

# 英 語

15 : 40 ~ 17 : 10

## 解 答 上 の 注 意

1. 試験開始の合図があるまで、この問題紙を開いてはならない。
2. 英語の問題紙は 14 ページある。
3. 聞き取り試験の問題は問題紙 12 ページの 4 である。聞き取り問題は試験開始後 40 分経過した頃から約 18 分間放送される。
4. 解答用紙は 

解答用紙番号
英語 0-1

 と 

解答用紙番号
英語 0-2

 の 2 枚である。
5. 解答用紙は 2 枚とも必ず提出せよ。
6. 受験番号および座席番号(上下 2 箇所)は、監督員の指示に従って、すべての解答用紙の指定された箇所に必ず記入せよ。
7. 解答はすべて解答用紙の指定された欄に記入せよ。
8. 必要以外のことを解答用紙に書いてはならない。
9. 問題紙の余白は下書きに使用してもさしつかえない。

1 次の英文を読んで、設問に答えなさい。

David Greybeard first showed me how fuzzy the distinction between animals and humans can be. Forty years ago I befriended David, a chimpanzee, during my first field trip to Gombe in Tanzania. One day I offered him a nut in my open palm. He looked directly into my eyes, took the nut out of my hand and dropped it. At the same moment he gently squeezed my hand as if to say, I don't want it but I understand your motives.

Since chimpanzees are thought to be physiologically close to humans, researchers use them as test subjects for new drugs and vaccines. In the labs, these very sociable creatures often live isolated from one another in 5-by-5-foot cages, where they grow bad-tempered and sometimes violent. Dogs, cats and rats are also kept in poor conditions and subjected to painful procedures. Many people would find it hard to sympathize with rats, but dogs and cats are part of our lives. Ten or 15 years ago, when the use of animals in medical testing was first brought to my attention, I decided to visit the labs myself. Many people working there had forced themselves to believe that animal testing is the only way forward for medical research.

(1) Once we accept that animals are capable of feeling, is it ethical to use them in research? From the point of view of the animals, it is quite simply wrong. From our standpoint, it seems ridiculous to equate a rat with a human being. If we clearly and honestly believe that using animals in research will, in the end, reduce massive human suffering, it would be difficult to argue that doing so is unethical. How do we find a way out of this dilemma?

(2) One thing we can do is change our way of thinking. We can begin by questioning the assumption that animals are essential to medical research. Scientists have concluded that chimpanzees are not useful for AIDS research because, even though their genetic makeup differs from ours by about 1 percent, their immune systems deal much differently with the AIDS virus.

Many scientists test drugs and vaccines on animals simply because they are required to by law rather than out of scientific merit. This is a shame, because our medical technology is beginning to provide alternatives. We can perform many tests on cell and tissue cultures without needing to harm animals. Computer simulations can also cut down on the number of animal tests we need to run. We aren't exploring these alternatives vigorously enough.

Ten or 15 years ago animal-rights activists resorted to violence against humans in their efforts to break through the public's terrible indifference and lack of imagination on this issue. This extremism is counterproductive. I believe that more and more people are becoming aware that to use animals thoughtlessly, without any anguish or making an effort to find another way, diminishes us as human beings.

注) physiologically=生理学的に vaccine=ワクチン immune=免疫の  
cultures=培養

問 1 下線部(1)を日本語に訳しなさい。

問 2 下線部(2)の“doing so”の内容を表す語句を文中から抜き出しなさい。

問 3 下線部(3)を日本語に訳しなさい。

問 4 下線部(4)の意味を日本語で簡潔に説明しなさい。

問 5 本文で述べられている内容を以下から 3 つ選び、記号で答えなさい。

- (ア) 著者は餌を与えたチンパンジーと気持ちが通じたと感じた。
- (イ) 動物実験について著者は十数年前から関心を抱いた。
- (ウ) 劣悪な環境で育てられると犬でも凶暴な野生に戻る。
- (エ) 実験動物の劣悪な飼育環境を早急に改善すべきだ。
- (オ) 医学向上のための動物実験は下等な種に限定すべきだ。
- (カ) チンパンジーを実験動物に利用しても参考にならない病気もある。
- (キ) かつての過激な動物愛護運動は今や広範な人々の支持を受けている。

