

平成19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。

I 次の文章を読んで、設問に答えよ。

Luck is a common feature of human life and appears to arise in four main ways. First, [ ア ]. Some years ago it may have seemed wise to take a degree in computer science; someone who did so and got a job just before the IT bubble burst may rightly see the fact that he has now lost the job as bad resultant luck. Second, the circumstances in which one acts introduce luck. A person who is offered proper incentives and plenty of time to deliberate may make a wiser decision than he would under less favorable conditions; it may be by accident that he finds himself in the favorable conditions and hence makes the wiser decision. Third, [ イ ]. Genetically, some people are at greater risk of cancer through smoking than others, and because of this it makes sense to say that some smokers are lucky to avoid cancer. Finally, [ ウ ]. Children who grow up in a stimulating environment perhaps become more motivated than they would in a duller setting; yet children rarely determine the time and place in which they are raised. When we add up the four kinds of luck, the area of life that is free of luck seems to shrink to almost zero.

\_\_\_\_\_ (a) \_\_\_\_\_. But luck that does—whether the interests are characterized in terms of welfare, wealth, opportunities, or in some other way—certainly seems relevant. People who end up less well (or better) off than others as a result of luck often ask, “Why me?” For instance, many rich people, reflecting on the situation of people in developing countries, would be inclined to think that it is simply the latter’s bad luck to have been born in poor countries. They would further assume that it is their own good luck to have been born in rich countries, that they do not deserve their favorable starting position, and that this makes the inequality unjust. If those who live in developing countries were in the situation they find themselves in through their own fault, and not victims of bad luck, no question of justice would arise. But they are not, and it seems unfair and unjust that some people’s situations are much worse than others simply by virtue of birthplace. The underlying assumption seems to be that luck-affected differential standings are morally undesirable or unjust.

問1 空所 [ ア ] ～ [ ウ ] を埋めるのもっとも適切な1文を、以下のリスト(1～3)から選んで、その番号を記せ。ただし、番号はそれぞれ1回しか使用しないものとする。

- 1 luck affects the kind of person you are
- 2 there is luck in the way one's actions are determined by antecedent circumstances
- 3 the outcomes of our actions are affected by luck

問2 下線部(a)には、「人の利害に影響を及ぼさない運は、正義の観点からは問題にならない」という内容の文が入る。それを英語で書け。

問3 下線部(b)および(c)を、日本語に訳せ。

問4 下線部①の文は途中から省略されている。省略されている部分を本文中から探し出して、そのまま英語で書け。

II 次の文章を読んで、設問に答えよ。

It was nearly eleven-thirty and she was getting into bed when the phone rang.

A voice that sounded strange, thin and cracked, said what sounded like "Maria Yackle."

"Yes?" Anna said.

"This is Maria Yackle. [ ① ]"

Anna swallowed. "Yes. I'm glad you found my note. I'm sorry. It was an accident. [ ② ]"

"[ ③ ]"

It was a direct statement, bluntly made. Anna could not deny it. She said, "I'm very sorry about your cat."

"They don't go out much, they are happier indoors. It was a chance in a million. I should like to see you. [ ④ ] It wouldn't be right for you just to get away with it."

Anna was very taken aback. Up till then the woman's remarks had seemed reasonable. She didn't know what to say.

"I think you should compensate me, don't you? [ ⑤ ] I love all my cats. I have many. I expect you think that because I have so many cats it didn't hurt me so much to lose one."

That was so near what Anna thought that she felt a kind of shock as if this Maria Yackle or whatever she was called was reading her mind. "I've told you I'm sorry. I am sorry. I was very upset. I hated it happening. I don't know what more I can say."

"We must meet."

"[ ⑥ ]" Anna knew she sounded rude, but she was shaken by the woman's tone, her blunt, direct sentences.

There was a break in the voice, something very like a sob. "[ ⑦ ]"

The phone went down. Anna could hardly believe it. She had heard it go down, but still she said several times over, "Hello? Hello?" and "[ ⑧ ]"

問1 空所 [ ① ] ~ [ ⑧ ] を埋めるのもっとも適切な1文を、以下のリスト (A~H) から選んで、その記号を記せ。ただし、記号はそれぞれ1回しか使用しないものとする。

- A I think you should make amends.
- B You were going too fast.
- C What would be the use of that?
- D Are you still there?
- E The cat ran out in front of my car.
- F It would be of use to me.
- G I loved her.
- H It was my cat that you killed.

### Ⅲ 次の文章を読んで、設問に答えよ。

これは、先にアメリカに来ていた父親のもとに母親とともにやってきた、8歳の中国人少女の異文化適応と成長を描いた自伝的童話の一節である。時は1947年3月、今と違って、外国の慣習などの情報はほとんど伝わらない時代だった。なお、少女は、姓は元のままだが、名はアメリカ風になっている。

On the morning of her third day in America, Shirley sat in the principal's office at the public school. Her mother and the lady principal were talking. Shirley didn't understand a word. It was embarrassing. Why hadn't she, too, studied the English course on the records that Father had sent? But it was too late now. She stopped trying to understand...

Suddenly, Mother said in Chinese, "Tell the principal how old you are."

Shirley put up ten fingers.

While the principal filled out a form, Mother argued excitedly. But why? Shirley had given the correct answer. She counted just to make sure. On the day she was born, she was one year old. And two months later, when the New Year came, she was two. That was the year of Rabbit. Then came the Dragon, Snake, Horse, Sheep, Monkey, Rooster, Dog and now it was the year of the Boar, making ten. Proof she was ten.

Mother shook her head. Apparently, she had lost the argument.<sup>(1)</sup> She announced in Chinese, "Shirley, you will enter fifth grade."

