

平成20年度 大阪市立大学第2次試験

外国語問題

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17ページである。解答用紙は「外国語解答用紙（Ⅰ）英語」、「外国語解答用紙（Ⅱ）選択科目」の計2枚である。脱落等があった場合には申し出ること。
- 3 各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。また、「外国語解答用紙（Ⅱ）選択科目」には第5問で選択する科目を所定欄に指示どおりに忘れずに記入すること。
- 4 第5問は選択科目である。
「英語」、「ドイツ語」、「フランス語」、「中国語」、「韓国・朝鮮語」より1科目を選択して解答すること。複数科目を解答した場合は、第5問の採点を行わない。
- 5 医学部医学科を志願する者は、選択科目（第5問）は必ず「英語」を解答すること。「英語」以外の科目を解答した場合は、その採点を行わない。
- 6 解答は、すべて解答用紙の所定欄に記入すること。
- 7 解答以外のことを書いたときは無効とすることがある。
- 8 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。
- 9 問題冊子は持ち帰ること。

第1問 次の英文を読んで、設問に答えよ。

(25点)

(1) By the time I reached my late 20s, I'd poured down as much alcohol as normal people consume in a lifetime. I was, by any reasonable measure, (a) an active alcoholic. Fortunately, with a lot of help, I was able to stop. And last February I was on my way to McLean Hospital in Belmont, Massachusetts, to have my brain scanned in the latest medical machine. The idea was to see what the inside of my head looked like after more than a quarter-century (b) on the wagon.

Back when I stopped drinking, such an experiment would have been unimaginable. At the time, the medical establishment had come to accept the idea that alcoholism was a disease rather than a moral failing; the American Medical Association (AMA) had said (c) so in 1950. But while it had all the typical features of other diseases, including specific symptoms and a predictable course, leading to disability or even death, alcoholism was different. Its physical basis was a complete mystery—and (2) since nobody forced alcoholics to drink, it was still seen, no matter what the AMA said, as somehow voluntary. Treatment consisted mostly of talk therapy, maybe some vitamins and usually a strong recommendation to join (d) Alcoholics Anonymous (AA). Although it's a totally nonprofessional organization, founded in 1935 by an ex-drunk and an active drinker, AA has managed to get millions of people off the bottle, using group support and a program of accumulated folk wisdom.

While AA is astonishingly effective for some people, it doesn't work for everyone; studies suggest it succeeds about 20% of the time, and other forms of treatment, including various types of behavioral therapy, do no better. Dr. Martin says, "The sad part is that if you look (3) at where addiction treatment was 10 years ago, it hasn't gotten much better."

(4) That could all be about to change. During those same 10 years, researchers have made extraordinary progress in understanding the physical basis of addiction. They know now, for example, that the 20% success rate can shoot up to 40% if treatment continues. Armed with modern medical technology, investigators have begun to (e) figure out exactly what goes wrong in the brain of an (f) addict—which

*neurotransmitting chemicals are out of balance and what regions of the brain are affected. They are developing a more detailed understanding of how deeply and completely addiction can affect the brain. Using that knowledge, they've begun to design ^(g)new drugs that are showing promise in cutting off the strong desire that drives an addict toward the drinking habit again.

*neurotransmitting chemicals：神経伝達物質

問1 下線部(1)～(4)を日本語に訳せ。

問2 下線部(a)の意味をわかりやすい日本語で記せ。

問3 下線部(b)の意味に最も近い連続した3語を、第2段落よりそのまま抜き出せ。

問4 下線部(c)が表す内容を日本語で記せ。

問5 下線部(d)は何を目的とする団体か。20字以内の日本語で説明せよ。ただし、句読点は字数に含めないこととする。

問6 下線部(e)～(g)の意味を日本語で記せ。

第2問 次の英文を読んで、設問に答えよ。

(26点)

Noriko Yanagihara is putting the finishing touches on a work of simplicity, beauty and good nutrition. The single bowl she's working on holds a fistful of baby potatoes and a slim cut of Kobe beef. A Japanese cooking teacher whose husband and son are both famous chefs, Yanagihara works to preserve and promote her nation's cuisine, and she can talk endlessly about the meaning of Japanese meals. "Cuisine is the essence of a country," she says at her family's home in Tokyo. "So if you study the characteristics of Japanese cuisine, you are studying the essence of Japanese culture." That means a celebration of simplicity—fresh and seasonal ingredients, in small and well-balanced proportions, artfully presented.

