

平成17年度 大阪市立大学第2次試験

英語問題

注意事項

- 1 問題冊子は、監督者が「解答始め」の指示をするまで開かないこと。
- 2 問題冊子は全部で7ページである。解答用紙は1枚である。脱落のあった場合には申し出ること。
- 3 解答用紙の所定欄に、氏名、受験学部、受験番号（左右2か所）を忘れずに記入すること。
- 4 解答は、すべて解答用紙の所定欄に記入すること。
- 5 解答以外のことを書いたときは無効とすることがある。
- 6 入学願書の「受験外国語」欄で英語を選択した者のみ解答すること。
- 7 机上に各自の「受験票」と「大学入試センター試験受験票」を出しておくこと。
- 8 問題冊子は持ち帰ること。

第1問 以下の英文を読んで設問に答えよ。

When asked how long it will (ア) for the world's population to double, many people may say 20 years or less. Yet forecasts by the United Nations and others show that world population, currently at a little over six billion, is unlikely to double forever. ⁽¹⁾

Indeed, some *demographers predict that world population will peak at nine billion by 2070 and then start shrinking. Meanwhile, the average age (a) the world's citizens will advance dramatically. This aging will happen fastest not in the developed world but in the developing countries.

These predictions come (b) considerable certainty. The primary reason is a fall in *fertility rates over the last generation that is spreading to every corner of the globe.

Global fertility is half what it was in 1972, that is, the average woman in the world (イ) half as many children as did her *counterpart in 1972. The decline began in industrialized nations, none of which still produces enough children to sustain its population over time. Japan's population, for example, is expected to peak as early as 2005, and then to fall by as much as one-third over the next 50 years.

Yet now the developing world is growing older, too, and at a far faster pace. Mexico is aging five times faster than the U.S., due primarily (c) a dramatic fall in fertility.

To those who were (ウ) on "population bomb" fears, all this is certainly reason to cheer. A slowdown in fertility rates also brings economic benefits, which partly explains the current economic success of India and China. As the relative number of children declines, so does the burden of their dependency, thereby freeing resources for adults to use for themselves. ⁽²⁾

Yet while declining fertility rates can initially bring a "demographic *dividend," the eventual loss of human capital means that dividend has to be (エ) back. At first there are fewer children to look (d), which leaves more resources for adults to enjoy. But soon enough, if fertility (オ) below *replacement levels, there are fewer productive workers and more and more dependent elders.

Countries like France and Japan at least got a chance to grow rich before they grew old.

The effects ⁽³⁾ on world economic growth are grave. Japan developed its export-driven economy at a time when the number of consumers in Western Europe and the U.S. was still growing soundly. By contrast, when today's developing nations search (e) long-term export markets, they find most rich countries facing absolute population decline and a heavy burden from

the cost of their health and pension programs. We may all be entering a diminished old age.

*demographer	人口統計学者
*fertility	出生(率)
*counterpart	対応する人
*dividend	配当金
*replacement level	現人口を維持するだけの出生率

問1 下線部(1)、(2)を日本語に訳せ。

問2 空欄(a)、(b)、(c)、(d)、(e)に適切な前置詞を1語入れよ。

問3 空欄(ア)、(イ)、(ウ)、(エ)、(オ)に入るべきもっとも適切な動詞を次の中から選べ。必要な場合には形を変えよ。

bear	buy	contain	meet	pay	raise	remain
rise	take	win				

問4 下線部(3)には、以下の単語をすべて一度ずつ用いた文が入る。その文で、4番目と8番目に来る単語は何か。(文頭に来る単語も小文字にしてある。)

are	before	countries	developing	get	growing	most	old
rich	they						

問5 次の単語の中には、アクセントのある音節の数字が他と異なっているものが1つある。その単語の番号を答えよ。

(1) con-sid-er-a-ble	(2) de-vel-op-ing	(3) dra-mat-i-cal-ly
1 2 3 4 5	1 2 3 4	1 2 3 4 5
(4) av-er-age	(5) i-ni-tial-ly	
1 2 3	1 2 3 4	

