

平成18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8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。

Under President Lyndon B. Johnson, the government's efforts to improve the conditions of poor Americans were called the "War on Poverty." ^① The government's efforts to combat poverty have raised the issue of equality in a different way than have the civil rights movement and the women's movement. More women than men and more nonwhite people than whites are poor, but not all poverty is due to ethnic or (ア) discrimination. There are many reasons for poverty. A person may be poor because he or she does not have the necessary work skills desired by employers. In addition, people with limited education often live at poverty levels. Other reasons for poverty include the high costs of child care and long-term illnesses. Sometimes, people who are not (a) fall into poverty because of divorce, business shutdowns, or layoffs.

Government policies designed to help low-income people fall into two groups. One kind of policy, known as antipoverty programs, helps people by providing child care, job training, and education. It may also provide free or low-cost meals at school for children from low-income families and programs that give very young children *a head start in schooling. The second kind of government policy directly provides food, shelter, and other needs to those who cannot afford them. For example, this policy may provide cash payment to a single, unemployed mother with dependent children. This kind of government-sponsored public assistance policy is responsible for (b) programs. The difference between these two policies is that the first tries to help people escape (c), while the second is more concerned with meeting the immediate needs of low-income people.

② Because government programs and policies of both kinds cost money, one common kind of disagreement (イ) how much money the government should spend for them. A second kind of disagreement involves the programs and policies themselves. Some people claim that welfare programs hurt low-income people by rewarding them for not working, making it more difficult for them to fit into a society of working people. They also say that children of people who receive welfare grow up without learning the importance of

work. These critics maintain that welfare reinforces poverty from generation to generation, thus creating a cycle of poverty. However, other people defend welfare programs as necessary for certain disadvantaged people. They also point out that denying people who truly need welfare is cruel if there are no available (d). Most people on welfare want to work but are unable to find jobs.

For many years, the people on each side of the welfare debate argued fiercely. Recently, however, the two sides seem to be moving closer together. People from both sides are reaching agreement that public assistance programs can truly help the disadvantaged, but only if both welfare and antipoverty programs are (ウ).

*a head start in schooling 就学後の学習を容易にするために就学前に行う教育

問1 下線部①を日本語に訳せ。

問2 下線部②が指す具体例を本文中より探して、英語で3つあげよ。

問3 本文によると、下線部③のような事態が生じると主張する人たちがいる。その人たちはなぜそういう事態が生じると思うのか、本文の内容に即して日本語で述べよ。

問4 空欄(a)、(b)、(c)、(d)のそれぞれに入る適切な英語(1語)を本文中から探して答えよ。

問5 空欄(ア)に入る語として最も適切なものを下から選び、番号で答えよ。

- | | |
|--------------|------------|
| (1) ethical | (2) racial |
| (3) feminine | (4) sexual |

問6 空欄(イ)に入る語として最も適切なものを下から選び、番号で答えよ。

- | | |
|--------------|---------------|
| (1) discerns | (2) maintains |
| (3) provides | (4) concerns |

問7 空欄(ウ)に入る語または語句として最も適切なものを下から選び、番号で答えよ。

- | | |
|---------------|---------------|
| (1) different | (2) the same |
| (3) combined | (4) separated |

第2問 以下の英文を読んで設問に答えよ。

As I write these words, I am glancing out my window. My view is blocked by some objects a few feet (ア) that are flat, roughly *oblong, and green, attached to irregular brown tubes of different sizes. These are leaves and ^(a)branches, and, together with the roots beneath them, I know them as trees. All continuing experience is partial and fragmented like my view of those trees. Our cognitive life takes place through a small window of attention that is framed by short-term memory. We use past knowledge to interpret this window of experience, to place its momentary fragments within larger wholes that give them a function and a place. The raw data of visual or linguistic perception come in bits and pieces, and they will remain meaningless if they continue to be nothing but colored spots or mere sequences of letters or words. In our minds these momentary fragments can acquire meaning only by being placed within larger, not presently visible wholes that are based on past knowledge.

