

平成 21 年度学力検査問題

外国語 (英語)

	ページ	解答用紙枚数
英語 II・リーディング	1 ~ 10	1 枚

解答時間 1 時間 20 分

注 意 事 項

1. 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
2. 本冊子のページ数は上記のとおりである。落丁、乱丁、印刷不鮮明の箇所などがある場合は、申し出ること。
3. 解答はすべて別紙解答用紙のそれぞれの解答欄に記入すること。
4. 解答用紙の指定された欄(2箇所)に、忘れずに本学の受験番号を記入すること。
5. 試験場内で配布された問題冊子は、試験終了後持ち帰ること。

I 次の英文を読んで、下記の設問に答えなさい。（*印の付いた語句には注があります）

Vast canyons and *craggy mountains make the ocean floor as mysterious as the surface of a far-off planet. It may be centuries before the bottom of the world's seas is fully explored.^(A) Yet using information from a space satellite, a scientist has created a startling map of the undersea landscape. This map is almost as detailed as if the water had been *drained out of the seas and a man had walked over the land, making a map as he went.

That man is William Haxby of the Lamont Geological Observatory in Palisades, New York. Haxby fed readings from the satellite **Seasat* into a computer. Using computer graphics, he produced a three-dimensional map in vivid colors. This map provided a view of the ocean floor never before seen by people.^(B) Cracks in the sea bottom, underwater volcanoes, and other features of the ocean floor *popped up on Haxby's map. These features provided new evidence about some of the most important earth science theories.

One of these theories, continental drift, suggests that all continents were once part of a single, large landmass. This landmass gradually broke up into the fragments now called continents. And the continents drifted to their present positions. Another theory, called *plate tectonics, states that the earth's *crust is made up of a number of very large plates. (cause / deep within / heat and motion / move / the earth / the plates / to).^(C) The movement of plates triggers earthquakes, thrusts up mountain ranges, and cuts deep ridges. Haxby's map shows many signs of plate movement along the sea floor. One deep crack under the Indian Ocean may have been made when India drifted away from Antarctica and headed for Asia millions of years ago.

Haxby started his mapping project, which took 18 months, in 1981. His work was based on *Seasat's* measurements of height differences on the sea's surface. Even if there were no waves or wind, Haxby points out that the surface of the ocean would not be perfectly flat. ^(D) The height of the sea's surface varies by dozens of meters from one place to another. The reason for the variations in the sea's surface is the gravitational pull of structures on the bottom. Structures with large mass, such as undersea mountains, pull on the water with more force than those with less mass, such as canyons. The stronger the pull, the more water is attracted to a place above the structure. "As a result," says Haxby, "water piles up and there is a *bump in the sea over a big object." So the sea surface imitates the sea bottom.

When he first began computer analysis of the satellite information, he did not intend to map the entire ocean bottom. All he wanted to do was chart some small areas by matching sea surface heights with the gravitational forces that created them. His first maps were so detailed that Haxby decided to go further.

Sitting at his computer, often working late into the night, Haxby gradually expanded his map to include all of the ocean floor. He assigned different colors — ranging from blue to pink — to various sea levels. More than 250 different color intensities helped him create his three-dimensional map. Ridges, mountains, trenches, and canyons stand out by color. The detail and colors reveal structures that are not on other large maps of the sea bottom. In fact, the images produced by Haxby's computer look so real that people ^(E) looking at the images feel as if they are standing on the bottom of the sea. And around the globe, scientists now use Haxby's maps to help solve riddles about the earth.

注 craggy 岩の多い

drain 排水する

Seasat シーサット(米国の海洋観測衛星)

pop up 浮かび上がる

plate tectonics プレートテクトニクス(地球の表層部を構成している岩板の移動によって地殻変動が起こるとする説)

crust 地殻

bump 隆起, こぶ

1. 下線部(A)を日本語に訳しなさい。
2. 下線部(B)を日本語に訳しなさい。
3. 下線部(C)が「地球の深いところの熱と運動がプレートを移動させる」という意味になるように、()内の語句を並べ替えなさい(文頭は大文字にすること)。
4. 下線部(D)のようになる仕組みを本文に基づいて日本語で説明しなさい。
5. 下線部(E)のように見える理由を本文に基づいて日本語で説明しなさい。

Ⅱ は次頁につづく

Ⅱ 次の英文を読んで、下記の設問に答えなさい。（*印の付いた語句には注があります）

As the Boeing 747 sped down the runway, Erika sat inside with seat belt secure, her chin propped against *a clenched fist, staring out the window until the final sights of her beloved Singapore disappeared from view.

How can it hurt so much to leave a country that isn't even mine?
(A) Erika closed her eyes and settled back in the seat, too *numb to cry the tears that begged to be shed. *Will I ever come back?*

For nearly half of her twenty-three years, she had thought of Singapore as home. Now she knew it wasn't — and (America / eight / felt / hadn't / home / like / old / she / since / was / years).
(B)

Isn't there anywhere in the world I belong? she wondered.

