

2022 年 度

問題冊子

教 科	科 目	ページ数
外 国 語	英 語	11

試験開始の合図があるまで、問題冊子を開かないこと。

解答の書き方

1. 解答は、すべて別紙解答用紙の所定欄に、はっきりと記入すること。
2. 解答を訂正する場合は、きれいに消してから記入すること。
3. 解答用紙には、解答と志望学部及び受験番号のほかは、いっさい記入しないこと。

注 意 事 項

1. 試験開始の合図の後、解答用紙に志望学部及び受験番号を必ず書くこと。
2. 試験終了時には、解答用紙の1ページ目を表にし、机上に置くこと。解答用紙は、解答の有無にかかわらず回収する。
3. 試験終了後、問題冊子は持ち帰ること。

[I] Read the following passage and answer the questions in English sentences.

In 1940, a year before the United States entered World War II, Irvin Scott volunteered for service in the U.S. Marines. He was 19 years old, six feet tall, and weighed 170 pounds. In 1945, when the war ended, he weighed 98 pounds, after spending almost the entire war as a prisoner of the Japanese. His survival was due partly to his own strength, both physical and mental, and partly to the kindness of two men — a Japanese guard and an American soldier.

After the war began, Scott was sent to the Bataan Peninsula in the Philippines. He was with a special radar unit that tried to detect incoming Japanese planes. Four months later, the Philippine islands were taken by the Japanese military, and Scott, along with thousands of other Americans, surrendered¹. Eventually, Scott was sent to Tayabas, a province on the island of Luzon in the Philippines. He and the other 300 American prisoners of war at Tayabas were ordered to finish building a road that the U.S. military had begun. Tayabas is located in the jungle, where heat, rain, and mosquitoes combine to make the conditions ideal for the spread of malaria, a disease carried by mosquitoes. Over 100 of the 300 Americans died in the first three months at Tayabas. The prisoners who came down with malaria would lie outside on rocks in the pouring rain, seeking relief from their fevers.

Scott, too, came down with malaria, but remained strong enough to work. One day, he sat down to rest at the side of the road he was helping to build. In an attempt to keep his spirits up, he began to hum² the melody “Un Bel Di” from the opera *Madame Butterfly*, his mother’s favorite. As he sat at the roadside and hummed, Scott heard footsteps behind him and then a voice — the voice of a Japanese guard who said, “I know that song.” The guard explained in English that when he was a teenager in Japan, he had worked for an American couple who had played “Un Bel Di” in their home. *Madame Butterfly* had been their favorite opera, too. Scott never turned around as the guard spoke; guards and prisoners were not allowed to communicate, and Scott knew that if he and the guard were seen talking,

both men's lives would be in danger. The guard finished speaking, and Scott heard the soft sound of something being dropped. When Scott turned around, the guard was gone. On the ground, there was a banana leaf wrapped around rice and a banana.

The Japanese guard was on duty every other day. Every time he was on duty, he managed to pass Scott, and, as he did, he dropped some food wrapped in a banana leaf. Apparently, the guard was sharing his lunch with his American prisoner. The guard never spoke to Scott, and Scott never spoke to him. Scott never even learned the guard's name.

Several weeks later, Scott, whose malaria had worsened, fell down on the road he was working on. A fellow prisoner of war, Bill White, whom Scott did not know, carried him back to the camp — an act of heroism, as Bill White, like Scott, was sick and weak. Every few hours, White would carry Scott down to a stream to bathe him in cool water to try to bring his fever down. He fed him a mixture of rice and water the prisoners made, as well as the food the Japanese guard continued to drop at Scott's side. White also gave Scott quinine pills for the malaria.

At first, Scott was too weak from his fever to realize what he was being fed, but when he was stronger, he asked White where he had gotten the quinine pills. White told Scott to wait until the afternoon, and to keep an eye on the guard.

Irvin Scott, who is now over 80 years old, remembers clearly what he saw that afternoon: "This Japanese guard came walking across the rocks. All the prisoners were lying out on the rocks, dying or barely able to move because of the malaria. As the guard passed by, he dropped something wrapped in a banana leaf. He kept walking and said nothing. Bill unwrapped the leaf, and in it was some rice and a little piece of paper. Inside the paper were two quinine pills."

With the help of Bill White and the food and quinine from the Japanese guard, Scott eventually regained some strength. He and Bill White were at Tayabas for the entire summer of 1942; then they were sent to a former American Army base near Manila that had been captured by the Japanese. They were there for about two

years, and during that time Scott and White became close friends.

In 1944, Irvin Scott and Bill White were sent to Japan aboard separate ships. White's ship was sunk by a submarine, but Scott's ship continued on to Japan. He worked in a coal mine there until the war ended in 1945 and then returned to the United States aboard a hospital ship.

From time to time, Scott thinks about Tayabas. He thinks about Bill White, who fed him the quinine pills that the guard dropped. White had malaria, too, and no one would have known if he had taken the medicine instead of giving it to Scott. Scott also thinks about the Japanese guard. The two quinine pills were half the guard's ration³ of four pills, so the guard was risking dying of malaria himself. That, however, was the smaller risk: If the guard's superiors had seen him dropping
① the food and medicine, he would have been shot.

