

(2012年度)

7 英語問題 (90分)

(この問題冊子は17ページ、8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

下線(1)～(10)の語句の意味に最適な語を(a)～(d)の中から1つ選びなさい。

Shibuya's 'loyal dog Hachiko' vanishes
(1)

A team of daring thieves, disguised as a cleaning crew, made off with one of
(2) Tokyo's most famous landmarks in the early hours of Saturday.

The statue of "loyal dog Hachiko," a popular meeting spot on the north side of Shibuya Station since 1934, was reported missing shortly after dawn, when a newspaper delivery truck driver spotted the bare pedestal and notified
(3) policemen at the nearby "koban."

While police have yet to issue an official statement concerning the statue's
(4) disappearance, *The Japan Times* has learned the entire scene was recorded by NHK's 24-hour monitor camera affixed to the Shibuya Station building.
(5)

A network technician described what clearly happened. "Five men in work clothes, wearing hats, safety glasses and face masks, moved in about 1:43 a.m.,
(6) after the trains had stopped running," said the man, who declined to give his
(7) name. (8)

They set up 'Men Working' signs, and then raised several blue vinyl work sheets around the statue. It took them about 10 minutes to get it off the pedestal.

While motives for the theft are uncertain, speculation has focused on the
(9) soaring prices for copper and other metals, spurred by the construction boom in
(10) China.

(Adapted from Kyrsten Reilly. "Shibuya's 'loyal dog Hachiko' vanishes overnight." *The Japan Times*. Friday, April 1, 2007)

(1) (a) dies (b) disappears (c) transforms (d) relocates

(2) (a) caught (b) destroyed (c) remade (d) stole

- (3) (a) informed (b) argued (c) placed (d) retold
- (4) (a) conduct (b) relate (c) consider (d) release
- (5) (a) affirmed (b) attached (c) suspended (d) established
- (6) (a) transferred (b) departed (c) arrived (d) set up
- (7) (a) gave in (b) ceased (c) yielded (d) gave up
- (8) (a) refused (b) decreased (c) lessened (d) forgot
- (9) (a) actions (b) reasons (c) results (d) searches
- (10) (a) dwindling (b) hopeful (c) inspiring (d) increasing

2

(11)~(20)の空所に最適な語を(a)~(d)の中からそれぞれ1つ選びなさい。

The legend of Leonardo da Vinci is covered in (11): How did he die? Are the remains buried in a French castle really those of the Renaissance master? Was the “Mona Lisa” a self-portrait in (12)?

A group of Italian scientists believes the (13) to solving those puzzles lies with the remains—and they say they are seeking permission from French (14) to dig up the (15) to conduct carbon and DNA testing.

If the skull is intact, the scientists can go to the heart of a question that has fascinated scholars and the public for centuries: the (16) of the Mona Lisa. Re-creating a virtual and then (17) reconstruction of Leonardo’s face, they can compare it with the smiling face in the painting, experts involved in the project said.

“We don’t know what we’ll find if the tomb is opened, we could (18) just find grains and dust,” says Giorgio Gruppioni, an anthropologist who is (19) in the project. “But if the remains are well kept, they are a biological archive that registers events in a person’s life, and sometimes in their death.”

Arguably the world’s most famous painting, the “Mona Lisa” (20) in the Louvre in Paris, where it drew some 8.5 million visitors last year.

(Adapted from Alessandra Rizzo. “Did Leonardo paint himself as Mona Lisa?” Associated Press. 1/28/2010)

- (11) (a) awe (b) disrespect (c) mystery (d) certainty
- (12) (a) disguise (b) hiding (c) earnest (d) imitation
- (13) (a) key (b) impossibility (c) desire (d) result
- (14) (a) government (b) official (c) kings (d) authorities
- (15) (a) remain (b) ghost (c) body (d) soul
- (16) (a) beauty (b) identity (c) smile (d) eternity
- (17) (a) mental (b) spiritual (c) theoretical (d) physical
- (18) (a) almost (b) expect (c) even (d) improbable
- (19) (a) connected (b) divulging (c) participating (d) designing
- (20) (a) hangs (b) hanging (c) hung (d) hanged

3

(21)~(30)の空欄に入る最も適当な語を(a)~(j)から1つ選びなさい。ただし、同じものを2回使うことはできません。

A computer and mobile phone application called *bijin-tokei*, or beautiful woman clock, has taken Japan by storm, racking up huge download numbers and (21) serious attention from companies looking to cash in on its popularity.