問 6 本論にふさわしいと思われる表題を以下から 2 つ選び、記号で答えなさい。

- (a) The benefits of animal testing for humans
- (b) Questioning the necessity of animal testing
- (c) Should testing on animals be a legal requirement?
- (d) AIDS and chimpanzees: The secret truth
- (e) A call for a ban on all animal testing
- (f) The struggle between science and animal rights

2

次の英文を読んで、設問に答えなさい。

Before the age of 12, boys and girls cry as frequently as each other, but after 12, boys cry four times less than girls. Researchers are not clear whether this is because of cultural conditioning or just the result of changes in hormone levels. I like to think of myself as a liberal parent, but when, the other day, my eight-year-old son Liam's Beyblade broke, and he cried for five minutes, I found myself saying: "For God's sake, Liam, it's just a toy. Stop being such a baby." I might as easily have said "girl" or "sissy" — the message was the same: boys don't cry.

If it had been my daughter crying over a broken toy, I might have reacted differently. In spite of my best intentions, I end up saying to my children exactly the same things as my parents said to me. But why do we discourage our sons from crying and not our daughters? "My guess, and the generally accepted explanation, is that sons are discouraged from crying as a larger program of socialization into masculinity," says Randy Cornelius, professor of psychology at Vassar College in Poughkeepsie, New York and an expert on crying in the US.

"Such socialization involves teaching boys to 'tough it out', to refrain from ( A ) their feelings — except for anger — and, above all, not to appear to be vulnerable."

Crying is unique to human beings. There is no consensus about the purpose of crying, although there are a number of theories. As evolutionary psychologist Dylan Evans sees it: "Tears ( B ) an honest signal of distress. In order for signals to be honest, they must be hard to fake. It is very difficult for most people to cry on purpose."

In spite of having evolved to cry, however, we do our best to repress this instinct in the male of the species. Although male crying is more accepted in Latin and Mediterranean cultures, an excessive show of emotions by men is

almost universally frowned upon.

And as Professor Cornelius points out, there is a plus side to men crying less frequently than women: when men do cry <sup>(1)</sup> (those who can, that is), it carries more weight. “In a study, it was shown that men who cried were liked more than women who cried. The study concluded that men who cry may be seen as especially sympathetic because, given the cultural prohibition against men showing tender emotions, for a man to cry, people may think that something quite serious must have happened.”

But is it healthy for boys to learn to ( C ) their sorrow? Professor Jay Belsky, director of the Institute for the Study of Children, Families and Social Issues at Birkbeck University in London says that we promote a psychological disconnection between what a child is feeling and what is being expressed <sup>(2)</sup>. This may result in the child losing touch with their inner feelings. “I recall being about 11 or 12 years of age and coming out of a funeral home when my grandmother had died,” says Professor Belsky. “I found myself thinking about one of the nice times I had spent with her. Thinking about that led me to cry. I had a first cousin who was a good 10 years older than me and who came up to me and said, ‘Jay, don’t cry.’ Upon reflection, I have come to realize that that was some of the stupidest counsel I ever ( D ). If you can’t cry when a loved one dies, when can you cry?”

注) masculinity: the characteristics and qualities considered to be typical of men

vulnerable: easily hurt emotionally or physically

問 1 空欄A～Dに以下の動詞を必要なら形を変化させて入れなさい。ただし、動詞はそれぞれ一度ずつ用いること。

{ suppress, provide, receive, express }

問 2 設問を読み、最も適切な答えをそれぞれの選択肢の中から選び、記号で答えなさい。

(1) By the underlined part I like to think of myself as a liberal parent, the author probably means <sup>(a)</sup>

(ア) he does not agree with his strict parents on how to bring up children.

(イ) he believes boys should grow up to be masculine in order to be socialized better.

(ウ) he wants his son to have a liberal political attitude like his own.

(エ) he wants to treat his children equally regardless of their sex.

(2) The underlined part I might have reacted differently means <sup>(b)</sup>

(ア) I might have told her not to cry over a broken toy.

(イ) I might have punished her severely.

(ウ) I might not have discouraged her from crying.

(エ) I might have told her not to play with the dangerous toy.

