

平成 22 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 ～ 7	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。）

The ‘Three Rs’, reading, writing and *arithmetic, were once considered vital skills for pupils to master. But now experts want to add a fourth ‘R’ to the list — raising children. They warn that many youngsters are growing up ignorant of the practicalities of childcare because fewer of them have any direct experience of it. (A)

Previous generations would have been expected to help look after younger siblings or cousins. But the radical changes in society over the past few (B) decades mean this is now far less common.

Professor Kathleen Marshall, Scotland’s Commissioner for Children and Young People, is now calling for schoolchildren to be given parenting classes to prepare them for the future. They would focus on basic childcare — such as teaching youngsters how to handle babies without injuring them — and other parenting tips.

Professor Marshall believes (babysit / be / children / enough / for / most effective / old / the classes / to / would). (C) She said: ‘We need to remember that children have always learned parenting skills from early years through play, through looking after younger siblings and by observing their parents. But in today’s world this does not happen so readily, so responsible parenting should be built into wider personal and social education from an early age.

‘We cannot afford to wait until children are adults or are parents themselves. Learning different aspects of parenting would be appropriate for different age groups. The dangers of shaking babies, for example, should certainly be learned by any child who is old enough to look after a baby even for short periods.’

Other experts say such moves could help *curb *soaring teenage

*pregnancies by underlining how difficult looking after a baby can be. Anne Houston, chief executive of the Children 1st charity, agrees that parenting classes should be introduced for schoolchildren—and claims learning to (ア) could be considered more important than learning to (イ).

She said: ‘Fifty years ago, children and young people would have learned *hands-on parenting skills from looking after younger brothers and sisters. Now, however, with smaller families and less contact with the *extended family, the first time many people have contact with a baby is when they hold their own. We want all young people to be able to learn about relationships and to be equipped with the confidence and knowledge to make good life choices.’

(Daily Mail, Tuesday, July 22, 2008)

(注)

arithmetic 計算, 算数

curb 抑制する

soaring 急増する

pregnancy 妊娠

hands-on 実践的な

extended family 親戚

1. 下線部(A)を, them と it の指す内容を明らかにして日本語に訳しなさい。
2. 下線部(B)と同じ意味の語句を本文中から抜き出して英語 3 語で答えなさい。
3. 下線部(C)が「そのような授業は小さな子供の世話ができる年齢の子供にとってきわめて効果的であろう」という意味になるように()内の語句を並べ替えなさい。
4. 文中の空欄(ア), (イ)のそれぞれに入るべき語句を①～④から選んで番号で答えなさい。

① be a good parent

② count

③ math

④ parenting skills

5. 下線部(D)を日本語に訳しなさい。

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

Dolphins and *porpoises, both marine mammals, have fascinated people for thousands of years. Amazing stories have been told about how these sea mammals have encountered human beings. In Greek mythology they were considered to be the guardians of the oceans, the caretakers. Sailors have *recounted stories about how they were saved by porpoises and how dolphins have actually played with children. Why do these wild animals approach people? Why do they seem so friendly to people? Because of their unusual behavior, dolphins and porpoises have been seriously studied in recent years; two different ways of thinking have resulted: that dolphins have greater (A) intelligence than human beings and that they are simply interesting, fun-loving animals, not exceptional ones.

John C. Lilly, M.D., is the leader of the group of people who think the dolphin has a brain capacity larger than human beings. “I invite you to consider some new beliefs,” he wrote recently, “that these animals with huge brains are more intelligent than any man or woman.” The fact that dolphins and porpoises have huge brains is not surprising; sea mammals have remarkably large brains in general. The whale, for example, has a brain six times human size, and (B) (about / a brain / a human brain / as / has / the dolphin / the same size). However, the size of the brain alone is not as significant as other factors. Dr. Harry Jerison, a *neurobiologist at the University of California, has developed a measure of what he calls “structural encephalization,” a measurement comparing the volume of the brain to the surface area of the body. He thinks this measurement indicates how much of (C) the brain’s capacity goes beyond the amount that is needed to handle ordinary functions: that is what is left for thinking. Using this method, Jerison places whales and dolphins near human beings in mental ability.

In contrast, many people think the intelligence of the dolphin has been greatly *overestimated. One navy biologist questions all methods of determining intelligence. If people cannot accurately measure their own intelligence, how can they measure the intelligence of dolphins? Furthermore, comparing the brain of an animal to that of a human being is a complicated matter. The actual structures of the brains are different. Brain *anatomy is as complex as determining intelligence. Other scientists think that the ^(D) incredible ability of the porpoise to find and examine objects by using *sonar probably puts much of this large brain to use.