問6 以下の文のうち、本文の内容に合致するものを2つ選び、番号で答えよ。

- (1) ある予測では、世界の人口は2070年までに現在の約1.5倍になるが、その後減少する。
- (2) 世界的な出生率の低下は発展途上国から始まり、先進国へ波及した。
- (3) 日本の人口は21世紀後半には現在の3分の1になると予想される。
- (4) 発展途上国は、先進国よりも高齢化現象の進行が緩やかである。
- (5) 出生率の低下は、永続的な経済成長をもたらす。
- (6) 日本の経済的成功は、先進国の人口増加に依存していた。
- (7) インドや中国は、高出生率のせいで経済が低迷している。

第2問 以下の英文は、1912年に起こった豪華船タイタニック号の沈没事故と、それを題材とした映画に関するものである。この英文を読んで設問に答えよ。

Of the many differences between the movie *Titanic* and history, one in particular is impressive. In the movie, as the ship is sinking, the first-class ⁽⁷⁾ [pæsəndʒərz] struggle to ⁽⁴⁾ [klaɪm] into the small number of lifeboats. Only the determination of the brave seamen, who use guns to keep back the selfish millionaires, gets the women and children into the boats.

In fact, according to survivors' accounts, the "women and children first" convention was ^(a) observed among the upper, that is, first and second, classes.

The statistics make this plain. In first class, every child was saved, as were all but five (of 144) women, three of whom chose to die with their husbands. By contrast, 70 percent of the men in first class died. In second class, which was also inhabited by rich professional types, 80 percent of the women were saved but 90 percent of the men ⁽⁷⁾ [draʊnd].

The men on the first-class list of the Titanic ⁽⁷⁾ [vɔ:rtʃuəli] made up the **Forbes 400* of the time. ⁽¹⁾ John Jacob Astor, who was supposed to be the richest man in America at the time, is said to have fought his way to a boat, put his wife in it, and then, refusing to take a seat, stepped back and waved her good-bye. In other words, some of the most powerful men in the world stuck firmly to ⁽²⁾ an unwritten code of honor—even though it meant certain death.

The movie-makers ^(b) altered the story for good reason: No one would believe it today. We have freed our upper classes of any sense of responsibility, and they have happily returned us the favor. In modern thinking, they are just like any of us, regular ^(c) folk. We behave as if society is so democratic and so dynamic that it doesn't actually have a governing elite. (A) it does.

The rich and the powerful will always be with us. We can only ask that they recognize that with their privileges come responsibilities. Social conventions, professional associations, moral ^(d) obligations, the gentleman's

code—all were attempts to civilize the strong. In the past, American society expected these men and women to behave themselves and in some way participate in the public life of the land.

Near East Potomac Park in Washington, D.C., stands a monument with a piece of writing on its base: “To the brave men of the Titanic, who gave their lives that women and children might be saved.” It was erected by contributions from 25,000 women across the United States.

When leaders of society lived up to their ideals, they were honored. When they did not, it was a matter of deep disappointment. Today, by contrast, we expect very little of those in positions of power, and they rarely disappoint us.

*Forbes 400 経済専門誌『フォーブズ』が毎年選ぶアメリカ合衆国の長者番付

問1 下線部(1)と(3)を日本語に訳せ。

問2 タイタニック号に関する史実と映画の相違において、著者が注目している事柄を60字以内にまとめよ。句読点は字数に含める。

問3 下線部(2) an unwritten code of honor の事例を示す句を1つ文中から抜き出して記せ。

問4 空欄(A)には1つの単語が入る。もっとも適切な単語を以下より選び、番号で記せ。

- (1) Accordingly (2) But (3) Likewise (4) Nowadays
(5) Then

問5 下線部(a)、(b)、(c)、(d)のそれぞれの単語と置き換えられる同義語を1語ずつ書け。

問6 発音記号で書かれた4つの単語(ア)、(イ)、(ウ)、(エ)を正しい綴りで書け。

第3問 以下の英文を読んで、設問に答えよ。

PAUL: Good morning. I'm Paul Cunningham. I was hired yesterday by.... That's funny. I forgot his name. You'll have to excuse me. First day on the job, so (a). It was the boss who hired me, though; at least that's what he said.

SYLVIA: I know. He told me. I'm Sylvia. Miss Sylvia Payton. Glad to meet you, Mr. Cunningham.

PAUL: (b), Miss Payton. I got on the wrong train by mistake. Generally you'll find that I'm a pretty prompt person.

SYLVIA: That's all right. Just make sure it doesn't happen too often. He's very strict when it comes to being here on time. And now that he's made me responsible for this whole department. Of course I won't say anything to him about this morning.

