

(2012年度)

1 英語問題 (90分)

(この問題冊子は19ページ、5問である。)

受験についての注意

1. 監督の指示があるまで、問題冊子を開いてはならない。
2. 携帯電話・PHSの電源は切ること。
3. 試験開始前に、監督から指示があったら、解答用紙の右上の番号が自分の受験番号かどうかを確認し、氏名を記入すること。次に、解答用紙の右側のミシン目にそって、きれいに折り曲げてから、受験番号と氏名が書かれた切片を切り離し、机の上に置くこと。
4. 監督から試験開始の合図があったら、この問題冊子が、上に記したページ数どおりそろっているかどうか確かめること。
5. 解答は解答用紙の各問の選択肢の中から正解と思うものを選んで、そのマーク欄をぬりつぶすこと。その他の部分には何も書いてはならない。
6. 筆記具は、HかFかHBの黒鉛筆またはシャープペンシルに限る。万年筆・ボールペンなどを使用してはならない。時計に組み込まれたアラーム機能、計算機能、辞書機能などを使用してはならない。
7. マークをするとき、枠からはみ出したり、枠のなかに白い部分を残したり、文字や番号、枠などに○や×をつけたりしてはならない。
8. 訂正する場合は、消しゴムでていねいに消すこと。消しきずはきれいに取り除くこと。
9. 解答用紙を折り曲げたり、破ったりしてはならない。採点が不可能になる。
10. 試験時間中に退場してはならない。
11. 解答用紙を持ち帰ってはならない。
12. 問題冊子は必ず持ち帰ること。

- 1 次の英文は、児童文学の四巻本選集への序文の一部である。(1)~(15)の答えとしてもっとも適切なものを、それぞれ(a)~(d)の中から1つ選びなさい。なお、*印のついた語句には、文末に注が与えられている。

[1] Reading is one of the few things I know much about. I started at four and I've kept at it for over three-quarters of a century with occasional interruptions for eating, sleeping, and a few other matters. Within that vast stretch of years my most enjoyable reading was done between four and fourteen. You yourself are probably between four and fourteen. As far as reading is (2), you're lucky. That's the best time.

[2] During those ten years I read for reading's sake. I didn't do it to learn anything, though I found later on that I had learned a lot. I didn't read to prepare myself for a grown-up career, though I found later on that my ability to read helped me to make a living. I didn't read because anybody told me (4). I didn't read to get ahead of anyone else, or to improve my marks in school. I read for the same reason we all like to open Christmas gifts. Each book was a surprise package stuffed with things I had no idea ever existed.

[3] I grew bug-eyed* over the miracle of language. How could a few punctuation marks plus words made out of twenty-six letters be put together so as actually to make (inside my head) people, animals, stories, landscapes, streets, towns, and even ideas? Here I was, a rather dull boy looking at an unopened book. Then within a short time the dull boy found he was entertained, amused, saddened, delighted, mystified, scared, dreamy, puzzled, astonished, held in suspense—all depending on what was in those pages. And sometimes he was bored—a perfectly reasonable thing to be and a good mood in which to develop judgment, for we can learn from what we dislike as well as from what we like.

[4] My wish is that this set of books will give you some of these feelings—though I hope not boredom. It's good to get such feelings at an early age. They're never quite the same for the older reader. The older reader gets

some of them, but more thinly, more weakly. He gets others, too, more complicated perhaps. But what he doesn't get in quite the same way is—surprise.

[5] Let me tell you how I put these books together. Mainly I followed one rule: I have included nothing I didn't myself enjoy reading—and rereading. The reason I didn't worry about you or what you might like is simple: you're different from me just as you're different from each and every one of the 4.4 billion people (that's a rough count) attached to the skin of our planet. Not everything in these books will interest all of you, and that's okay. And there's an enormous amount of reading not included that some of you might well prefer. That's okay, too. If your tastes and mine come together on a fair quantity of the contents, that's good enough. ⁽¹⁰⁾