When I ask people what they see out of my window, they invariably answer trees. They don't respond that they are seeing the out-of-doors or nature or woods. Those categories are apparently too (イ). At the other extreme, they don't say that they see some ends of branches with oak leaves, although that is all they see (ウ). Without being able to view a single tree trunk or top or bottom, they nonetheless say that they see trees. The unseen trunks and roots are parts of what we "see". We "see" trees when we see only ends of branches, because we know from past experience that the branches are part of unseen structures beyond the edge of perception.

But why should people interpret what they see from my window as trees rather than branches or the out-of-doors, since those categories are also valid interpretations based on past knowledge? The answer is that, in the absence of any special context, people tend to interpret their experiences through middle categories, that is, through classifications that are neither specific, like oak leaves, nor general, like plants. We normally interpret experience through

the categories that have been most useful to us in the past. We try them out initially as the most efficient instruments for perceiving the world and acting in it. Research has shown that middle-level categories are the ones children learn first in acquiring language; they learn *tree* before *oak*, and they learn *dog* before (c).

Eleanor Rosch has called these middle categories basic-level terms. In a number of papers she has argued that middle-level categories are the basic furniture of our conceptual world. She has demonstrated that, if no other **constraints are at work, people understand the world in terms of (エ) classifications.

*oblong 楕円の、長方形の **constraint 制約

問1 下線部①、②を日本語に訳せ。

問2 空欄(ア)、(イ)、(ウ)、(エ)それぞれに入る適切な語を下から選び、番号で答えよ。

- (1) far (2) indirectly (3) directly (4) broad
(5) normal (6) narrow (7) away (8) tall (9) basic

問3 下線部(a)が示しているものは何か。本文中の英語(1語)で答えよ。

問4 下線部(b)の“see”の意味はおおよそ次のように言い換えることができる。下の()に入る適切な英語(1語)を本文中から探して答えよ。

“see” = see in our ()

問5 空欄(c)に入れることができる語を下から2つ選び、番号で答えよ。

- (1) *salmon* (2) *animal* (3) *bird* (4) *cat* (5) *bulldog*

第3問 以下の英文を読んで設問に答えよ。

Alex came to the house, with his bags, at nine o'clock. Jane answered the door in a cashmere robe with wet hair, and he handed her the Sunday paper as he walked in.

"I'm sorry! Am I too early?"

"That's fine. (ア)" She hurried off.

"I'll start breakfast while you get dressed." He wandered into the kitchen, as she ran up the stairs in bare feet.

When she came down the stairs ten minutes later, in a turtleneck and jeans, he was clattering and banging, and there was the smell of coffee in the air.

"Boy, that smells good," she said, as he turned with a smile. He was standing at the stove, had muffins in the toaster, and was frying (a) for them both.

"Sunny side up or over easy?" He looked relaxed and at ease, and he had made himself at home.

"Up is fine. (イ)" She took a step toward the stove.

"I'm making breakfast for you," he said, and then poured her a mug of coffee and handed it to her. He wanted to spoil her before he left for San Francisco. "Do you want bacon? I forgot."

"I don't think I have any, but (ウ)" She checked the refrigerator, and there was none. She offered to slice some fruit instead. And he allowed her to slice some oranges and peaches for both of them. He had finished the eggs by then. He put them on two plates, buttered the (b), and added them. She set the table, and he brought the food, and they both sat down.

The eggs were delicious, and he was eating a muffin as she smiled. "(エ)"

"I'm a great short-order chef. Hamburgers, chili, pancakes. I can always get a job in a diner if all else fails."

"I'll keep that in mind." It was nice having him around.

It was ten-thirty by the time they were finished, and Alex looked up.

“Do you still want to go to (c)?” Jane didn’t want to push him into anything.