Countless people of virtually every nationality and from a great variety of backgrounds identify with Erika's feeling of not belonging anywhere in the world. Like her, they may be Americans who grew up in Singapore. But they may also be Japanese children growing up in Australia, British kids raised in China, Turkish youth reared in Germany, African children living in Canada, or the child of a Norwegian father and a Thai mother growing up in Argentina. All of them have one thing in common: like Erika, they are spending, or have spent, at least part of their childhood in countries and cultures other than their own. They are third culture kids or, by now, adult third culture kids.

Children are third culture kids for many reasons. Some have parents with careers in international business, the diplomatic *corps, the military, or religious missions. Others have parents who studied abroad. Still other families live for a period of time outside their home culture because of civil unrest and war.

Third culture kids are raised in a neither/nor world.^(D) It is neither fully the world of their parents' culture (or cultures) nor fully the world of the other culture (cultures) in which they are raised. This neither/nor world is not merely an *amalgamation of the various cultures they have known. For reasons we will explore, in the process of living first in one dominant culture and then moving to another one, third culture kids develop their own life patterns different from those who are basically born and bred in one place. Most third culture kids learn to live comfortably in this world, whether they stop to define it or not.

Third culture kids are not a new phenomenon. They've been around since the beginning of time, but, until now, they have been largely invisible. This has been changing, however, for at least three reasons.

First, their number has increased.^(E) In the last half of the twentieth century, the number of people involved in international careers of all types has grown dramatically. Not only do more people have international careers, but now it's easier than ever before for these people to take their children when they move to a new country. Traveling between home and a host country rarely takes more than one day compared to the three weeks to three months it used to take on an ocean liner. Second, their public voice has grown louder. As these growing numbers of third culture kids become adults, they are becoming more vocal. Through writing or speaking out, their voices are beginning to be heard. Third, their significance has increased. The third culture kid experience is a *microcosm of what is fast becoming normal throughout the world. Few communities anywhere will remain culturally *homogeneous in this age of easy international travel and instant global communication. Growing up among cultural differences is already, or soon will be, the rule rather than the exception — even for those who never physically leave their home country.

注 a clenched fist 握りしめた拳

numb 無感覚な

corps 集団, 組織

amalgamation 融合体

microcosm 小宇宙

homogeneous 同質の

1. 下線部(A)を日本語に訳しなさい。
2. 下線部(B)の部分が「8歳の時以来アメリカが故郷とは感じられなかった」という意味になるように、()内の語句を並べ替えなさい。
3. 下線部(C)の“one thing in common”とは何か、本文に基づいて日本語で説明しなさい。
4. 下線部(D)の内容を本文に基づいて日本語で説明しなさい。
5. 下線部(E)の“three reasons”とは何か、本文に基づいて日本語で簡潔に述べなさい。

Ⅳ は次頁につづく

Ⅲ 次の英文を読んで、下記の設問に答えなさい。(＊印の付いた語句には注があります)

Violence-prevention experts agree that parents should begin educating their children starting around age 5 on the difference between “tattling” and ^(A)“telling.” Tattling is telling on someone in order to get him in trouble. Telling is reporting about someone to get him help.

Of course, it’s easier to state the distinction than to get kids to understand ^(B)or trust it. Young children, especially, often fear that if they tell on another kid, both will get in trouble. To get around that, parents need to keep their cool to show children that they can be safely *confided in. Once a young child ^(C)brings information home, a parent must handle it with other grown-ups — taking it out of the child’s hands. The act of telling is hard enough; parents shouldn’t further burden kids by asking them to fix things too.

Parents should continue the conversation about telling through elementary school, when children are most eager to talk and listen to their parents. Good conversation starters are open-ended questions like “(それが起きるのを見たとき、^(D)あなたは何を思いましたか?)” Role playing can help: “If a friend told you he was going to do something *scary, what would you do?”

A study just released by the Kaiser Family Foundation shows a disturbing chasm between parents and kids (^(E)about / be / can / effective / family / how / talks). Even though 66% of American parents of eight-to-11-year-olds said they had talked to their kids about guns in school, only half of their children remembered having such a conversation. Parents should bring up topics frequently but naturally, so kids learn that difficult subjects can be freely and easily discussed at home.

注 confide in ～に(秘密を)打ち明ける
scary 恐ろしい

1. 下線部(A)の“tattling”と“telling”の違いを日本語で簡潔に述べなさい。
2. 下線部(B)を日本語に訳しなさい。
3. 下線部(C)を日本語に訳しなさい。
4. 下線部(D)の日本語を英語に直しなさい。
5. 下線部(E)が「家庭での会話がどれほど効果的になり得るかについて」という意味になるように、()内の単語を並べ替えなさい。