Scott can only speculate why, of all the prisoners at Tayabas, the guard chose to save him. "Who knows why he did it," Scott says. "_____."
② He had to know something was wrong with what was happening. He had compassion⁴, and I was the one he decided to help. I can only think it was because he heard me humming the melody 'Un Bel Di'."

The license plate on Scott's car says *P.O.W.* — prisoner of war. The license plate is a reminder of all the hardships Scott endured. Yet Scott does not hate the Japanese. On the contrary, he says the Japanese are "good human beings." What is the explanation for Scott's lack of hatred? Does he recognize that in war there is suffering on both sides — and that Japanese suffered at the hands of the Americans, just as he suffered at the hands of the Japanese? Perhaps he does. But there is also a simpler explanation: Scott finds it impossible to hate the Japanese because of the kindness and courage of one Japanese guard. Scott's car — the one with the *P.O.W.* license plate — is a Honda Accord.

[出典：Heyer, Sandra. (2003). "Chosen." *Beyond True Stories: A High-Intermediate Reader*. Pearson Education. pp. 135-136. 一部改編]

Notes:

1. **surrendered**: allowed oneself to be taken by the enemy
2. **hum**: sing with one's lips closed
3. **ration**: an amount of something given to someone
4. **compassion**: a desire to help someone who is suffering

Questions

1. How did Irvin Scott change physically between 1940 and 1945?
2. How did the American prisoners with malaria try to bring down their fevers?
3. When and where did the Japanese guard first hear “Un Bel Di”?
4. Why didn’t Scott turn around to face the guard when the guard first spoke to him?
5. What happened to Scott every other day after the guard spoke to him?
6. Why was it an “act of heroism” for Bill White to carry Scott back to the camp?
7. What happened to White on his way to Japan?
8. What does “That” refer to?
①
9. Put these words in the correct order to make the sentence for ②.
[don’t day this I to know]
10. What is the evidence that Scott does not have bad feelings about Japanese people?

試験問題は次に続く。

〔Ⅱ〕 次の英文を読んで、後の問いに日本語で答えなさい（問い2を除く）。

Though their numbers are growing, only 27 percent of all high school students taking a national computer science exam in the United States are female. The ^① gender gap grows worse from there: Just 18 percent of American computer-science college degrees go to women. This is in the U.S., where many college men proudly describe themselves as “male feminists” and girls are taught they can be anything they want to be. Meanwhile, in Algeria, 41 percent of college graduates in the fields of science, technology, engineering, and math — or STEM, as it’s known — are female. There, employment discrimination against women is common, and women are often pressured to stay with their violent husbands. According to a report that I covered a few years ago, Jordan, Qatar, and the United Arab Emirates were the only three countries in which boys were significantly (_____) ^② likely to feel comfortable working on math problems than girls were. In all of the other nations surveyed, girls were more likely to say they feel “helpless while performing a math problem.” So what explains the tendency for nations that have traditionally *less* gender equality to have *more* women in science and technology than their gender-progressive counterparts do?

According to a new paper published by the psychologists Gijsbert Stoet and David Geary, it could have to do with the fact ^③ that women in countries with higher gender inequality are simply seeking the clearest possible path to financial freedom. And typically, that path leads through STEM professions. The issue doesn’t appear to be girls’ aptitude¹ for STEM professions. In looking at test scores across 67 countries and regions, Stoet and Geary found that girls performed about as well or better than boys did on science in most countries, and in almost all countries, girls would have been capable of college-level science and math classes if they had taken them.

But when it comes to their *relative* strengths, in almost all the countries — all except Romania and Lebanon — boys’ highest-scoring subject was science, and

girls' was reading. (That is, even if an average girl was as good as an average boy at science, she was still likely to be even better at reading.) Across all countries, 24 percent of girls had science as their highest-scoring subject, 25 percent of girls' strength was math, and 51 percent excelled in reading. For boys, the percentages were 38 for science, 42 for math, and 20 for reading. And the more gender-equal the country, as measured by the World Economic Forum's Global Gender Gap Index, the larger this difference between boys and girls in showing science to be their best subject. (The most gender-equal countries are the typical snowy utopias you hear about, such as Sweden, Finland, and Iceland. Turkey and the United Arab Emirates rank among the least equal, according to the Global Gender Gap Index.)

The gap in reading ^④ "is related at least in part to girls' advantages in basic language abilities and a generally greater interest in reading; they read more and thus practice more," Geary told me. What's more, the countries with the most female college graduates in fields such as science, engineering, or math were also some of the least gender-equal countries. Stoet and Geary suggest that this is because the countries that empower² women also empower them, indirectly, to pick whatever career they'd enjoy most and be best at.

"Countries with the highest gender equality tend to be welfare states," they write, "with a high level of social security." Meanwhile, less gender-equal countries tend to also have less social support for people who, for example, find themselves unemployed. Thus, the authors suggest, girls in those countries might be more likely to choose STEM professions because they offer a more certain financial future than, say, painting or writing.