(3) The word involves in paragraph 3 could be replaced by <sup>(c)</sup>

(ア) enjoys

(イ) opposes

(ウ) requires

(エ) permits

(4) According to this essay, which of the following statements is NOT true?

(ア) There are several opinions about why human beings need to cry at all.

(イ) It is more difficult for men to cry deliberately than for women.

(ウ) There are some cultures where men's crying is more tolerated than in others.

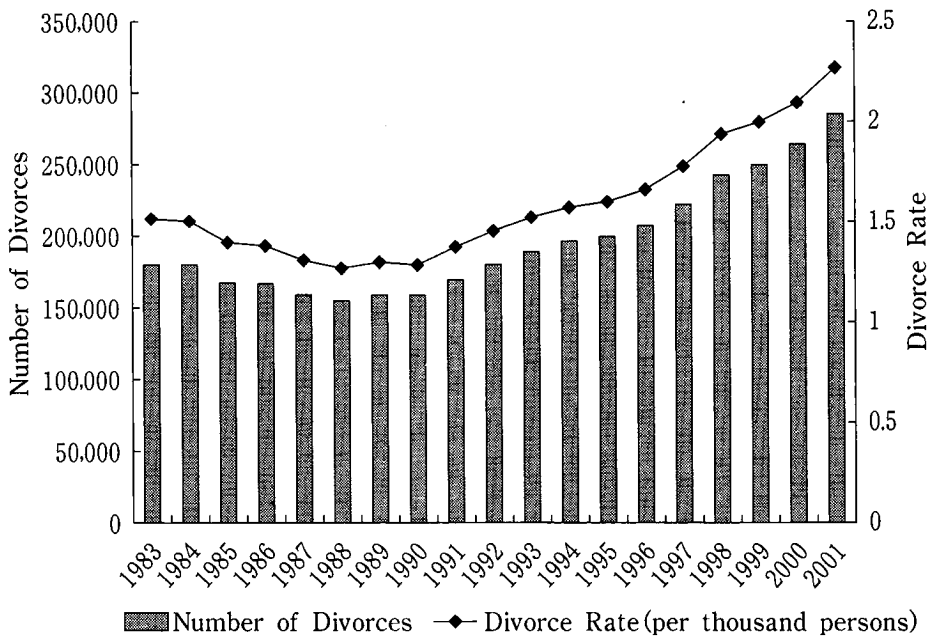
(エ) Most boys are not discouraged from showing their anger in front of others.

問 3 下線部(1) “a plus side” の内容を日本語で簡潔に説明しなさい。

問 4 下線部(2)を日本語に訳しなさい。

3

(A) Look at the graph and read the paragraph below it about divorce in Japan. Fill in the blank spaces (1) ~ (5) with the best word using one of the verbs (a) ~ (e) on the next page. Put the letter (a, b, c, d or e) on your answer sheet. Each word should be used only once.



Since 1990 the number of divorces in Japan has been increasing steadily. This is in contrast to the trend of the mid-1980's, when the number of divorces ( 1 ) from approximately 175,000 per year in 1983 to only around 150,000 per year in 1988. The total number of divorces per year has now ( 2 ) more than 250,000. This means that the number of divorces per year in Japan has increased by about 70% from 1990 to 2001. I think there are two main reasons for these changes. Firstly, the Japanese economy has been ( 3 ) poorly during the 1990's. Stress resulting from lower incomes may ( 4 ) to the breakdown of the family. Secondly, employees who have ( 5 ) their jobs are likely to have to work harder than ever before. Working long hours

away from the family may also contribute to the increasing divorce rate.

