

英 語

(英語Ⅰ・英語Ⅱ・リーディング・ライティング・
オーラルコミュニケーションⅠ・オーラルコミュニ
ケーションⅡ)

試験時間 120分

文学部, 教育学部, 法学部, 医学部,
工学部(物質生命化学科を除く)

問 題	ページ
I ~ IV	1 ~ 8

注 意 事 項

1. 試験開始の合図があるまで, この冊子を開いてはいけません。
2. 各解答紙に志望学部及び受験番号を必ず記入しなさい。
なお, 解答紙には, 必要事項以外は記入してはいけません。
3. 試験開始後, この冊子又は解答紙に落丁・乱丁及び印刷の不鮮明な箇所などがあれば, 手を挙げて監督者に知らせなさい。
4. この冊子の白紙と余白部分は, 適宜下書きに使用してもかまいません。
5. 解答は, 必ず解答紙の指定された場所に記入しなさい。
6. 解答紙は, 持ち帰ってはいけません。
7. 試験終了後, この冊子は持ち帰りなさい。

I 次の英文を読んで設問に答えなさい。

The Space Food Systems Laboratory at Johnson Space Center (JSC) in Houston does all it can to ensure the astronauts are happy when it comes to their meals. Food choice is extremely important to astronauts, and the longer the travel, the more significant those choices become.⁽¹⁾ The meals are stored onboard Space Station so that crew members can eat food items in any order they wish. For instance, if crew members want to have chicken three nights in a row, they can do that.

“Being on Space Station, so much of what is going on is beyond their control,” said Vickie Kloeris, JSC manager of Space Food Systems. “And so food is just a comfort thing that they would like to feel they have some control over. It’s just a big psychological thing — I don’t know if we’ve flown anyone to Station that has not been concerned about their food.”⁽²⁾

The Space Food Systems Laboratory tries to vary the menus by allowing the crew to take bonus containers into space, in which they can keep special, off-the-menu food items. These⁽³⁾ usually include commercially available candy bars, cookies, or crackers. Yet even with these special goodies sent to Space Station ahead of time, astronauts inevitably return to Earth wishing that they could have had more food variety in space.

Choosing food items for Space Station crew members can also pose a challenge due to the fact that most crew members say that their tastes change while in orbit. While Kloeris notes that there is no real scientific data to support that theory, there is plenty of data based on personal experience.⁽⁴⁾ For instance, astronauts seem to like spicier foods and sweet and sour drinks such as lemonade in space, while on the ground those items are not as appreciated. Space Station science officer Peggy Whitson’s personal account of food echoes that thought. “When the space shuttle visited, I told the commander that I wasn’t opening the hatch unless they had curry,” she said.

The Space Food Systems Laboratory learns more from each crew about how to keep astronauts on long flights happy with their menus. And although food seems so basic to the ordinary person, it is much more important when you do not have ready access to a grocery store.⁽⁵⁾ “Taste is one of the first senses with which we explore the world,” Emmy Vest, Food Services director for JSC, said. “There are a lot of chemical reasons for food to be a comfort mechanism. However, when we’re hungry we’re all two years old.”

(問 1) 下線部(1)を“those”の指すものを明らかにして日本語に直しなさい。

(問 2) 下線部(2)はどうか、日本語で説明しなさい。

(問 3) 下線部(3)はどのようなものか, 日本語で説明しなさい。

(問 4) 下線部(4)はどのようなことを指しているか, 日本語で説明しなさい。

(問 5) 下線部(5)を “it” の指すものを明らかにして日本語に直しなさい。

Ⅱ 次の英文を読んで設問に答えなさい。

During the final stretch of his hour long trip to school, a student pulls a cellphone from his jeans and calls his mother at home to say he is out of the subway and moments from his school. “This is one thing I can cross off my list of things to worry about,” his mother said. “It’s a required part of our everyday life. We have a refrigerator, we have running water, we have cellphones.”

