the acceptable limits of behavior for that particular culture.

Student 3: So, am I right in thinking that 34 ?

- ① a culture contains groups that make up one larger group
- ② acting differently isn't allowed for group membership
- ③ it is important to be in the group that follows the cultural norms
- ④ the number of sub-cultural groups should be limited

Professor: Yes. I hope this has cleared things up for you. OK. I think we're ready to move on and think about another characteristic of culture.

(下書き用紙)

英語(筆記)の試験問題は次に続く。

第4問 次の問い(A・B)に答えよ。(配点 35)

A 次の文章はある説明文の一部である。この文章とグラフを読み、下の問い(問1～4)の 35 ～ 38 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。

US consumers have benefited from an increased volume and variety of fresh-fruit imports, particularly since the 1990s. The fruit and vegetable section in today's grocery store often has dozens of different fresh fruits on display all year around, which come from all corners of the globe as additions to domestic fresh fruit.

The rapid growth of fresh-fruit imports has affected many aspects of the US fresh-fruit market. For example, while oranges are the US's leading domestically grown fruit, the volume of US orange imports has grown steadily since the 1990s, with occasional sudden increases when the US crop experienced freezing weather (see Figure 1).

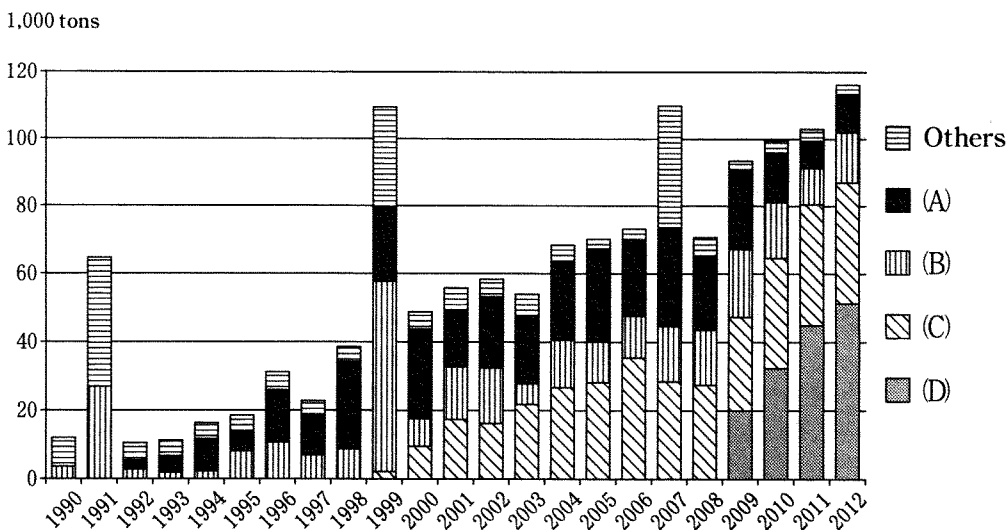


Figure 1. US fresh-orange imports by country.

The US domestic market receives orange imports from various countries and regions. Among the major suppliers, Mexico is a longtime source. However, due to the strong US demand for fresh oranges throughout the year, the Southern Hemisphere countries have also become major suppliers, especially during the summer months when domestic navel oranges are not available. Australia was the first such country, starting in the early 1990s after it obtained permission from the US government to export its navel oranges there. Australia was followed by South Africa in the late 1990s, and most recently by Chile as well.

In the US, two main types of oranges are produced domestically: “navel oranges” and “Valencia oranges.” Navel oranges — virtually without seeds, with flesh that separates easily and is firm rather than watery — are the most popular oranges for eating fresh. The navel orange share of US production of fresh-market oranges was 76 percent during the years 2010-2012. In comparison, Valencia oranges — with thin skins, containing occasional seeds, and with juicy and sweet flesh — accounted for 24 percent during the same period. As the US’s top supplier of fresh-market oranges, California produced 87 percent of fresh-market navel oranges and more than 81 percent of fresh-market Valencia oranges.

The main harvest period for domestic fresh-market oranges is from November through May, a time when California’s navel oranges are in season. However, the amount of oranges produced and shipped domestically falls significantly from June through October. In earlier years, when fresh-orange imports still accounted for only a small portion of domestic use, Valencia oranges were a popular variety when navel oranges were out of season. As seen in Figure 2, however, navel orange imports from the Southern Hemisphere countries have come to dominate the US in the summer season.

