

平成21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19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問で選択する科目名を所定欄に指示どおりに忘れず記入すること。
- 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。

(24点)

Before radio was invented, most communication was done in writing through books, letters and newspapers, which meant that ugly politicians and poor speakers, such as Abraham Lincoln, could be successful if they persisted long enough and wrote good print copy. The radio era gave openings to people who had a good command of the spoken word, like Winston Churchill, who spoke wonderfully but may have struggled to achieve as much in today's more visual era.

Today's politicians understand that politics is about image and appearance and most *high-profile politicians now have personal body language consultants to help them *come across as being sincere, caring and honest, especially when they're not.

It seems almost incredible that, over the thousands of years of our evolution, body language has been actively studied on any scale only since the 1960s. Yet most people believe that speech is still our main form of communication. Speech has been part of our communication *repertoire only in recent times in evolutionary terms, and is mainly used to convey facts and data. Speech probably first developed between 2 million and 500,000 years ago, during which time our brain tripled its size. Before then, body language and sounds made in the throat were the main forms of conveying emotions and feelings, and that is still the case today. But because we focus on the words people speak, most of us are largely uninformed about body language, (a) alone its importance in our lives.

Silent movie actors like Charlie Chaplin were the pioneers of body language skills, as this was the only means of communication available on the screen. Each actor's skill was classed as good or bad by the (b) to which he could use gestures and body signals to communicate to the audience. When talking films became popular and less emphasis was placed on the non-verbal aspects of acting, many silent movie actors faded into *obscurity and only [1] [2] [3] verbal and non-verbal [4] [5].

As far as the academic study of body language goes, perhaps the most influential pre-twentieth-century work was Charles Darwin's *The Expression of the Emotions in Man and Animals*, published in 1872, but this work tended to be

read mainly by academics. However, it *spawned the modern studies of facial expressions and body language, and many of Darwin’s ideas and observations have since been *validated by researchers around the world. Since that time, researchers have noted and recorded almost a million non-verbal cues and signals. Albert Mehrabian, a pioneer researcher of body language in the 1950s, found that the total impact of a message is about 7% verbal (words only) and 38% vocal (including tone of voice, *inflection and other sounds) and 55% non-verbal.

Anthropologist Ray Birdwhistell pioneered the original study of non-verbal communication — what he called “*kinesics.” Birdwhistell made some similar estimates of the amount of non-verbal communication that takes place between humans. He estimated that the average person actually speaks words for a total of about ten or eleven minutes a day and that the average sentence takes only about 2.5 seconds. Birdwhistell also estimated we can make and recognize around 250,000 facial expressions.

Like Mehrabian, he found that the verbal component of a face-to-face conversation is less than 35% and that over 65% of communication is done non-verbally. Our analysis of thousands of recorded sales interviews and negotiations during the 1970s and 1980s showed that, in business encounters, body language accounts for between 60 and 80% of the (c) made around a negotiating table and that people form 60 to 80% of their initial opinion about a new person in less than four minutes. Studies also show that when negotiating over the telephone, the person with the stronger argument usually wins, but this is not so true when negotiating face-to-face, because overall we make our final decisions more on what we (d) than what we (e).

(Allan & Barbara Pease, *The Definitive Book of Body Language* より。一部省略あり。)

[注] high-profile 人目を引く come across as ～という印象を与える
 repertoire レパートリー obscurity 世に知られていない状態
 spawn ～を生み出す validate ～の正当性を立証する
 inflection 抑揚 kinesics 動作学

問1 下線部 (1)、(2) を日本語に訳せ。

問2 空所 (a) ～ (e) に入る最も適切な語を下から選び、番号で答えよ。

- ① see ② let ③ hear ④ extent ⑤ distance ⑥ impact
⑦ leave

問3 空所 [1] ～ [5] に入る最も適切な語を下から選び、番号で答えよ。

- ① skills ② good ③ with ④ survived ⑤ those

問4 下線部 (ア) ～ (ウ) は筆者の主張にかかわる部分である。その趣旨を 75 字以内でまとめよ。ただし、句読点も字数に含めること。

Humans are programmed with basic survival skills. When frightened, we get a shot of performance-enhancing hormones, and the blood pumps to our limbs to help us outrun whatever enemy we face. But in modern times, we're hardly aware of such natural skills, and most of us do little to understand or develop them. We could, for example, become far better at judging threats before catastrophe strikes. We have technological advantages that our ancestors lacked, and we know where disasters are likely to occur. And yet we *flirt shamelessly with risk. We construct city *skylines in hurricane alleys and neighborhoods on top of *fault lines. And we rely on a *sprawling network of faraway suppliers for necessities like warmth and food. When disaster strikes, a troubling human response can *inflate the death toll: people freeze up. That's what happened to some people on Sept. 28, 1994, when the *M.V. *Estonia* went down in the Baltic Sea, the worst sea disaster in modern European history.