The concept is deceptively simple. Users download a clock that shows the time written in chalk on a small blackboard. What makes it different from other time-of-day services is the attractive young women who take turns (22) the blackboard. A different model appears about every four minutes, meaning about 360 different ladies flash the current time each day.

Since the Shibuya Ward, Tokyo-based *bijin-tokei* Inc. debuted the concept in January 2009, it has grown hugely popular, with the site drawing 370 million hits a month. The (23) effect has come thanks to word of mouth, much of which is sparked by the beauties featured on the site telling their friends about their four minutes of fame.

The start-up has been (24) with well-established companies to cash in on its main site's popularity and keep interest levels high. In August, it teamed up with McDonald's Co. (Japan) and launched a special version showing women (25) the curly red wig that is the hallmark of the burger chain's mascot, Ronald McDonald. The images would appear on the site from noon through 8 p.m.

In January, Johnson & Johnson KK added a link on the "*bijin-tokei*" site. When viewers scroll their pointer over the image of a (26) woman featured on the link, she suddenly makes a face. The change in expressions prompts some people to click on the image, which takes them to a section of the consumer product maker's Web site that offers tips on skin care.

The clock faces are showing up on surfaces other than computer and mobile phone screens. For a month (27) at the end of February, the *bijin-tokei* clock appeared on a large electronic board in JR Tower, a commercial complex with

direct access to JR Sapporo Station in Hokkaido. About 300 women from all over Hokkaido volunteered to appear as models.

The clocks are also featured on large display screens at the Shibuya outlet of Tower Records and six other locations.

The popularity of *bijin-tokei* has given rise to a dozen sister sites, (28) “*binan-tokei*,” which features specimens of the opposite gender. Other related sites feature pictures of people’s pet dogs and cats.

As the main site’s name recognition grows, so too does the number of women interested in (29) on it. The company claims that hundreds of women each month apply to appear as models.

One would expect that a site built around showing attractive women would be a hit among the guys, and it is, but some might be surprised to learn that about 20% of all visitors are women.

If the operator is able to tap new demand from its female fans, it might be able to grow further by (30) partnerships with other cosmetics and fashion purveyors.

(Marimi Kishimoto, “Beauties + chalkboards = huge hit” *The Nikkei Weekly* 31 May 2010, p. 21)

- (a) allying (b) appearing (c) forming (d) holding
- (e) including (f) smiling (g) snowballing (h) starting
- (i) wearing (j) winning

(31)~(40)に入る最適なものを(a)~(d)から選びなさい。

In the mid-1970s I took a job at the Des Moines *Register*. When I told my father that I (31) to Des Moines, he told me about the only time he'd been there. It was in the 1930s, he said, (32) he was the business manager of the *Southwest Review*, the literary magazine of Southern Methodist University in Dallas. His friend Lon Tinkle, who later became a well-known Texas writer, was the review's editor. Lon also taught English at SMU, and there was a student in his class who had a severely deformed back. It was the Depression, and the young woman came from a family that was so poor she couldn't afford the operation that (33) the problem.

Her mother, who ran a boardinghouse in Galveston, (34) out the attic one day when she came across an old dusty manuscript. (35) across the top were the words, "By O. Henry." It was a nice story, and she sent it along to her daughter at SMU, who showed it to Lon. Lon (36) the story before, but it *sounded* like O. Henry, it had an O. Henry story line, and he knew that William Sydney Porter, aka O. Henry, had lived in Houston at one time. So it was entirely possible that the famous author (37) to the beach and stayed in the Galveston boardinghouse, had written the story while he was there, and had inadvertently left the manuscript behind. Lon showed the manuscript to my father, who (38) an O. Henry expert at Columbia University in New York. The expert said he'd like to see it, so my father got on a train and took it to him.

The expert authenticated the story as O. Henry's, and my father set out to sell it. Eventually, he found himself in Des Moines, (39) with Gardner Cowles, a top editor at the Des Moines *Register*. Cowles loved the story and bought it on the spot. My father took the proceeds to the young woman in Lon Tinkle's class. It was just enough for her to have the operation she so desperately needed—and, (40) we know, to live happily ever after.