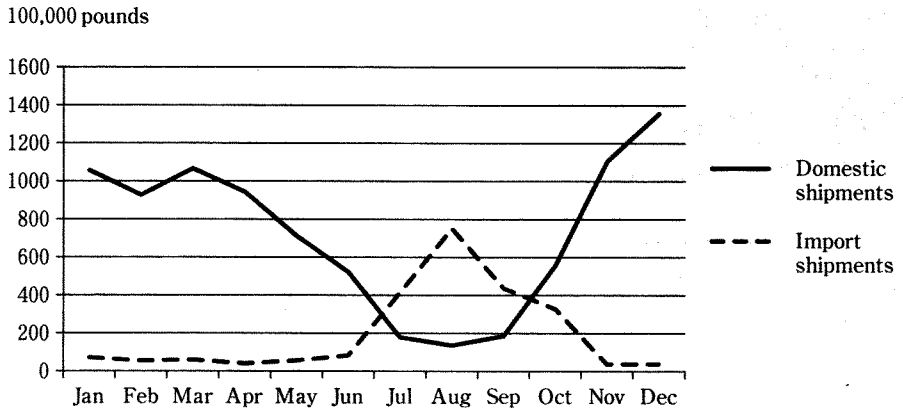


Figure 2. Seasonal relationship between imported and domestic oranges (2010-2012 average).

Because of seasonal production patterns, the majority of Mexico's oranges arrive in the US market from December through June, when US supplies are relatively high. In contrast, the season for imports from the Southern Hemisphere countries is mainly from July through October, when US supplies are relatively low. This trend is similar to that seen with many other fruits as well.

(Sophia Wu Huang (2013) *Imports Contribute to Year-Round Fresh Fruit Availability* を参考に作成)

問 1 In Figure 1, which of the following do (A), (B), (C), and (D) refer to?

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- ① (A) Australia (B) Chile (C) Mexico (D) South Africa
- ② (A) Australia (B) Mexico (C) South Africa (D) Chile
- ③ (A) South Africa (B) Chile (C) Australia (D) Mexico
- ④ (A) South Africa (B) Mexico (C) Australia (D) Chile

問 2 According to the passage, which of the following correctly describes one difference between navel oranges and Valencia oranges? 36

- ① Navel oranges contain fewer seeds than Valencia oranges do.
- ② Navel oranges contain more juice than Valencia oranges do.
- ③ Valencia oranges are more popular than navel oranges in the winter.
- ④ Valencia oranges are more suitable for eating fresh than navel oranges.

問 3 What is the main purpose of this passage? 37

- ① To account for the seasonal changes in the US production of oranges
- ② To explain the differences between navel oranges and Valencia oranges
- ③ To illustrate the relation between US production and imports of oranges
- ④ To improve the quality of the navel oranges produced in the US

問 4 What topic is most likely to follow the last paragraph? 38

- ① Export rates of other fruits from the US to the Southern Hemisphere
- ② Statistics showing the seasonal changes in imports of other fruits
- ③ The shipping methods of navel oranges from the Southern Hemisphere
- ④ The variety of fruits commonly grown in the US and Mexico

B 次のページの美術館に関するウェブサイトを読み、次の問い(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。

問1 Kazuko, a 19-year-old shop assistant, wants to participate in a museum activity but is only free on weekday evenings. Which activity will she most likely choose?

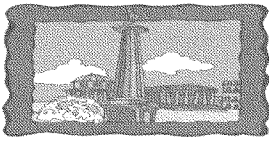
- ① Comprehensive tour
- ② Drawing class
- ③ Photography workshop
- ④ Short tour

問2 A retired couple and their 6-year-old grandchild wish to participate together in a weekday afternoon activity. Which activity will they most likely choose and how much will they pay in total?

- ① Comprehensive tour, \$20
- ② Comprehensive tour, \$40
- ③ Short tour, \$20
- ④ Short tour, \$28

問3 Which of the following is true according to the website?

- ① Advance booking is not necessary for "Art Talks."
- ② Comprehensive tours are held every day.
- ③ The admission fee is not included in the fees of tours.
- ④ There are lectures given by amateur artists.



Octagon Museum of Art

Octagon Museum of Art (OMA) offers exhibitions and programs featuring contemporary art such as paintings, sculptures, and photographs. Established in 1972 by the Octagon Foundation, it has a vast collection with many permanent exhibits, and also offers special exhibits, lectures by professional artists and critics, classes for school children, and tours guided by specialists.