PAUL: (c).

SYLVIA: Don't even mention it. You give me your lunch bag, Mr. Cunningham. I'll put it in the file cabinet; that's where I keep mine.

PAUL: Thanks. I was sure lucky to get this job. I go to school at night and a lot of firms don't hire you if they know that.

SYLVIA: You must be a very ambitious person. What are you studying?

PAUL: Law. Another three years and I should get my degree. That's one day (d).

SYLVIA: It must be extremely difficult to have a job and go to school at the same time.

PAUL: It's been really hard so far. But it has its advantages. When I get out, I'm going to have the satisfaction of knowing I did it myself, with my own sweat and my own money; that's more than most fellows my age can say.

SYLVIA: How true that is, Mr. Cunningham.

PAUL: Call me Paul, please.

SYLVIA: OK then, Paul. I mean (e). You know, I once went with a boy—it was nothing serious, but.... I won't go into that now. Anyway, his father was helping him through medical school. He didn't have to earn a penny of his own. Do you think he finished? What happened was that his father married a younger woman and stopped giving him money. He fell completely apart; you never saw anything like it. And besides,....

PAUL: Oh, the buzzer is ringing, Miss Payton.

SYLVIA: That's for me, and call me Sylvia. Well, he doesn't usually call me

in this early. He probably wants to know why it took us so long to get started this morning. Don't worry. (f).

PAUL: Thanks for everything, Sylvia.

SYLVIA: (ア), Paul.

問1 空欄(a)、(b)、(c)、(d)、(e)、(f)に入るべきもっとも適切な表現を、以下の中から選び、番号で記せ。

- (1) I can easily telephone him
- (2) I couldn't do it better
- (3) I'd appreciate that a lot
- (4) I knew I was right
- (5) I'll cover up for you
- (6) I'll leave it to you
- (7) I'm a little nervous
- (8) I'm looking forward to
- (9) I'm sorry I'm late
- (10) I think you're absolutely right
- (11) I was told that twice

問2 以下の文のうち、本文の内容と一致するものにはT、一致しないものにはFを記せ。

- (1) Paul believes that employers generally welcome working students like him to their companies.
- (2) Paul and Sylvia have been colleagues for some time, and they talk about their boss every day in their office.
- (3) Paul is proud because he endeavors to get a degree in law without help from any other people.
- (4) Paul met Sylvia for the first time in her office, and was disappointed to find her rather remote and cold.

問3 空欄(ア)に入るのにふさわしい英文を3語以上、4語以内で作れ。縮約形は2語と数える。

第4問 以下の文章を読んで設問に答えよ。

あっちを見てもこっちを見ても、ガキみたいな大人が増えた。そう感じるのはこちらが年を取ったせいだろうか。

最近ある40歳くらいのジャーナリストに、世の中生きにくくなったと思いませんかと質問された。未成熟の大人が増えたからな、と答えるとすかさずかれはいった。

「A」

「うっ」

返事がのどにつまった。これが高校生の質問なら分かる。だが、もう40を過ぎた人間の質問だ。⁽¹⁾返事がのどにつまっているあいだに考えた。

時代は変わり、常識が変わってきたのだろうか。ぼくたちは大人になる努力をしてきた。大人だなあ、とか大人になったなあ、と感心する価値観があり、それに向かって努力してきた。それが常識でなくなったのなら、ガキみたいな大人が多くなっても不思議ではない。⁽²⁾

「おい、ほんとうに、なぜ人間は成熟しなければならないか疑問に思うの？」

ぼくは、信じ切れないままそのジャーナリストに質問した。

「ええ、そう思います」

「そういう質問を、若いときに自分にしたことないの」

4歳にもなってそんな質問をしないでくれよ、といたい気分であった。だが、それをいったらお仕舞いだ。ぐっと押さえる。ぼくは大人だからだ。

ともかくかれは、なぜ成熟しなければならないか、そう自分に問いかけることもなく生きてきたという。

「考える機会がなかったものですから」⁽³⁾

いちおう申し訳なさそうである。

かれはどちらかといえば、日本人の中では知的な部類に属するだろう。そのかれが、なぜ大人にならねばならないか考えたことがないなら、日本人のほとんどが考えたことがないことになる。

問1 下線部(1)、(2)、(3)を英訳せよ。

問2 空欄Aにはどんな言葉があったのか、文章の内容から判断して英語で書け。