When the study authors looked at the "overall life satisfaction" rating of each country — a measure of economic opportunity and hardship — they found that gender-equal countries had more life satisfaction. The life-satisfaction ranking explained 35 percent of the variation between gender equality and women's participation in STEM.

One of the main findings of this research ^⑤ is neither especially feminist nor

especially sad: It's not that gender equality discourages girls from pursuing science. It's that it allows them not to if they're not interested.

⑥ The findings will likely seem controversial, because the idea that men and women have different natural abilities is used by some to argue that we should forget trying to recruit more women to the STEM fields. But, as Janet Shibley Hyde, a gender-studies professor who wasn't involved with the study, put it to me, that's not quite what's happening here. "Some would say that the gender STEM gap occurs not because girls can't do science, but because they have other alternatives, based on their strengths in language skills," she said. "In wealthy nations, they believe that they have the freedom to pursue those alternatives and not worry so much that they pay less."

Instead, this line of research might hold useful takeaways³ for people who do want to see more Western women entering STEM fields. In this study, the percentage of high school girls who excelled in science or math was still larger than the number of women who were graduating with STEM degrees. That means there's something in even the most liberal societies that's pushing women away from math and science, even when those are their best subjects. People who hope to see more women in STEM could, for starters, focus their efforts on those who ⑦ could become STEM stars.

Then again, it could just be that, feeling financially secure and on an equal level with men, some women will always choose to follow their passions, rather than whatever labor economists recommend. And those passions don't always lie within science.

[出典：Khazan, Olga. "The More Gender Equality, the Fewer Women in STEM."

The Atlantic. February 18, 2018. Retrieved on August 6, 2021 from <https://www.theatlantic.com/science/archive/2018/02/the-more-gender-equality-the-fewer-women-in-stem/553592/> 一部改編]

Notes:

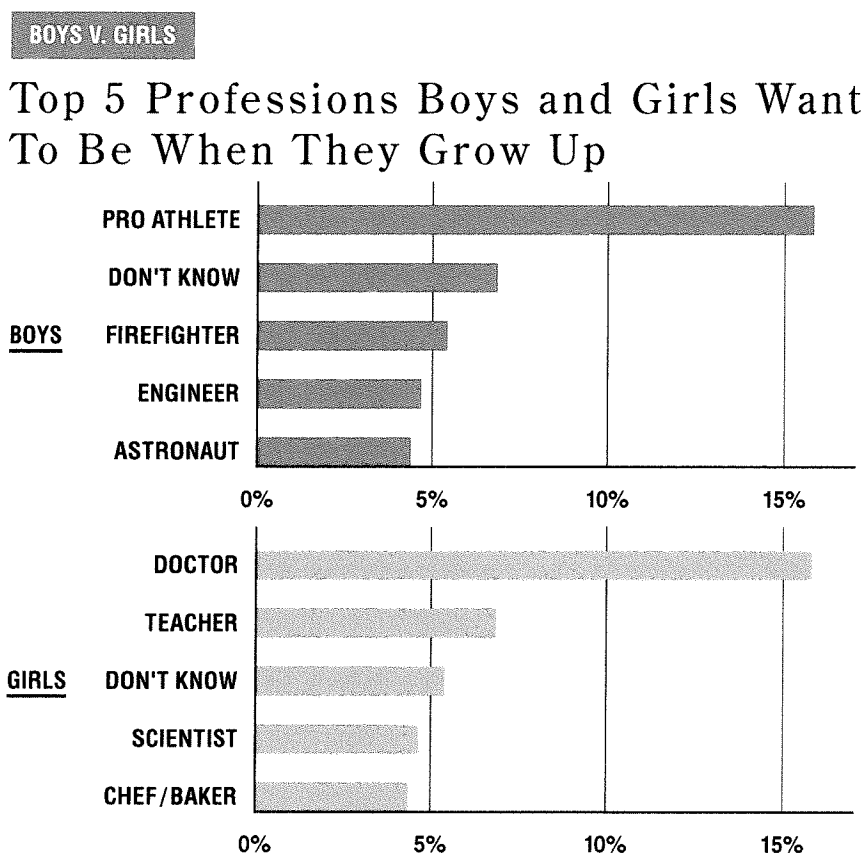
1. **aptitude**: natural ability or skill
2. **empower**: give power to someone
3. **takeaways**: key facts or points

[問い]

1. 下線部①の内容を説明しなさい。
2. 下線部②の()に適切な英単語を1語入れなさい。
3. 下線部③の内容を説明しなさい。
4. 三科目中理科が最高点だった高校生の男女差はどれくらいでしたか。
5. 下線部④の理由を2つあげなさい。
6. 男女平等が進んでいる国の共通点として挙げられているものを説明しなさい。
7. 「人生満足度ランキング」は何を基準に作られているか説明しなさい。
8. 下線部⑤は何かを説明しなさい。
9. 下線部⑥の理由を説明しなさい。
10. 下線部⑦とは誰のことか説明しなさい。

[III] What does the graph below show about the types of professions that girls and boys find attractive? When you were a child, what did you want to become, and why?

Your answer should be in English and about 12 lines in length (about 120 words).



Fatherly

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