[6] You'll notice that Books One and Two are aimed more or less at younger readers—say from four to eight. Books Three and Four will be aimed at older readers—say from nine to thirteen or fourteen. But my aim is very uncertain; I'd never win a medal for marksmanship*. There's really no such thing as an eight-year-old reader or a twelve-year-old reader. There isn't even any such thing as an eighty-year-old reader, for if there were I could never have put the set together with as much pleasure as it has given me. Read what, when, and where you like. Think of these books not as “graded” (except very roughly) but rather as a vast country, crowded with varied landscapes, inviting exploration. ⁽¹¹⁾ ⁽¹²⁾ ⁽¹³⁾

[7] Some people like to read *through*. Others like to read *in*. I have known some odd folk* who have gone through the entire *Encyclopaedia Britannica**, beginning with Å (which is not an ordinary A but a unit of wavelength*) and ending with Zwyny, who was Chopin's first piano teacher. If you would like to read this set that way, go ahead. My own preference would be to skip around and read according to my mood. But of course those *Britannica* readers who did that would probably die without knowing that Å is a unit of wavelength. ⁽¹⁴⁾

出典 : Clifton Fadiman, "Introduction" to *The World Treasury of Children's Literature* (Little Brown, 1984)

注

bug-eyed: 目を丸くして

marksmanship: 射撃術

odd folk: 変わった人たち

Encyclopaedia Britannica: 『ブリタニカ百科事典』

wavelength: 波長

[1]

(1) How old could the author be?

- (a) late in his thirties
- (b) in his forties
- (c) around sixty
- (d) more than seventy

(2) Choose the most suitable word for (2).

- (a) concerned
- (b) going
- (c) involved
- (d) relevant to

[2]

(3) What does the underlined sentence mean?

- (a) I read because I knew reading was useful.
- (b) I did nothing but read.
- (c) I read simply because I enjoyed it.
- (d) I read as wide-range of books as possible.

(4) Choose the most suitable word for (4).

- (a) not
- (b) that
- (c) to
- (d) why

(5) To the author, books were _____.

- (a) like some comfortable old friends
- (b) full of things unknown to him
- (c) most valuable when not expecting much of them
- (d) always shocking and strange

[3]

(6) What amazed the author?

- (a) that English is made of only a small number of letters
- (b) that even a dull boy can become so active
- (c) that the alphabet can create such a spectacle
- (d) that there can be a great variety of feelings in a man

(7) Why is “make” written as “*make*”?

- (a) Because it is God that made people, animals, stories, landscapes, streets, towns, and ideas.
- (b) Because it is unnatural to use the word “make” in this context.
- (c) To emphasize the difference between this “make” and the “made” in the same sentence.
- (d) To make clear how language can perform a miracle.

[4]

- (8) What is the difference between the older reader and the younger?
- (a) Older people become interested in a severe reality rather than the world of children's literature.
 - (b) Older people are more likely to get bored of reading than younger people.
 - (c) Older people do not have enough strength to read through the whole set of books.
 - (d) Older people react less strongly to books than younger people.

[5]

- (9) Which of the following statements is mentioned in paragraph [5]?
- (a) Authors should not make more than one rule.
 - (b) The author edited this set of books only for his own pleasure.
 - (c) There is no predicting tastes.
 - (d) This set of books is not made with sales in mind.

- (10) Which word best replaces "come together"?

- (a) coincide
- (b) arrive at the same time
- (c) crush
- (d) face one another

[6]

- (11) Which of the following is the same usage as the underlined word?

- (a) As the saying goes, "What's done cannot be undone."
- (b) Name any fish, say a cod.
- (c) Let him have his say.
- (d) The clock said ten minutes past six.

- (12) Why did the author allow himself to leave his aim uncertain?
- (a) Because it is impossible for young readers to read Books Three and Four.
 - (b) Because books can be enjoyable at any age.
 - (c) Because he is aware of his lack of ability to edit books of children's literature.
 - (d) Because he couldn't retain the same pleasure in children's literature as he had.

- (13) What does the underlined word mean?
- (a) arranged alphabetically
 - (b) classified by genre
 - (c) included in the list of the recommended books
 - (d) sorted according to the degree of difficulty

[7]

- (14) Which word best replaces "gone through"?
- (a) carried through
 - (b) cleared up
 - (c) worked through
 - (d) set out
- (15) Which of the following statements is true?
- (a) It is highly advisable not to skip through *Encyclopaedia Britannica*.
 - (b) Reading the anthology of children's literature is just like reading *Encyclopaedia Britannica*.
 - (c) The author is not willing to dictate to the reader how to read the anthology.
 - (d) You will miss the editor's aim unless you read the set of books in order.