"Fifth? But, Mother, I don't speak English. And besides, I only completed three grades in China."

"I know. But the principal has explained that in America everyone is assigned according to age. Ten years old means fifth grade. And we must observe the American rules, mustn't we?"

Shirley nodded obediently. But she could not help thinking that only Shirley had to go to school, and only Shirley would be in trouble if she failed.

Mother stood up to leave. She took Shirley by the hand. "Remember, my daughter, you may be the only Chinese these Americans will ever meet. Do your best. Be extra good. Upon your shoulders rests the reputation of all Chinese."<sup>(a)</sup>

All five hundred million? Shirley wondered.

"You are China's little ambassador."

“Yes, Mother.” Shirley squared her shoulders and tried to feel worthy of this great ( ア ). At the same time she wished she could leave with Mother.

Alone, the principal and Shirley looked at each other. Suddenly the principal shut one eye, the right one, then opened it again.

Was this another foreign custom, like shaking hands? It must be proper if a principal does it, Shirley thought. She ought to return the gesture, but she didn't know how. So she shut and opened both eyes. Twice.

This brought a warm laugh.

<sup>(2)</sup>The principal then ( イ ) her to class. The room was large, ( ウ ) windows up to the ceiling. Row after row of students, each one ( エ ) the next. Some faces were white, like clean plates; others black like \*ebony. Some were in-between shades. One boy was as big around as a water jar. Several others were as ( オ ) as chopsticks. No one wore a uniform of blue, like hers. There were sweaters with animals on them, shirts with stripes and shirts with squares, dresses in so many different colors. Three girls ( カ ) wore earrings.

While Shirley looked about, the principal had been making a speech. Suddenly it ended with “Shirley Wong.” The class stood up and waved, shouting, “Hi, Shirley!”

\*ebony 黒檀

- 問1 下線部(1)で言及されている「議論」は、双方が相手の国の慣習を知らないために生じた誤解が原因であると思われる。どのような誤解だったか、日本語で説明せよ。
- 問2 下線部(2)について、誰が、なぜ、笑ったのか、日本語で説明せよ。
- 問3 下線部(a)を日本語に訳せ。
- 問4 下線部(b)は、少女を紹介するスピーチのことである。あなたが紹介する立場になったつもりで、上記の文章の内容に即して、このスピーチを英語で書け。  
ただし、“Boys and girls,” という呼びかけで始まり、“Boys and girls, Shirley Wong.” で終わるものとし、その間の文の数は4つ以上、6つ以下とする。
- 問5 空所 ( ア ) ~ ( カ ) を埋めるのにもっとも適切な1語を、以下の語群から選んで書け。ただし、単語はそれぞれ1回しか使わないものとする。

black	even	ever	honor	in	lead	led	like	out	read
red	reward	sin	thin	unlike	white	with	within		

#### IV 次の文章を読んで、設問に答えよ。

これは、アメリカの中学校の理科の教員がビッグバン理論に親しみをもたせるために、身近な材料を使って2年生の全クラスで行ったという実験の説明書の一部である。ビッグバンとは、宇宙の始めの大爆発のことで、今日の宇宙は約150億年前に起こった大爆発により、急膨張してできたとする仮説である。

同教員がこの実験のために準備したのは、風船、床に張るテープ、白を含むさまざまな色の工作用紙をパンチしてできる小さな丸い紙くず (“punch-out pieces”)、および生徒が実験結果を記録するためのメモ用紙兼グラフ用紙である。以下に抜粋したのは、学習目標、手順、および実験結果をまとめるコメントである。

OBJECTIVES : Students will be able to :

1. Explain how the Big Bang Theory can be used to explain the origin of the universe.
2. Demonstrate, using graphical analysis, how different masses react to the same force.
3. Describe the patterns observed when the force is applied.

ACTIVITIES :

1. Using masking tape, divide the room or the center of the room into four to six equal parts. Class and room size will help determine this.

2. \_\_\_\_\_ (A)

3. \_\_\_\_\_ (B)

The expansion of the balloon should be the same for each class so that comparisons can be made between classes.

Obviously, the expansion of the balloon corresponds to the energy with which the pieces will spread across the room.

4. \_\_\_\_\_ (C)

5. \_\_\_\_\_ (D)

6. Graph the results, noting the number of each color represented in each area.

7. \_\_\_\_\_ (E)

8. Make distribution comparisons for all classes.

## TYING IT ALL TOGETHER :

It is almost impossible to believe that the variation in the weight of the different colors of construction paper can produce the patterns that continually show up in the different classes if the balloon is blown up to the same diameter in each class. The white pieces very often appear in the outermost areas, while the blue and red are nearer the point of origin. It becomes very evident to the students that the distribution of \*celestial bodies could be explained by the Big Bang Theory as demonstrated in these activities.

\*celestial body 天体

- 問1 手順の説明で欠けている部分(A)~(E)を補うのもっとも適切な文を、以下のリスト(あ~お)から選んで、その記号を書け。ただし、記号はそれぞれ1回しか使用しないものとする。
- あ. Using groups of students, have each group count the different colored pieces in a particular sectioned-off area.
  - い. Have one student stand in the center and blow up the balloon.
  - う. Analyze the results according to distribution of the colored pieces and how this distribution relates to the Big Bang Theory.
  - え. Take a balloon and insert punch-out pieces of construction paper that have different colors including white. Use 30 pieces of each color.
  - お. Pop the expanded balloon with a pin.
- 問2 教員は、紙くずの重さが色によってそれぞれ異なるため、散らばり方に決まったパターンがあるとコメントしている。どのような散らばり方をしたのか。それを表す1文を探し出して、日本語で簡潔に説明せよ。