The huge automobile ferry had left its home port in Tallinn, Estonia, on a routine 15-hour trip to Stockholm. Although the weather had been stormy all night, the crew did not expect serious problems. Kent Härstedt, now a member of Sweden's Parliament, was then a 29-year-old passenger. That night he was hanging out in one of the ship's bars, with about 50 other passengers. "There was karaoke music," he recalls. "Everybody was laughing and singing." But just after 1 a.m., the *Estonia* suddenly *listed starboard 30°, hurling passengers, vending machines and flowerpots across its passageways. In the bar, almost everyone fell violently against the side of the boat. Härstedt managed to grab on to the iron bar *railing and hold on, hanging above everyone else. "In just one second, everything went from a loud, happy, wonderful moment to total silence. Every (ア), I guess, was working like a computer trying to realize what had happened," he says. Then came the screaming and crying. People had been badly hurt in the fall, and the tilt of the ship made it extremely difficult to move. Härstedt began to *strategize, tapping into some of the survival skills he had learned in the military. "I started to react very differently from normal. I started to say, 'O.K., there is option one, option two.

Decide. Act.’ I didn’t say, ‘Oh, the boat is sinking.’ I didn’t even think about the wider perspective.” Like many survivors, Hårstedt experienced ⁽²⁾ the illusion of centrality, a coping mechanism in which the brain *fixates on the individual experience. “I just saw my very small world.”

But as Hårstedt made his way into the corridor, he noticed something strange about some of the other passengers. They weren’t doing what he was doing. “Some people didn’t seem to realize what had happened. They were just sitting there,” he says. Not just one or two people, but entire groups seemed to be immobilized. They were conscious, but they were not reacting. Contrary to popular expectations, ⁽³⁾ this is what happens in many disasters. Crowds generally become quiet and *docile. (イ) is rare. The bigger problem is that people do too little, too slowly. Later, when interviewed by the police, some survivors said they understood this behavior. At some point, they too had felt an overwhelming urge to stop moving. At 1:50 a.m., just 30 minutes after its first *Mayday call, the *Estonia* vanished, sinking upside down into the sea. Moments before, Hårstedt had jumped off the ship. He climbed onto a life raft and held on for five hours, until finally being rescued. All told, only 137 of the 989 people on board survived the disaster.

Firefighters and police trainers have told me similar stories of seeing people freeze under extreme stress. Animals go into the same state when they are trapped. In the case of the *Estonia* and other disasters, the freezing response may have been a natural and horrific mistake. Our brains search, under extreme stress, for an appropriate survival response and sometimes choose the wrong one, like deer that freeze in the headlights of a car. ⁽⁴⁾ But the more encouraging point is that the brain is ^(d) plastic. It can be trained to respond more appropriately. Less fear makes paralysis less likely. A rat with damage to the *amygdala, the primitive part of the brain that handles fear, will not freeze at all—even if it encounters a (ウ). If we can reduce our own fear even a little bit, we might be able to do better.

(TIME June 23, 2008より。一部省略あり。)

[注] flirt with ～をもてあそぶ skylines 空を背景にした高層建築
fault lines 断層線 sprawling 無秩序に広がる inflate ～を膨張させる

M.V. *Estonia* エストニア号 listed starboard 右舷に傾いた railing 手すり
strategize 入念に計画する fixate=fix docile=inactive Mayday call 救難信号
amygdala 小脳扁桃

問1 下線部 (a)～(d) の言い換えとして最も適切なものを各選択肢から選び、番号で答えよ。

- (a) ① escape from
② defeat
③ run after
④ take away
- (b) ① the pain of people who are dying
② the heart of people who died
③ the sound of bells for dead people
④ the number of people who die
- (c) ① making use of
② paying no attention to
③ having much interest in
④ taking pride in
- (d) ① a light, strong material
② capable of functioning in new ways
③ suitable for recycling or reuse
④ clever enough to learn everything