- 2 次の英文を読み、(16)～(30)の答えとしてもっとも適切なものを、それぞれ(a)～(d)の中から1つ選びなさい。なお、*印のついた語句には、文末に注が与えられている。

- [1] The American food system has for more than a century devoted its⁽¹⁶⁾ energies to quantity and price rather than to quality. Turning out vast quantities of so-so food sold in tremendous packages at a terrific price is what we do well. Yes, you can find exceptional food in America, and increasingly so, but historically the guiding principle has been, in the slogan of one supermarket chain, to “pile it high and sell it cheap.”
- [2] There’s no escaping the fact that better food—whether measured by taste or nutritional quality (which often correspond)—costs more, usually because it has been grown with more care and less intensively. Not everyone can afford to eat high-quality food in America, and that is shameful;⁽¹⁹⁾ however, those of us who can, should. Doing so benefits not only your health (by, among other things, reducing your exposure to pesticides* and pharmaceuticals*), but also the health of the people who grow the food as well as the people who live downstream and downwind of the farms where it is grown.
- [3] Another important benefit of paying more for better-quality food is that you’re apt to eat less of it.
- [4] “Eat less” is the most unwelcome advice of all, but in fact the scientific case⁽²⁰⁾ for eating a lot less than we presently do is compelling, whether or not you are overweight. Calorie restriction has repeatedly been shown to slow aging and prolong lifespan in animals, and some researchers believe it is the single strongest link between a change in the diet and the prevention of cancer. Put simply: Overeating promotes cell division, and promotes it most dramatically in cancer cells; cutting back on calories slows cell division. It also stifles* the production of free radicals*, curbs* inflammation*, and reduces the risk of

most of the Western diseases.

[5] “Eat less” is easier said than done, however, particularly in a culture of cheap and abundant calories with no deeply rooted set of rules to curb overeating. But other cultures do have such rules and we can try to emulate* them. The French have their modest portions and taboo against seconds*. The people of Okinawa, one of the longest-lived and healthiest populations in the world, practice a principle they call *hara hachi bu*: Eat until you are 80 percent full.

[6] This is a sensible idea, but also easier said than done: How in the world do you know when you’re 80 percent full? You’d need to be in closer touch with your senses ⁽²⁴⁾ than many Americans at the table have become. As Rozin and other psychologists have demonstrated, Americans typically eat not until they’re full (and certainly not until they’re 80 percent full) but rather until they receive some visual cue from their environment that it’s time to stop: the bowl or package is empty, the plate is clean, or the TV show is over. Brian Wansink, a Cornell professor of marketing and nutritional science who has done several ingenious studies on portion size and appetite, concludes that Americans pay much more attention to external than to internal cues about satiety*. By comparison the French, who seem to attend ⁽²⁷⁾ more closely to all the sensual dimensions of eating, also pay more attention to the internal cues telling us we feel full.

[7] So how might paying more for food help us eat less of it? In two ways. It is well established that how much we eat is strongly influenced by the cost of food in terms of both the money and effort required to put it on the table. The rise in obesity* in America began around 1980, exactly when a flood ⁽²⁸⁾ of cheap calories started coming off American farms, prompted by the Nixon-era* changes in agricultural policy. American farmers produced 600 more calories per person per day in 2000 than they did in 1980. But some calories got cheaper than others: Since 1980, the price of sweeteners and added fats

(most of them derived, respectively, from subsidized* corn and subsidized soybeans) dropped 20 percent, while the price of fresh fruits and vegetables increased by 40 percent. It is the cheaper and less healthful of these two kinds of calories on which Americans have been gorging*.

出典：Michael Pollan, *In Defense of Food* (Penguin, 2009)

注

pesticide: 農薬

pharmaceutical: 調合薬

stifle: 抑える

free radical: 遊離基(身体の細胞を損なう原子)

curb: 抑制する

inflammation: 炎症

emulate: 見習う

seconds: おかわり

satiety: 飽満

obesity: 肥満

Nixon-era: ニクソン大統領政権時代(1969-74)

subsidize: 助成金を支給する

gorge: たらふく食べる

[1]

(16) What could best replace “devoted it’s energies to”?