At least, that's the idea. But thanks to the spread of fast-paced lifestyles, such meals are disappearing from Japanese dinner tables, crowded out by convenient, Westernized food. Though Japanese cuisine is still celebrated in magazines and expensive restaurants, traditional eating habits are slowly being lost. "The technique has not been passed on from grandmother to mother, mother to daughter," says Yanagihara. "But more importantly, pride in food, the confidence that our food is beautiful, we have forgotten to pass this on as well."

Japan is not alone. Food and diet are the cornerstone of any culture, one of the most reliable symbols of national identity. Think of the long Spanish lunch followed by the afternoon short sleep, a rhythm of food and rest perfectly suited to the boiling heat of the Iberian peninsula in summer. Think of the Chinese meal of rice, vegetables and meat, usually served in big collective dishes, the better for extended families to dine together. National diets come to reflect all aspects of who we are: our religious taboos, class structure, geography, economy, and so on.

Even the traditions we learn from others we adopt and adapt in ways that make them our own. Japan received chopsticks from China and tempura from Portugal. Tomatoes arrived in Southern Europe only as part of the Columbian Exchange (so called because of Christopher Columbus' journeys to the New World, where tomatoes originated). A lot of what we think of as deeply rooted cultural traditions are really traceable back to global exchange.

In an era of instant communication and global trade, those cultural exchanges have exploded, leading to something closer to cultural homogenization. That's bad for not only the preservation of national identities but the preservation of health too. Grains and fresh vegetables are giving way to fats and meats.

Mealtimes are shrinking. McDonald's is everywhere. The risk of food-related disease is on the rise. This, in turn, is inspiring movements in some nations to rediscover how Mom used to prepare a meal. In Europe, Asia and the U.S., the Slow Food movement campaigns against fast food while championing traditionally prepared meals. Yet no one pretends we're ever going to turn back the clock entirely. "Nobody has time anymore," says John Watson of Harvard University. "Not even the French."

Nor do the Japanese, although there are exceptions. At a trim home in northwest Tokyo, homemaker Etsuko Shinoda, 60, prepares a proper Japanese lunch, using fresh ingredients she bought that morning at the nearby supermarket. She looks happy, but when asked whether she has passed these skills on to her daughter, she sighs. ^(h) "Of course not," Shinoda says. "She's far too busy for this."

問1 下線部(1)～(3)を日本語に訳せ。

問2 下線部(a)が指す内容を日本語で記せ。

問3 下線部(b)～(f)の意味に最も近いものを(ア)～(エ)からそれぞれ1つ選び、その記号を記せ。

(b) crowded out by

(ア) replaced with (イ) taking out (ウ) caught up with (エ) looked up to

(c) being lost

(ア) being difficult (イ) losing money (ウ) losing confidence (エ) disappearing

(d) so called

(ア) いわゆる (イ) 言わば (ウ) そう呼ばれる (エ) まさに

(e) exploded

(ア) broken down (イ) increased suddenly (ウ) been destroyed (エ) been out of control

(f) homogenization

(ア) similarity (イ) easiness (ウ) difference (エ) variety

問4 下線部(g)の文脈における意味を日本語で簡潔に記せ。

問5 下線部(h)の when と asked との間には2語を補うことができる。その2語(英語)を正しい語順で記せ。

第3問 次の英文を読んで、設問に答えよ。

(14点)

“I don't speak English,” Mr Suzuki said on the telephone from Japan to his daughter, Megumi, in New Zealand, “and neither does your mother. I'm not sure (ア) to do.”