問2 空所 (ア)～(ウ) に入る最も適切な語を下から選び、番号で答えよ。ただし、文頭に来る語であっても小文字になっている。

- ① experience ② panic ③ brain ④ boat
⑤ cat ⑥ accident ⑦ butterfly ⑧ people

問3 次の①～⑤は、下線部(2)のもたらす効果について書かれた説明文である。最も適切なものを一つ選び、番号で答えよ。

- ① This illusion enables one to save a ship that is sinking on the ocean.
- ② This illusion assists one in deciding how to act in a critical situation.
- ③ This illusion helps one realize what has happened and have the widest perspective on it.
- ④ This illusion tempts one to succeed in society by using one's power.
- ⑤ This illusion leads one to withdraw into one's own home and be socially isolated.

問4 下線部(3)の内容を日本語で簡潔に記せ。

問5 次の文は筆者の主張を要約したものである。①～③に入る最も適切な語を本文中から選べ。ただし、必要に応じて適切な形に変えること。

Through the example of the *Estonia* accident the writer suggests that, confronted with a (①), we tend to (②), and that we need to learn how to (③) it.

問6 下線部(1)、(4)を日本語に訳せ。

第3問 次の英文の下線部(1)～(9)には誤りが六つある。その番号を記し、正しい語に訂正せよ。(順番は問わない) (12点)

Dolphins have brains that are considerably larger than (1) these of the great *apes. We should, therefore, expect them to exhibit real talent in the language area, and they do. In *Nature's* animal-minds television series, we follow the work in progress conducted in Hawaii by Lou Herman and his associates with *bottlenose dolphins. Herman's dolphins understand the all-important difference between "Take the Frisbee to the surfboard" (2) from "Take the surfboard to the Frisbee." They have no problem with "right water, left basket, fetch" (which means "Take the basket on your left to the stream of water on your right") and "left water, right basket, fetch."

A traditional complaint *leveled at language experiments with all animals has been the charge that almost all the training involves "imperative sentences," (3) of which the animal is instructed to do something, or, in the case of the apes, instructs the trainer to do something (provide food, mainly). This complaint was addressed and answered in the work with *Kanzi, and it is also addressed in the work with these dolphins, who carry (4) on instructions without complaint, but also answer questions.

"Is there a ball in the tank?" The dolphins answer (5) to pressing one of two paddles, which mean, depending on the experiment, "yes/present" or "no/absent." They have little trouble with these tests. A no answer to the question about the ball proves that the animal both understands the nature of the question and holds (6) in his mind a mental picture of a ball. One day Herman instructed the dolphin "hoop, Frisbee, fetch," but there was no hoop in the pool at the time. Herman expected a no response, but the dolphin elaborated on that response, (7) in a way, by fetching the Frisbee and taking it to the no paddle. Herman paused for a moment and then agreed, "Yeah, that's right." The dolphins respond successfully to novel sentences. One of Herman's more *adept animals, Phoenix, scored (8) at a rate of 71 to 87 percent on sentences of two or three "words," and 60 to 68 percent on sentences with three to five "words." (When considering these scores, remember that the chance rate is very much less than 50 percent, since the dolphins have a large variety of actions to choose (9) out.)

(George Page, *Inside the Animal Mind*より。一部省略あり。)

[注] apes 類人猿 bottlenose dolphin バンドウイルカ leveled=directed
Kanzi 言語をかなり獲得できたボノボチンパンジーの名前 adept=skillful

第4問 次の下線部(1)、(2)の内容を英語で表現せよ。

(17点)

健康、清潔に気を配るのは大いにけっこうだが、他人は不潔だという感覚に結びつくと、生理的に図書館の本を利用できない学生を生む。他人の触れた本など汚くてとても読めないというのである。同じ理由で古本屋へも行きたがらない。昔は普通の風景であった学生の古本屋巡りも、いまは少数派の楽しみになってしまった。新しい本を買うときも、潔癖症の学生はなるべく他人が触っていなさそうな本を選ぶ。⁽¹⁾自分で調べないですぐに教師などに質問してしまう最近の傾向も、単なる怠慢ではなくて、なるべく本に触りたくないからなのかもしれない。⁽²⁾(土屋繁子『本のゆくえ』より)

英 語

第5問 次の英文を読んで、設問に答えよ。

(20点)

“You’ll be retiring,” Janice Brabner had said. “Have you thought at all what you’re going to do?”