- (a) kept
- (b) reached
- (c) contribute
- (d) fell
- (e) performing

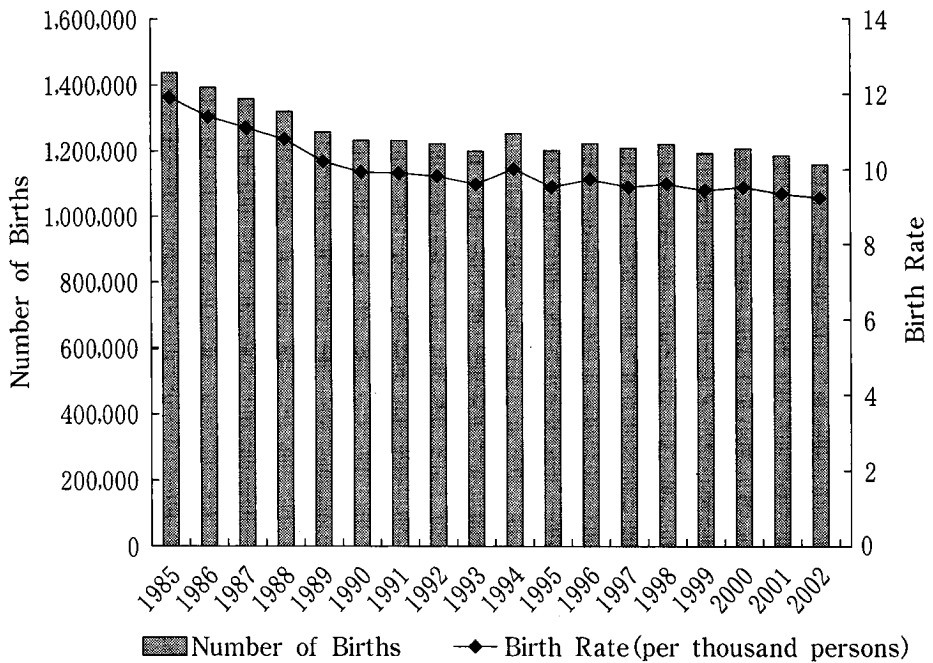
(B) The graph below shows changes in birth rate in Japan from 1985 to 2002. Write a two-paragraph essay in English about the graph.

(1) Paragraph 1 (About 50 words).

Describe the data shown in the graph.

(2) Paragraph 2 (About 60 words).

Suggest some reasons (at least two) which could explain the changes in birth rate shown by the graph.



**4** Listen to the recordings and answer the questions.

**Instructions:**

The listening part of the test is in four parts: A, B, C, and D. There will be a two-minute break between each part. You may make notes while the tape is playing. You may fill in your answer sheet either while the tape is playing or after it has finished or both.

- *Listen carefully to the following recordings.*
- *For each of the questions, choose ONE answer from (a) to (d), and write it in the correct place on your answer sheet.*
- *Each recording will be played TWICE.*

**Part A**

- (1) When did Tony wear a school uniform?
- (a) In high school.
  - (b) In elementary school.
  - (c) In junior high.
  - (d) He didn't wear uniforms at all.
- (2) Why does Kim think uniforms might be a good idea?
- (a) They save time getting dressed.
  - (b) They teach students good manners.
  - (c) The skirts are cute.
  - (d) They are not expensive.
- (3) Which topics did Tony and Kim NOT discuss?
- (a) The rules about school uniforms.
  - (b) The cost of school uniforms.
  - (c) The color of school uniforms.
  - (d) The opinions of Tony and Kim's parents on school uniforms.

## Part B

- (1) To which university would Annie most like to go?
  - (a) Harvard.
  - (b) Berkeley.
  - (c) Chicago.
  - (d) Austin.
  
- (2) Which problem is NOT mentioned?
  - (a) The high cost of living in England.
  - (b) The bad weather in England.
  - (c) The unpleasant food in England.
  - (d) The expensive tuition fees at English universities.
  
- (3) Why does Annie think she might not enjoy living in England?
  - (a) She wants to go to Florida.
  - (b) She does not want to study economics.
  - (c) She's worried about the weather.
  - (d) She thinks the education is not very good in England.
  
- (4) Who will pay for Annie's education?
  - (a) Annie.
  - (b) Her parents.
  - (c) John.
  - (d) She'll get a scholarship.

### Part C

- (1) What is a shuttle?
  - (a) A taxi.
  - (b) A train.
  - (c) A spaceship.
  - (d) A minibus.
  
- (2) Why is the shuttle the best choice in this case?
  - (a) It's easier than the train.
  - (b) It's faster than the train.
  - (c) It's the cheapest way.
  - (d) It's the most fun.
  
- (3) What is one possible disadvantage of the shuttle?
  - (a) It's the most expensive way.
  - (b) It's not as fast as the train or a taxi.
  - (c) It's very complicated.
  - (d) It doesn't go to Manhattan.

