

READING SECTION

(1) 1A 2D 3E 4C 5D 6A

(2) 1T 2T 3F 4T 5F 6F

(1) 1F 2K 3B 4E 5A 6H 7J 8L 9C

(2) (a)I (b)D (c)B (d)G (e)J (f)C (g)H

WRITING SECTION

(解答例)

物語の読み聞かせなどの言語的な刺激を乳幼児がどの程度受けるかは、家庭によって大きく異なり、豊かな言語環境を提供する家庭とそうでない家庭という目に見えない階層に社会は分断されている。5才までにどれ程の言葉を聞き、使った機会があったかが、その後の学習や読書能力に多大な影響を与えることが判明している。

(解答例1)

The most striking difference between the two pie charts concerns the two largest segments, which show students' aspirations to become either a company employee or postgraduate student. For these segments, the charts are almost a mirror image of each other. While nearly half (46.9%) of FILA students aspire to be company employees, only 21.6% of FSE students aspire to be so. Conversely, just over half (50.7%) of the FSE students aspire to continue their education to a postgraduate level, while only 23.1% of FILA students do so. Among the the other categories, "Other" is chosen by 23.9% of FILA students and a significantly smaller 10.4% of FSE students. For the remaining segments the relationship is less clear.

(解答例2)

While half of FSE students want to continue on to postgraduate studies, only 23.1% of FILA students wish to do so. The most common desire of FILA students is to become a company employee, with 46.9% desiring such a future. On the other hand, only 21.6% of FSE students wish to do so. Not surprisingly, while 9% of FSE students want to be researchers in the future, only 0.7% of FILA students have that same aspiration. 6 % of FSE students and 4% of FILA students wish to become public servants. A small number of FILA students, 1.4%, wish to become entrepreneurs, while no FSE students express such a desire. Becoming a teacher is desired by 2.3% of FSE students, but no FILA student wishes to become a teacher.

#### LISTENING SECTION

省略

#### 問題傾向

WRITING SECTION の英作文問題で、グラフの読み取り問題が初めて出題された。また、READING SECTION で空所補充問題が復活。ただし、その他の点では、形式・難度ともに例年の出題からそれほど大きな変化は見られなかった。

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