Cellphones are the urban parent’s lifeline connecting them to children riding on buses, emerging from subways, and walking through unknown neighborhoods. Though the phones have been prohibited in New York City schools for years, parents say that many schools without metal detectors have operated under a kind of “don’t ask, don’t tell” policy, ignoring cellphones as long as they do not ring in the middle of class. But as the city began random security scanning at high schools in its latest effort to seize weapons, the gap between school rules and parents’ expectations has widened. Some principals have recently sent home letters reminding parents that cellphones are not allowed, and at one school 129 cellphones, along with some knives, were found.

Anxious parents say that cellphones are not a decoration but the joints holding New York City’s families together in these times of demanding schedules, increasing extracurricular activities, and long walks to school. Some of these parents, also fearful of crimes, say that sending their children to school without cellphones is unimaginable. “I have her call me when she gets out of school, and she’s supposed to get on the bus right away,” Lindsay Walt said of her eleven-year-old daughter. “Then I have her call me when she gets off the bus, and I have her call me when she gets in the house.”

A school official defended the scanning and the prohibition of cellphones, telling reporters that students had used cellphones to take pictures in locker rooms, to cheat on exams, and to call friends. “We all understand the concerns that parents have, but I think they have to see it from our point of view,” he said.

Some students said cellphones were essential, so familiar they were like an extra limb. But they had different reasons from their parents. “I feel so empty,” said May Brown, after hearing of the policy and leaving her phone at home. With no cellphone, she said, there was also no way to listen to music on her way to school, making the trip to school “really, really boring.” David Jones carried his phone despite the new scanning program, saying it was “pretty much vital” to his social life, adding, “Electronics are a fashion statement.”

Lisa Miller, an English teacher, said the phones were a distraction. “If there is an emergency, the parents can call the school.” However, parents say that they are not satisfied

with that answer. One parent, whose daughter uses her cellphone to call for a ride if the friends she usually walks home with are out sick, says, "It's just not safe out there."

Complete the following sentences in English:

1. The underlined "It" refers to _____.
2. According to this "don't ask, don't tell" policy, teachers do not ask whether or not _____.
3. The city began using metal detectors in order to _____.
4. Parents want their children to carry cellphones because they are worried about _____.
5. The name of the person who chose not to obey the school's cellphone rule is _____.
6. New York City schools are cutting the parent's lifeline by _____.

Ⅲ 次の文の、日本語で書かれた部分(1)(2)(3)を英語に直しなさい。

College students are notorious for playing practical jokes. Several years ago, the statue of the founder of a certain university disappeared from its place of honor in the center of the campus. Naturally, the school authorities were quite upset and began a search for the missing statue. Finally, it was found standing in a rowboat which had been left floating in the middle of one of the campus lakes. The statue was holding a fishing pole, and during the night a fish had taken the bait and been caught. The school authorities were furious, but some people say that the statue seemed to be smiling. 創立者は生前釣りを楽しんでおり、このいたずらのおかげで彼はもう一度大好きな楽しみを満喫することができたのである。⁽¹⁾

College life, however, is not all fun. It has its serious side, as well. The ordinary college student spends from fifteen to twenty hours a week in class. In addition to regular classes, the student is expected to participate in the various extracurricular activities offered by the school. Such activities include the newspaper, debating, and drama. Many great journalists actually began their career on their college newspaper, and some people who are known today as famous actors made their debut in a college dramatic production. いくつかの点で、このような課外活動は、若者の精神を鍛錬するのに正規の授業とまったく同じように重要である。⁽²⁾

Naturally, a college must be first and foremost a place of learning. Students are supposed to give first place to their studies, but レクリエーションが学生の健康や幸福の維持に重要な役割を果たすこともまた知られている。⁽³⁾ The school gymnasium is one of the most useful recreational centers on the campus. There, students can relax from the strain of study by engaging in basketball, handball, and many other sports. After an hour's workout in the gym, they can return to their books refreshed and eager to study.

IV 次の会話を読んで設問に答えなさい。

A : Did you catch the game last night?

B : What game?