### Part D

- (1) Which country did NOT control New Orleans?
  - (a) France.
  - (b) Spain.
  - (c) The United States.
  - (d) The Netherlands.
  
- (2) What year was the Louisiana Purchase?
  - (a) 1776.
  - (b) 1492.
  - (c) 1717.
  - (d) 1803.

**July 22 Update**  
**Listening Section (24 points=12 questions x 2)**

**Timing**

Total speaking time: 260 seconds read twice = 520 seconds

Break between repetitions: 15 seconds x 4 = 60 seconds

Breaks between dialogues and monologues: 30 seconds x 2 = 60 seconds

Break between dialogue section and monologue section = 120 seconds

Break after last section = 30 seconds

Spoken instructions: 100-120 seconds

Total Listening section time = 910 seconds = 15 minutes

**SECTION A**

**Dialogue 1 (50 seconds)**

**repeated twice with 15 seconds in between and 30 seconds at end**

Tony: Hey, Kim, did you wear uniforms in school?

Kim: No, never. How about you, Tony?

Tony: Yes, we had to wear them in junior high. I really wish schools would stop requiring them! I just hated wearing navy every day.

Kim: Why? I always thought it would make life easier if I didn't have to waste so much time choosing my outfits in the morning!

Tony: Well, I really disliked it because the rules were too strict. Once I was punished because my blazer was missing a button.

Kim: I have heard that the uniforms can be very expensive. And I always think that the girls in skirts must be cold in the winter.

Tony: True. And it was quite uncomfortable to wear a tie and blazer in summertime as well.

**Dialogue 2 (80 seconds)**

**repeated twice with 15 seconds in between and 60 seconds at end**

John: So Annie, which schools have you decided to apply to?

Annie: Hi, John. I'm still thinking about my final choice, but there are four universities I really like.

John: Yeah, which ones?

Annie: Well, Berkeley would be my first choice but I don't think my grades will be good enough to get in. I'm also keen on going to Chicago or maybe Austin, Texas.

John: Chicago! That's a terrible place. I wouldn't go there if I were you. You said you were interested in 4 schools. Which is the other place you're thinking about?

Annie: Actually, I'd really like to go to England. It would be great to live in London for a few years and I heard there are some fine universities there. I'm especially interested in the London School of Economics.

John: Well, it has a good reputation, but living in England is really expensive you know.

Annie: I heard about that, but I think that the tuition fees for English universities are much lower than in America so maybe my parents could afford it.

John: London would certainly be a fun place to spend a few years and you'd be able to travel in Europe easily. Do you think you could put up with the food and weather in England though?

Annie: That's a good point. I grew up in Florida so English weather would be kind of a shock. Anyway, I haven't made a final decision yet. I might stay in America after all.

## **SECTION B**

### **Monologue 1 (60 seconds)**

**repeated twice with 15 seconds in between and 30 seconds at end**

You need to get from Newark International Airport to The Plaza Hotel in New York City? Well, you have several different options. The fastest way is to take a taxi, but it will cost about forty dollars. If you take the train you can get to Manhattan and change to a subway—that will cost under twenty dollars. But for a few dollars more you can take a shuttle. That's a minibus that drives people to their destinations all over Manhattan. Although it can take longer than the train, the shuttle might be the best choice for you if you're tired and you don't know the city well. You just tell the driver the address, take a seat on the bus, and wait until he or she drops you there.

### **Monologue 2 (75 seconds)**

**repeated twice with 15 seconds in between and 30 seconds at end**

The American city of New Orleans has a unique history. The first people to live in the area were Native Americans, whose descendants still live in and around the city today. Although Spain claimed the land in the sixteenth century, Spanish people never settled the area. The city belonged to France from 1717 until 1762, when it was given back to Spain. Some of the early residents included men who escaped from the Spanish ships by swimming to the shore. Because the Spanish Empire was a global enterprise, there were Filipinos, Europeans, South Americans, and Africans among these early New Orleanians. But despite difficult living conditions such as hurricanes, yellow fever, and extreme heat and humidity, the city grew in size and population over the years. In 1803, the United States bought the Louisiana Purchase, including the city of New Orleans, from France.