“Actually, I do.” He stood up and stretched, and put an arm around her, and it struck her again how comfortable she was with him, and what easy company he was.

“I’ll get my bag.” She ran upstairs to get her bag and comb her hair, and five minutes later, she was in the front hall. She put on a heavy jacket, and a red wool scarf. Alex was wearing jeans, a heavy sweater, and a warm coat. It was cold outside, and looked like it might snow.

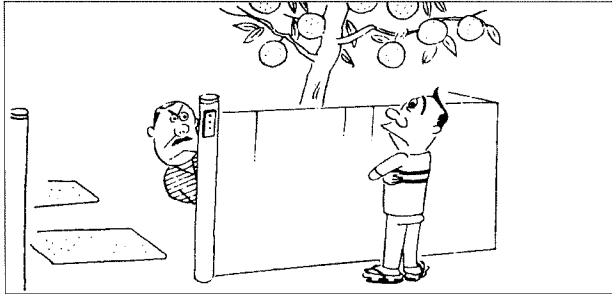
They took a cab to St. Patrick’s, and arrived just in time for the eleven o’clock mass.

問1 空欄(ア)、(イ)、(ウ)、(エ)のそれぞれに入る最も適切な表現を以下の中から選び、番号で答えよ。

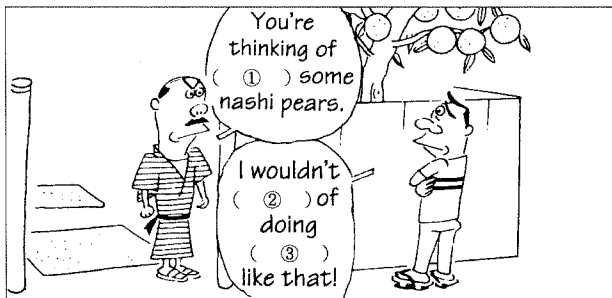
- (1) I’m sorry things got so difficult.
- (2) I hope I didn’t wake you up.
- (3) I’m fine without.
- (4) You’re a very good cook.
- (5) Don’t bother. I’ll eat out.
- (6) I’ll be ready in five minutes.
- (7) Do you want me to do that?
- (8) I think so.

問2 空欄(a)、(b)、(c)のそれぞれに入る適切な英語（1語）を記せ。

第4問 以下の4コマ漫画の内容は、「ナシの木の下にじっと立っている男を主人があやしんで声をかけるが、実は男には別の理由があったことがわかる」というものである。
 ①、②、③、④、⑤のそれぞれに入る適切な英語（1語）を記せ。ただし、各語は与えられている文字から始まるものとする。



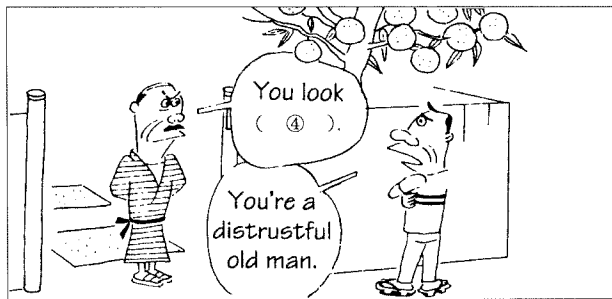
① (st)



② (d)

③ (so)

④ (su)



⑤ (p)



(出典：長谷川町子『対訳サザエさん⑩』より)

第5問 下線部①、②、③を英語で表現せよ。

毎年クリスマスが近づくと、罪の意識を感じつつも、できるだけ長く夢を見させてや
① りたいと思って、子供たちをだますことを決心する。 ② それで、何気なく各人の望むプレ
ゼントを聞き出して、買い入れ、どこかに隠しておくことになる。 ③ 時々、子供から「戸
締りをきちんとしているのにどこからサンタ・クロース (Santa Claus) は入って来るの」
と聞かれて困ることがある。