Mr and Mrs Suzuki had never been overseas before. But now that they were planning to visit their daughter, they suddenly found [A] worrying about language.

“Well, you'll be all right when you arrive in the country,” Megumi promised him. “John and I are going to meet you at the airport, and I'll take you everywhere you want to go. You're going to stay at our house. John and I will be with you, and we can interpret for you all the time.”

Megumi had been living in Auckland, New Zealand, with her husband, John, for two years. Mr and Mrs Suzuki had met her husband in Japan, of course, and they had listened to him speaking his childish and ungrammatical Japanese. Understanding him had been difficult sometimes, though not a serious problem; but soon, when they spoke in English...the boot would be on the other foot.

“To be honest, it's not being with you in New Zealand that makes me worry so much,” Mr Suzuki said. “It's being on the airplane on the [B] over. There'll just be the two (イ) us, and we can't even get a JAL flight. Almost (ウ) the staff on the plane will be foreign. *They* all speak English. How are your mother and I going to communicate with them? It's ten long hours over the Pacific Ocean from Japan.”

Megumi thought hard about the problem.

“Look,” she said at last. “On the airplane flight over from Japan to New Zealand, almost everything that you'll be asked will be questions about food and drink. The flight attendant will come to you and she'll ask if you want a cup of tea, or if you want chicken for lunch. All you need to learn to say is ‘Thank you’ for things you want, and ‘No thank you’ for things you don't want.”

“‘Thank you,’ ‘No thank you,’” Mr Suzuki repeated. He took a deep breath. “All right,” he said. “I think we can [C] to do that.”

*

Mr and Mrs Suzuki flew to New Zealand. The flight was calm and they rather enjoyed themselves. Communication turned out to be easy. Several times the flight attendant approached (エ) a smile on her face and said clearly, “Tea?” “Coffee?” “Lunch?” and so on. Mr Suzuki found his “Thank you” and “No thank you” were very useful.

When the airplane landed, Mr and Mrs Suzuki went with the other passengers to get their bags. Then they walked over to the customs check. The customs officer picked up Mr Suzuki's passport, opened it and looked at Mr Suzuki's face.

"Welcome to New Zealand," the customs officer said. "Tell me, do you speak English?"

Mr Suzuki thought hard for a moment.

"No thank you," he replied.

問1 本文の内容に合致するものを2つ選び、記号で答えよ。

- (a) Being with his daughter in New Zealand did not make Mr Suzuki worry so much because almost everything he would be asked would be questions about food and drink.
- (b) Mr Suzuki said "No thank you" to the customs officer because he was worried that he couldn't get his passport back.
- (c) Megumi told her father that he and her mother would be all right on the airplane flight to New Zealand if they learned to say "Thank you" and "No thank you" to the foreign staff.
- (d) When Mr and Mrs Suzuki planned to visit New Zealand, they worried most about their daughter's husband, who had spoken childish and ungrammatical Japanese two years ago.
- (e) Megumi promised her father that English would not be a problem for her parents when they arrived in New Zealand, because she and her husband, John, would help them all the time.
- (f) Megumi promised her father that she would have a professional interpreter waiting for her parents at the airport.

問2 (ア)～(エ)のそれぞれに入る最も適切な1語を英語で記せ。

問3 [A]～[C]のそれぞれに入る最も適切な1語を下の選択肢から選び、英語で記せ。

control manage it way goal themselves sea afford out

問4 下線部のイディオム the boot would be on the other foot. の意味を日本語で簡潔に説明せよ。

第4問 次の英文は、スーパーマーケットの店長（the manager）である「私」と従業員とのやりとりを描いたものである。両者の会話に見られるおかしさの理由を、40語程度の英語で表現せよ。ただし、句読点は語数に含めないこととする。

(15点)

When I heard one of my staff members tell a customer, "We haven't had it for a while, and I doubt we'll be getting it soon," I quickly assured the customer that we would have whatever she wanted by next week. After she left, I gave my staff member a severe lecture.