- (a) concentrated on
- (b) fought against
- (c) been debating
- (d) been proud of

(17) How does paragraph [1] describe American food?

- (a) disgusting and unhealthy
- (b) exceptionally varied
- (c) large-sized and cheap
- (d) highly nutritious

[2]

(18) Why is good food more expensive?

- (a) It is difficult to cook.
- (b) It is more trouble to grow.
- (c) It is more healthy.
- (d) It comes in large portions.

(19) What is “shameful”?

- (a) that American food is so bad
- (b) that most people throw away food
- (c) that good food is too expensive for many people
- (d) that much food contains pesticides and other chemicals

[4]

(20) Which word best replaces “case”?

- (a) argument
- (b) study
- (c) example
- (d) method

(21) What effect does overeating have on cancer cells?

- (a) It causes them to multiply quickly.
- (b) It stifles their growth.
- (c) It makes them likely to start growing.
- (d) It encourages inflammation.

(22) Who is encouraged to eat less?

- (a) overweight people
- (b) people with cancer
- (c) people who eat healthy foods
- (d) everyone

[5]

(23) What is the difference between French people and American people, as explained in paragraph [5]?

- (a) French people eat more healthy food than Americans.
- (b) French people spend more money on food than Americans.
- (c) French people have a less effective digestive system than Americans.
- (d) French people have social reasons for eating less than Americans.

[6]

(24) What is meant by the phrase “to be in closer touch with your senses”?

- (a) to be more aware of your body
- (b) to be more sensible about eating
- (c) to pay attention to what your eyes and ears tell you
- (d) to learn more about how your body works

- (25) How do many American people manage their eating?
- (a) They eat until they are 80 percent full.
 - (b) They eat until environmental clues suggest they stop.
 - (c) They eat until they are 100 percent full.
 - (d) They eat until they feel uncomfortable.
- (26) What does paragraph [6] suggest?
- (a) that American people don't like to waste food
 - (b) that American food companies produce large portions because American people like to eat a lot
 - (c) that American people enjoy feeling very full
 - (d) that American people are relatively insensitive to how full they are
- (27) What is meant by the word "attend"?
- (a) to be in a certain place
 - (b) to be conscious of
 - (c) to experience
 - (d) to be worried about

[7]

- (28) Which word best replaces "flood"?
- (a) disaster
 - (b) threat
 - (c) rain
 - (d) abundance

(29) Which of the following best replaces “respectively”?

- (a) politely
- (b) separately
- (c) accurately
- (d) ordinarily

[1] to [7]

(30) Overall, what does this writing suggest?

- (a) that American eating habits are similar to those of the French
- (b) that American people eat good food, but too much of it
- (c) that American people have bad eating habits and eat unhealthy food
- (d) that American people should not eat less, but should change to eating more fruit and vegetables

3 次の英文中の(31)～(40)に入るべき語句としてもっとも適切なものを、それぞれ(a)～(d)の中から1つ選びなさい。なお、*印のついた語句には、文末に注が与えられている。

Fish are disappearing so rapidly that it will soon be too late to save (31). Already the local fishmonger*—source of cheap food to our parents, and the most cheerful and interesting shop in every high street—has all (32) disappeared from English towns. Mature fish are rarely found in European waters and appear in the shops only when (33) in at vast expense from the Seychelles or the South Atlantic. International agreements will not solve this problem: for they will be respected only by those (34) the Icelanders and the British, inheritors of Common Law and the Saxon sense of justice. The only solution so far discovered has been the Icelandic one—the belligerent* assertion of a national right to the breeding grounds* of an (35) species. (36) in a world where

belligerence is feared, and where animals are invariably its principal victims, this solution too is unavailable. Here then is a problem that is (37) moral and political, and for which we seem to have no procedure that will (38) us to ensure that the right thing is done. At the same time we, (39) ancestors depended on fish for their survival, owe fish a favour. It is time that we (40) up to our very great obligation to these vulnerable and peaceable creatures who have given us so much.