In Lilly's opinion, however, dolphins have used their large brains to develop their own language, culture, oral history, philosophy, and system of ethics. Although Lilly's belief seems to be exaggerated, dolphins have indeed indicated some possible language ability as shown by experiments. One experiment separated two dolphins visually, but they were still able to hear each other. In ^(E) spite of not being able to see each other, one of the animals was able to communicate by sound with the other one. One dolphin "told" the other dolphin to push one particular paddle. When the other dolphin pushed this smooth piece of wood, then the first dolphin was rewarded with food.

(Jean Zukowski-Faust, et al. eds., *Between the Lines*)

(注)

porpoise	ネズミイルカ	recount	詳しく話す
neurobiologist	神経生物学者	overestimate	過大評価する
anatomy	分析	sonar	ソナー(水中音波探知機)

1. 下線部(A)が示す内容2つを日本語で簡潔に述べなさい。
2. 下線部(B)が「イルカは人間の脳とほぼ同じ大きさの脳を持っている」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)はどのようにして行われる測定方法か日本語で述べなさい。
4. 下線部(D)を日本語に訳しなさい。
5. 下線部(E)を日本語に訳しなさい。

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

Growl! Groan!

The noises startled me from a sound sleep. In a single motion I sat straight up in my sleeping bag. “A bear,” I thought. “Outside the tent!”

The sign at the entrance to the campground had read:

CAUTION. YOU ARE IN BEAR COUNTRY. Know the rules and follow them.

Just ahead we had seen the trash area with containers that looked like giant steel mailboxes. The *ranger told us that bears used to *rummage in the trash for food until the park installed these *bear-proof containers. Since then, bears rarely came to this area.

But I heard one now. What should I do? The first thing was not to panic. I *must* stay calm.

OK, it was too late for that. What next?

My mind raced. I ^①glanced around the tent, and in the dim light saw my ^(A)mom, dad, and little sister still sleeping. Should I wake them and take a chance that the *commotion would draw the bear’s attention? I decided to let them sleep. If I woke them and we ran, the bear would surely run after us. Bears can run thirty miles an hour for short distances. I didn’t think I could.

I sat in the dark, not moving a muscle. My ears listened so hard they ached.

It *should* have been safe here. We had followed all the rules. The pamphlet we got from the ranger had said: “In bear country, be careful of food and odors. They attract bears.” Campers aren’t supposed to leave any food out. We had wrapped our food boxes in plastic and locked them in our car.

^(B)After dinner we had gone for a walk and taken all our trash to the bear-proof containers so the smell wouldn’t draw bears to our campsite.

Growl ! Snort!

A new wave of fear raced down my spine. What was the bear doing? I couldn't hear it moving about, only *grunting and growling. Maybe it had found something to eat.

We had been careful with cooking odors, too. Bears like fish, and for dinner we had cooked the rainbow trout that we had caught at the lake. But then we had put on clean clothes for bed, and Mom had put the fishy smelling clothes in a bag in the car, too, just the way the pamphlet told us to. That ^② kept the food odors away from the tent and sleeping bags. There was no reason for a bear to be *prowling around our campsite. But this one didn't seem to know that.

Growl! Snort, moan!

The bear didn't seem to be coming closer, but it was still out there. (as / ^(C) eaten / felt / I / I'd / if / my mouth / my pillow / so dry / was). I was cold and shaking with fright. Why couldn't someone else have been the one to wake up? The welfare of your entire family is an awesome responsibility. What if I had made the wrong choice and something terrible happened?

I couldn't stand the strain any longer. I had to wake my parents. They would know what to do. I leaned close to Dad to wake him, but at that instant I heard a man's voice. It seemed to be coming from the next tent.

"Joe. Hey, Joe," it said in a loud whisper. "Wake up. You're snoring."

"Gro — hum? Oh, sorry," a sleepy voice answered. After that, ^③ the forest was filled with total silence.

I flopped back to my sleeping bag, as limp as a noodle.

One thing is for sure: When terrorized by a snoring camper, it *is* best to let your family sleep.

(HighlightsKids.com)

(注)

ranger 森林警備隊員

rummage くまなく探す

bear-proof 熊よけの

commotion 騒ぎ

grunt 低いうなり声を上げる

prowl うろつく

1. 下線部①～③の that の示す内容を、それぞれ日本語で簡潔に述べなさい。
2. 下線部(A)を日本語に訳しなさい。
3. 下線部(B)を日本語に訳しなさい。
4. 下線部(C)が「私の口はとても渴いていたので、私はあたかも枕を食べてしまったかのように感じた」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。)