“Do?” Marcia stared at her blankly. “What do you mean?”

“Well ...” Janice *faltered. “You’ll have a good deal of time on your hands, won’t you—time that you gave to your job?” Marcia had never revealed what exactly her job was but Janice guessed that it hadn’t been particularly exciting. After all, what kind of job could somebody like Marcia do? She wished she (ア) keep staring at her in that *unnerving way, as if she had no idea what was meant by Janice asking what she was going to do when she retired.

“A woman can always find plenty to occupy her time,” Marcia said at last. “It isn’t like a man retiring, you know. I have my house to see to.”

“Yes, of course.” And it *could do with seeing to, Janice thought. But was Marcia capable of doing what was necessary? Physically she seemed able to do housework so that there was no question of getting a home help for her, even if one could be found, but keeping a house in order needed a certain attitude of mind and it was ^(a) here that Marcia seemed to be lacking. Did she not notice the dust or care about it? Perhaps she needed new spectacles ... Janice sighed, as she so often did when considering Marcia. ⁽¹⁾ There seemed to be nothing she could do at the moment beyond keeping an eye on her and calling in occasionally to see how she was coping.

The first Monday morning Marcia woke at the usual time and began getting up and preparing to leave the house before she remembered that it was the first day of her retirement. “*Roll on,” people used to say in those days when it had seemed an impossibly remote event. Well, now it had rolled on, it was here. A woman can always find plenty to occupy her time.

Marcia took down the tray she had used for her early morning tea, but she left the cup behind on the dressing table where it would remain for some days. As she was not going to the office, she changed the dress she had put on for her old Saturday

morning skirt and a *crumpled blouse which needed ironing, but there was nobody to notice it or to criticize and no doubt the warmth of her body (イ) soon press out the *creases. Downstairs at the sink she was about to wash up yesterday's dishes when she was diverted by the sight of a plastic bag lying on the kitchen table. How had that got there and what had been in it? So many things seemed to come in plastic bags now that it was difficult to keep track of them. The main thing was not to throw it away carelessly, better ^(b) still to put it away in a safe place, because there was a note printed on it which read "To avoid danger of *suffocation keep this wrapper away from babies and children." They could have said from middle-aged and elderly ⁽²⁾ persons too, who might well have an irresistible urge to suffocate themselves. So Marcia took the bag upstairs into what had been the spare bedroom where she kept things like cardboard boxes, brown paper and string, and stuffed it into a drawer already *bulging with other plastic bags, *conscientiously kept away from babies and children. It was a very long time since any such had entered the house, children not for many years, babies perhaps never.

Marcia spent a long time in the room, tidying and rearranging its contents. All the plastic bags needed to be taken out of the drawer and sorted into their different shapes and sizes, classified as it were. ^(c) It was something she had been meaning to do for such a long time but somehow she had never seemed to have a moment. Now, the first day of her retirement, she had eternity stretching before her.

(Barbara Pym, *Quartet in Autumn*より。一部省略あり。)

[注] falter 口ごもる unnerving うろたえさせるような could do with ～が必要である roll on (命令文で) 早く来い crumpled しわくちゃの creases しわ suffocation 窒息 bulging with ～でふくれあがった conscientiously 注意深く

問1 空所 (ア)、(イ) に入る最も適切なものを下から選び、番号で答えよ。

- ① will ② would ③ won't ④ wouldn't

問2 下線部 (a)、(c) が指す内容を日本語で書け。

問3 下線部 (b) を同じ意味になるよう別の表現に置き換えると次のどれになるか。番号で答えよ。

- ① by far ② much ③ quiet ④ than

問4 下線部 (1) を日本語に訳せ。ただし、she, her, she がそれぞれ誰を指しているかわかるようにすること。

問5 下線部 (2) をほぼ同じ意味の英文に書き換えるとどうなるか。次の (ア)、(イ) の空所 [] に入る最も適切な語を下の語群から選び、番号で答えよ。ただし、文頭に來る語であっても小文字になっている。

(ア) [1] [2] [3] [4] [5] “middle-aged and elderly persons” too, who (イ) [6] [7] [8] [9] [10] [11] [12] [13] with a plastic bag.

(ア) ① have ② note ③ should ④ the ⑤ included

(イ) ① a ② desire ③ feel ④ great ⑤ kill ⑥ might

⑦ themselves ⑧ to