Admission Fee: \$5/person (Children 6 and under — free)

Program Fees:

Short tour (90 minutes)	Adult (18+)	\$10	Twice daily 9 am & 2 pm
	Student (7–17)	\$8	
	Child (6 and under)	free	
Comprehensive tour (3 hours)	Adult (18+)	\$20	Tuesday & Saturday 10 am
	Student (7–17)	\$15	
	Child (6 and under)	free	
Drawing class (90 minutes)	Adult (18+)	\$15	Monday, 7 pm
	Student (7–17)	\$8	Wednesday, 4 pm
	Child (6 and under)	free	Wednesday, 10 am
Photography workshop (2 hours)	Adult (18+)	\$17	Sunday, 7 pm
	Student (7–17)	\$12	Sunday, 10 am

Notes:

- The fees for tours, classes, and workshops include the admission fee.
- Sign up [here](#) at least a week in advance for tours, classes, and workshops.
- We also offer “Art Talks,” where invited guest speakers talk to adult audiences in OMA Hall every other Saturday. No reservation or additional fee is required. For this month’s schedule, click [here](#).

第5問 次の物語を読み、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 one thought I would amount to much,” Uncle John said, as he stood in the kitchen, showing me how he put together an award-winning four-course dinner. I had just graduated from university, and this dinner was his gift to me. It felt great to have a well-known chef cooking for me. On top of this, I was excited because in a few days he was going to compete in *The Big-Time Cook Off*, a nationwide TV cooking contest.

When Uncle John was young, his family lived in the countryside. His mother taught at a local school, but when John was 10, she had to quit to take care of her elderly mother. Until then, his father had been kind and had had enough time to play with John and his two younger sisters. But as bills kept piling up, the family got into trouble. John’s father finally had to take a job in a city far away, so he could only come home on the weekends.

Gradually, because of his busy work schedule, John’s father began looking tired whenever he came home. To tell the truth, he had changed from being good-humored to being in a bad mood all the time. When he was home, he just wanted to rest. He often scolded John for small things. Wanting to be accepted by his father, John tried to do his best but never felt he was good enough. Eventually, he started avoiding his father. He began hanging out at the shopping mall with friends, sometimes skipping his classes. Little by little John’s grades got worse. His parents and teachers were worried about his future.

One Sunday morning, while John’s mom was out taking care of her own mother, his father was napping in the TV room. John’s sisters were hungry, so John started to cook something for them. He was not sure how to cook, but he did not want to bother his father.

Suddenly, the kitchen door opened, and his father was standing there.

“Dad, I’m sorry if I woke you up. Chelsea and Jessica are hungry, and I was trying to cook them some eggs.” His dad looked at him seriously for a moment. “Eggs? Eggs aren’t good for lunch on a beautiful Sunday like today. Let’s grill some steaks in the backyard.” “Are you sure? You must be tired.” “It’s OK. I like cooking. It reminds me of my college days when I worked part-time as a cook. I’ll show you how to prepare delicious steaks.”

To John’s surprise, his father became energetic when he started cooking. He took John aside and explained to him in detail that cooking was, in a way, like a science project. “You need to measure the ingredients precisely and know which items go together. If you master this, you can provide pleasure for a great many people.” John felt close to his father for the first time in a long time. From then on, John spent more time at home. He started cooking for his family regularly, and then later for his friends at college. John always felt happy when he cooked, and this happiness spilled over into other areas of his life.

Uncle John worked his way through college with jobs in restaurants, and eventually he became a chef at a famous restaurant. He really liked the job and worked hard developing his own special techniques. He was finally able to open his own restaurant serving his unique style of food. He won several awards and cooked for the rich and famous.

This brings us back to the contest. Uncle John and I were excited about his being selected. Yet, he shared something really touching with me there in the kitchen. “You know, Mike,” Uncle John said, “I’m thrilled to be able to go on TV as part of *The Big-Time Cook Off*. But what makes me the happiest is to stand here with you, one of the people I care about, and talk — just you and me. It’s exactly like what my dad did for me one fine day in summer, so many years ago. And that made all the difference in my life.”

問 1 At the beginning of the story, Uncle John was 42 .

- ① cooking for *The Big-Time Cook Off*
- ② making a special meal for Mike
- ③ training Mike for the contest
- ④ trying to improve his recipes

問 2 Uncle John's father began working in the city because 43 .

- ① he was tired of living in the countryside
- ② it was easier to spend time with his family
- ③ the family needed more money for living
- ④ Uncle John's mother had become sick

問 3 Why were Uncle John's parents and teachers worried about his future?

44

- ① He just wanted to rest at home.
- ② He lost interest in studying.
- ③ He stopped avoiding his father.
- ④ He was no longer good-humored.