出典 : Roger Scruton, *Animal Rights and Wrongs* (Metro Books, 2000)

注

fishmonger: 魚屋

belligerent: 好戦的な

breeding ground: 繁殖地

- (31) (a) it (b) that (c) them (d) this
- (32) (a) but (b) over (c) through (d) too
- (33) (a) flow (b) flowing (c) flown (d) flying
- (34) (a) from (b) in (c) like (d) over
- (35) (a) enclosed (b) endangered (c) enforced (d) enlarged
- (36) (a) But (b) If (c) So (d) Thus
- (37) (a) gradually (b) hardly (c) occasionally (d) simultaneously

(38) (a) able (b) capable (c) enable (d) unable

(39) (a) that (b) who (c) whom (d) whose

(40) (a) awake (b) had woke (c) will wake (d) woke

4 次の英文中の()に入るべき語または語句としてもっとも適切なものを、
それぞれ(a)~(d)の中から1つ選びなさい。

(41) A lift to the station will () me very much because I have hurt my legs.

(a) become (b) do (c) help (d) make

(42) I definitely saw my brother () hand in hand with your sister.

(a) having walked (b) to have walked
(c) to walk (d) walk

(43) You do not need to be () of his position as president of an automobile company.

(a) helpful (b) envious (c) hoping (d) wanting

(44) What the politicians do these days is so ().

(a) contempt (b) contempted
(c) contemptible (d) contemptuous

(45) Fewer people make phone calls today than twenty years ago and () fewer people write letters.

(a) less (b) more (c) some (d) still

- (46) () in my case, proverbs work best when they are not entirely fitting.
 (a) As (b) With (c) Like (d) Over
- (47) She is a good mother, and () is more, a respected scholar.
 (a) some (b) what (c) which (d) who
- (48) Some people believe that psychology is only () word for what the
 ancients called fate.
 (a) another (b) best (c) next (d) other
- (49) Few novels are complete without revelations. These are the moments when
 what we () shifts its significance.
 (a) can read (b) do not read (c) have read (d) will read
- (50) If you keep insisting on your idea, this meeting will () to work.
 (a) be over (b) cease (c) finish (d) stop

5 次の英文中の下線を引いた単語の文脈上の意味を考え、それにもっとも近い意味で使われているものを、それぞれ(a)~(d)の中から1つ選びなさい。

A) The Bali Tiger was once a fairly⁽⁵¹⁾ common beast. In 1912 Ernst Schwarg described it as similar to the small Javan Tiger, but even smaller still. It shared the Javan Tiger's short, dense hair but the ground⁽⁵²⁾ colour of its fur was brighter and the light markings a clearer white. Of all the tigers, it had the brightest and most clearly marked coat⁽⁵³⁾. Its numbers declined⁽⁵⁴⁾ sharply between the two world wars when the local people acquired firearms and joined with the Dutch colonials to organize⁽⁵⁵⁾ frequent, fashionable tigerhunts.

出典 : David Day, *Noah's Choice* (Puffin Books, 1991)

- (51) (a) beautifully (b) neatly (c) partly (d) reasonably
- (52) (a) base (b) earth (c) floor (d) land
- (53) (a) cover (b) fur (c) jacket (d) surface
- (54) (a) went down (b) refused (c) shocked (d) sat down
- (55) (a) arrange (b) attack (c) encourage (d) enjoy

B) “Man is but a reed, the weakest in nature, but he is a thinking reed,” wrote philosopher Blaise Pascal in 1670. Exceptional intelligence is the defining feature of our species, yet its origins have long been a puzzle. Darwin concluded that intellect would have given advantages in social competition and the struggle to survive, but why humans should be brainier than other species was unclear. Only recently has an explanation emerged. In the view of many evolutionary anthropologists, the pressure for intelligence indeed comes primarily from the advantages of outwitting social competitors, whereas a major reason for species differences is how much brainpower the body can afford.

出典 : Richard Wrangham, *Catching Fire* (Profile Books, 2010)

- (56) (a) Acceptable (b) Dangerous (c) Unlikely (d) Unusual
- (57) (a) behavior (b) consequence (c) quality (d) vision
- (58) (a) exercise one plays
(b) place where one gets lost
(c) something one cannot understand
(d) trouble one faces
- (59) (a) more brilliant (b) more brutal
(c) more daring (d) more successful
- (60) (a) give (b) pay (c) resist (d) support