"Never tell the customers that we're out of anything," I instructed her. "Now, what did she want?"

The shop clerk answered. "Rain, sir."

英 語

第5問 次の問題 [A] と問題 [B] に答えよ。

(20点)

問題 [A] 次の英文の下線部 (1)～(5) には、削除すべき語がそれぞれ 1 語含まれている。

削除すべき語をそのまま抜き出せ。

Ghosn received very high grades in high school. When he started thinking about universities, he wanted to go to the best school in France. He had received a French education in Lebanon, so he was very familiar with the French educational system.

In France, Ghosn began his studies at a preparatory school. The director of the school recommended that he has become an engineer. So Ghosn signed up for mathematics and science courses. ⁽¹⁾ He passed at the courses, and a year later he was able to take the preparation course for the École Polytechnique. ⁽²⁾

The École Polytechnique is the top engineering school in France. Founded by Napoleon, it is a famous school with a long history. While Ghosn was at the École Polytechnique, he lived in *the Latin Quarter. He was able to visit museums, take any part in academic conferences, and meet students from different countries. ⁽³⁾ The time he spent in the Latin Quarter was a valuable experience.

Besides his engineering studies, Ghosn studied English. Although he had few opportunities to speak English, he sometimes joined an English conversation group which called The American Table. ⁽⁴⁾ American students came to dinner and spoke in English at the dinner table with Ghosn and other French students.

After dinner, the students often went out with together for drinks. Ghosn made many American friends. He began thinking that someday he would like to work in the United States. ⁽⁵⁾

*the Latin Quarter : ラテン区 (学生・芸術家が多く集まるパリの一地区)

問題 [B] 次の英文は、新任の高校教師の初日の出来事を描いている。(ア) ~ (オ) に入る最も適切な段落を (A) ~ (E) から選び、その記号を記せ。ただし、同じ記号を繰り返し用いてはならない。

The problem of the sandwich started when a boy named Petey asked the class, "Does anyone want a sandwich?"

"Are you joking?" laughed a boy named Andy. "Your mother must hate you, giving you cold-meat sandwiches like that."

Petey threw his brown-paper sandwich bag at Andy, and the class cheered excitedly. The bag landed on the floor between the blackboard and Andy's desk.

(ア)

They ignored me. I moved toward Petey and made my first teacher statement: "Stop throwing sandwiches."

(イ)

(ウ)

The class laughed. One boy covered his mouth and said, "Stupid," and I knew he was talking about me. I wanted to knock him out of his seat, but that would be the end of my teaching career. Also, he was enormous.

The class waited. What would this new teacher do?

Professors of education at New York University never taught you how to manage flying-sandwich situations. Should I say, "Hey, Petey, come here and pick up that sandwich?" Should I pick it up myself and throw it into the wastepaper basket? They had to recognize I was boss. I was strong. I wasn't going to accept this kind of behavior.

(エ)

(オ)

I felt in total control of the classroom. I could do nothing wrong. Fine, except I didn't know what to do next. I was there to teach English, and wondered how to move from a sandwich situation to spelling or grammar.

- (A) Benny called out from the back of the room. “Hey, teacher man, he already threw the sandwich.”
- (B) I picked up the sandwich, took it out of its bag, and ate it. It was my first act of classroom management. Thirty-four boys and girls stared at me in shocked silence. I could see the admiration in their eyes. They’d never seen a teacher pick up a sandwich from the floor and eat it in front of the class before. Sandwich man.
- (C) Petey and the class looked shocked. This teacher, this new teacher, just stopped a good fight. New teachers should look the other way or send for the principal.
- (D) I came from behind my desk and made the first sound of my teaching career: “Hey.”
- (E) When I’d finished, I made a ball of the paper bag and threw it into the wastepaper basket. The class cheered. “Wow,” they said. “Did you see *that*? He eats the sandwich. He hits the basket. Wow.”