My father never told me what the O. Henry story was about. But I doubt that it could have been better than his own story: a story about O. Henry that was an O. Henry story itself.

("Ms. Found in an Attic" from *I Thought My Father Was God and Other True Tales from NPR's National Story Project* Edited and Introduced by Paul Auster p. 49, Henry Holt and Company, New York, 2001)

- (31) (a) will move (b) am to move
(c) was moving (d) should be moved
- (32) (a) if (b) when (c) where (d) though
- (33) (a) would correct (b) had corrected
(c) was corrected (d) could be corrected
- (34) (a) was to be cleaned (b) had to be cleaned
(c) has cleaned (d) was cleaning
- (35) (a) Scribbling (b) Being scribbled
(c) Scribbled (d) Having scribbled
- (36) (a) would not see (b) has not seen
(c) could never been seen (d) had never seen
- (37) (a) had gone (b) had to go (c) had be gone (d) had him go
- (38) (a) will contact (b) is contacting
(c) contacted (d) had been contacted
- (39) (a) meet (b) being met
(c) having to meet (d) meeting
- (40) (a) as soon as (b) as many as (c) as far as (d) as best as

- 5 次の文を読み、(41)～(50)の文を完成させるために最適な文または語句を(a)～(d)から選びなさい。

Let me begin with the answer to your first probable question: why in the world would your mother follow you to college?

I have a high-functioning form of autism known as Asperger's Syndrome. To make it short and simple, I can do the work required of a college student, but I'm really not ready for the independence part of it. However, I wanted to be able to use my gift for writing to make a living someday, and thus began our college search.

We visited Taylor University in Fort Wayne, Indiana in the spring of my junior year of high school and spoke with Dr. Dennis Hensley, the professor who developed their Professional Writing program. It was this visit that convinced me and my parents that our prayers had been answered. It was a small Christian college with a strong writing program, one that would teach me not only how to write, but how to make a living at it. There was only one problem: the school was 1,000 miles away.

To most families, the how-far-away issue would be a minor one, but for my family it meant some major life changes and sacrifices. In order for me to go to this school, my mom would need to be there to support me while my dad financially supported us from Texas, where he serves as a police lieutenant. In order for us to still have family time, my mom would need to limit her work to school weeks only, which would allow for us to be home during holidays and summers. In order to cut costs so that this could happen, we would have to sell our house and move into something very inexpensive.

This was much easier said than done, but after everything was "in order," we left my dad, my two brothers and their wives, and my two nephews in Texas and moved into a second-story apartment just down the street from the school. My mom got a job as a part-time clerk in our college's bookstore. I began classes. All seemed well and good, until October 13th—a day that will be etched in my mind

forever.

It began as any other Monday. Classes at nine. Chapel at ten. Then came the announcement of a special meeting at noon. This meeting would announce the closing of our school on May 31st of the next year. Hold on, I thought. This can't be happening! Colleges don't just close up like that, do they?! Didn't they know the sacrifices our family had made to get me here? The sacrifices the rest of the students' families had made to get them here? What about them? What about us?

There were lots of questions but not a lot of answers. There was much crying and disbelief, but not much consoling. Time stood still that day at TUFW. And the next. And the next. It was announced that the main campus in Upland, Indiana, would not be closing its doors. Some departments would be moving, but they had not decided which ones. My mom wrote a letter, pleading with them to keep the Professional Writing program and Dr. Hensley. Concerned parents and students called—some irate, some just wanting answers. All were concerned about the future of our school, formerly Fort Wayne Bible College, then Summit Christian College, and finally Taylor University Fort Wayne—a school that taught its students the importance of contributing to the community. This loss would affect not only our school, but also the entirety of the Fort Wayne area.

My story has a happy ending. Dr. Hensley and his Professional Writing program, along with nearly all of the students in it, will continue, uninterrupted, at the main campus next fall. Although the move creates a few new bumps in our road—uncertainty about living arrangements and a job for my mom—my dream of becoming a professional writer is still alive. And while I'm sad about the loss of TUFW, I can truly say that I am happy to have had the opportunity to attend, if only for one year.