問 4 What helped to change Uncle John's life the most? 45

- ① Eating an award-winning dinner with his friends
- ② Entering cooking contests such as *The Big-Time Cook Off*
- ③ Making a connection with his father through cooking
- ④ Spending time talking with Mike in the kitchen

問 5 What does Uncle John find most rewarding?

46

- ① Developing unique four-course dinners for famous people
- ② Having meaningful relationships with people close to him
- ③ Making people happy through cooking on TV shows
- ④ Serving many people delicious meals in his restaurant

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)はパラグラフ(段落)の番号を表している。(配点 36)

- (1) Opera is an art form that celebrates the human voice at its highest level of expression. No other art form creates excitement and moves the heart in the way that opera does, especially when performed by a great singer. Such singers are trained to present some of the greatest and most challenging music that has ever been composed for the human voice.
- (2) Opera is an important part of the Western classical music tradition. It uses music, words, and actions to bring a dramatic story to life. Opera started in Italy at the end of the 16th century and later became popular throughout Europe. Over the years, it has responded to various musical and theatrical developments around the world and continues to do so. In recent decades, much wider audiences have been introduced to opera through modern recording technology. Some singers have become celebrities thanks to performing on radio, on television, and in the cinema.
- (3) However, in recent years, opera has been facing serious challenges. The causes of some of these are beyond its control. One current challenge to opera is economic. The current world economic slowdown has meant that less money is available for cultural institutions and artists. This shortage of money raises the broader question of how much should be paid to support opera singers and other artists. Society seems to accept the large salaries paid to business managers and the multi-million-dollar contracts given to sports athletes. But what about opera singers? Somehow, people have the idea that artists can be creative only if they suffer in poverty, but this is unrealistic: If artists, including opera singers, lack the support they need, valuable talent is wasted.
- (4) Not only the shortage of money, but also the way money is managed in the opera world has led to hardships. Principal singers are generally paid performance fees once they complete a show. They typically receive nothing

during the many weeks of rehearsal before a show starts. To prepare for a role, they must pay the costs of lessons and coaching sessions. If they become ill or cancel their performance, they lose their performance fee. The insecurity of this system puts the future of opera at risk.

- (5) Another problem faced by opera is how to meet the demands of audiences who are influenced by popular entertainment. Pop singers are often judged as much on the basis of how they look as how they sound. Therefore, opera singers, performing to audiences influenced by this popular culture, are now expected to be “models who sing.” These demands may be unrealistic and possibly harmful. Opera singers simply cannot make a sound big enough to fill a large theater or concert hall without a microphone if their body weight is too low. Emphasizing physical appearance over singing ability may cause audiences to miss out on the human voice at its best.
- (6) There are no easy solutions to opera’s problems and there are many different opinions about the value of opera. However, every year many young people register for music courses with hopes and dreams of developing their talents in this special art form. The fact that opera has survived many obstacles and continues to attract the rising generation demonstrates that it remains a respected art form full of value.

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 Which of these statements is true according to paragraph (2)?

- ① Opera develops by adapting to new conditions.
- ② Opera fans thank celebrities for performing.
- ③ Opera singers avoid singing on TV and in films.
- ④ Opera singers’ life stories are dramatic.

問 2 In paragraph (3), what is another way of asking the question “But what about opera singers?” 48

- ① How do opera singers prepare?
- ② How should we use opera singers?
- ③ What are opera singers worth?
- ④ What sums do opera singers pay?

問 3 According to paragraphs (3) and (4), which statement is true? 49

- ① Opera singers are financially unstable.
- ② Opera singers ask only the wealthy to attend.
- ③ Opera singers get paid before the show.
- ④ Opera singers perform better if they are poor.

問 4 Which statement best expresses the author’s opinion in paragraph (5)?

50

- ① Audiences know best how opera should be performed.
- ② Microphones should be used to make opera more enjoyable.
- ③ Opera singers’ voices should be valued more than their looks.
- ④ Popular culture has had a positive influence on opera.

問 5 What would be the best title for this passage?

51

- ① How to Make Money in Opera
- ② Opera as a Part of Popular Culture
- ③ The Difficulties Facing Opera
- ④ The Historical Context of Opera

B 次の表は、本文のパラグラフ(段落)ごとの内容をまとめたものである。

~ に入れるのに最も適当なものを、下の①~④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)	Introducing opera
(2)	<input type="text" value="52"/>
(3)	<input type="text" value="53"/>
(4)	<input type="text" value="54"/>
(5)	<input type="text" value="55"/>
(6)	Prospects for opera

- ① Effect of world finance on opera
- ② Impact of popular culture on opera
- ③ Opera from the past to the present
- ④ Problems in money management