A : The World Cup, of course.

B : Actually, no. Who was playing?

A : Brazil and Ghana. Brazil won, 3-0.

B : Well, everyone says Brazil's the strongest in the world, so it doesn't surprise me. But isn't it interesting that a small country like Ghana can come into the world spotlight in an event like this? We recognize the flag now; we know where it is on the map.

A : That's true. The World Cup can put a country on the map, no matter how small or poor. And I like that. I like that aspect of it.

B : Actually, there are a lot of sports that do that. Look at sumo. I mean, it used to be that 99% of the wrestlers were Japanese, and now you have guys from all over the place.

A : I know. And they're not just your average wrestlers; they're at the top. Now you have people from Russia, Estonia, Bulgaria, and, of course, Mongolia.

B : Yeah. In Bulgaria they have direct TV coverage of the matches in Japan. And I heard that Koto-o-shu has become a national hero at home, practically a king.

A : And one result of this is that Japanese are much more interested in Bulgaria than they used to be: tourism is, like, way up, and people are suddenly buying all kinds of Bulgarian stuff — wine, cheese, yogurt, you name it.

B : And vice versa. I'm sure that a lot of Bulgarian sports fans are now much more aware of Japanese culture in general.

A : Right. In baseball, too. Who ever heard of a country as small and unknown as the Dominican Republic beating the United States of America in baseball?

B : Or take a country like Cuba. Basically closed to the world scene, and all of a sudden there's Cuba playing Japan in the finals of the World Baseball Classic.

A : With players nobody's ever heard of. And another thing is how Major League players go back to their home countries, bring their fame back home.

B : Right. Their heart still belongs to the people they grew up with, and that's great.

A : Yeah, but when people get too wrapped up in their own country's flag, I really think it's dangerous. You know, hooligans, and people like that, who attack people from other countries and who only care about winning.

B : I hear you. That kind of nationalism is really ugly. You know, it leads to violence and spoils all the really good feelings of international competition. That good spirit, the feeling of friendship, is what really counts in a world that's filled with conflict.

A : Wasn't there a movie about the Jamaican bobsled team? There's so much to be said for a team like that, facing incredible odds and just showing the world what they're made of. It's a real eye-opener.

(問 1) 次の a～dの中から, “put a country on the map” という表現にもっとも近いものを一つ選び, 記号で答えなさい。

- a. To make a weak country more powerful
- b. To make an unknown country better known
- c. To make a poor country richer
- d. To make a country's location on the map bigger

(問 2) 次の a～dの中から, “I hear you” という表現にもっとも近いものを一つ選び, 記号で答えなさい。

- a. You don't need to speak any louder.
- b. I know what you mean, and I basically agree.
- c. I understand what you are saying, but I don't agree.
- d. I am listening, but I would like you to speak louder.

(問 3) 次の a～dの中から, この会話の内容をもっとも適切に表しているものを一つ選び, 記号で答えなさい。

- a. The World Cup is one of the best sports events in the world.
- b. Even small countries may be great in sports.
- c. Returning to your own country is in the true spirit of sports.
- d. World sports can improve international awareness.

(問 4) 外国人力士が大相撲の世界の上位で活躍していることについて, それはどのような結果をもたらしているとAB両者は考えているか, 日本語で説明しなさい。

(問 5) “get too wrapped up in their own country's flag” とはどういうことか, 日本語で説明しなさい。

(問 6) Ghana, Bulgaria, Cuba などの国に共通している点として, AB両者はどのようなものを考えているか, 日本語で述べなさい。

SOURCES

- I Borsché, Catherine E. “Get a Taste of the Future,” (http://www.jsc.nasa.gov/roundup/online/2004/0504_complete.pdf).
- II Gootman, Elissa. “City Schools Cut Parents’ Lifeline,” *The New York Times*, April 27, 2006 (インターネット版).
- III W. L. クラーク. 『上級用アメリカ口語教本(新訂版)』, 研究社, 2002年, pp. 37 – 38.
- IV 書き下ろし.