(Chicken Soup for the Soul compiled by Jack Canfield, Mark Victor Hansen, Amy Newmark, and Madeline Clapps, *Chicken Soup for the Soul Publishing*, 2009, pp. 317-319)

- (41) 私の将来の夢は
- (a) 司法書士になること。
 - (b) 作家になること。
 - (c) 印刷工になること。
 - (d) 公認会計士になること。
- (42) 私が大学生生活を送るうえで一つだけ障害になったことは
- (a) 自活できないこと。
 - (b) 学力が十分ではないこと。
 - (c) 虚弱であること。
 - (d) 奨学金を受給できないこと。
- (43) 私がテイラー大学フォート・ウェイン校に入学を決めた理由は
- (a) 高等学校長の強力な推薦があったため。
 - (b) 社会的評価の高い名門校の一つだったため。
 - (c) 将来の夢を実現させてくれそうな大学だったから。
 - (d) キリスト教教育に力を入れていたから。
- (44) 私の大学入学のために、家族がしなければならなかったことは
- (a) 父の転勤。
 - (b) 母の休日出勤。
 - (c) 両親の別居。
 - (d) フォート・ウェインにあった持ち家の売却。
- (45) 10月13日は
- (a) 母と私が引越しをした日だった。
 - (b) 母が大学の書店で仕事を始めた日だった。
 - (c) 父がアパート住まいを始めた日だった。
 - (d) 午前中はいつもと変わらない週明けの日だった。

- (46) 私は特別集会で大学当局の発表を聴いて
- (a) 耳を疑った。
 - (b) 目を疑った。
 - (c) 鼻高々だった。
 - (d) 胸が焼けた。
- (47) 集会に参加した学生たちは
- (a) 大学当局を激しく突き上げた。
 - (b) 学生と保護者が払う犠牲に対し補償を要求した。
 - (c) 大学当局に不信感を抱いた。
 - (d) 大学の決定に大いに理解を示した。
- (48) 大学当局の発表によると来年5月31日に
- (a) フォート・ウェイン・バイブル・カレッジを閉校する。
 - (b) フォート・ウェイン校を閉鎖する。
 - (c) ヘンスリー教授のライティング・コースを廃止する。
 - (d) テイラー大学本校キャンパスを閉鎖する。
- (49) ヘンスリー教授のコース存続のための嘆願書は
- (a) 私の母によって提出された。
 - (b) 私の母と他の学生の保護者によって提出された。
 - (c) 私の母とヘンスリー教授によって提出された。
 - (d) 大学当局によって長期間提出を拒否された。
- (50) 私の話が幸福な結末で終わる理由は
- (a) 私がフォート・ウェインのキャンパスでライティング・コースの受講を続けられるから。
 - (b) 来年の5月まではヘンスリー教授の教えを受けられるから。
 - (c) 将来の夢がついに実現できたから。
 - (d) 将来の夢が実現できる道筋が見ついたから。

6 次の会話文を完成させるために空欄(51)～(60)に最適な文または語句を(a)～(d)から
選びなさい。

SCENE: A small hut in a village on a tropical island. Dusk. Penelope, a striking young woman with fiery red hair, is talking to Jack and the Professor.

Penelope: Surely you don't believe in this nonsense, Professor! (51)

Professor: I'm not so sure, Penelope. I've seen the tracks.

Penelope: The tracks?

Professor: Huge tracks at the edge of the forest, leading into the lagoon.

Jack: (52)

Penelope: I'm sure they just got into their canoes one day and sailed off to some sunnier shores.

Professor: No, Penelope, ... (53)

Penelope: Professor, I think (54) palm wine.

Professor: The beast is out there somewhere, I tell you, Penelope. It's been here for centuries, hiding in the caves beyond the lagoon. It comes to (55).

Penelope: That's ridiculous! For what?

Professor: According to local legend the villagers killed the monster's children, long, long ago. It won't rest until they are all dead.

Penelope: You're scaring me now.

Jack: You should be scared. (56)

Penelope: Oh, now I know you're joking! The head of a frog, the arms of an ape, and it looks as if it's got three mouths. The artist obviously (57)

Professor: What if the creature was actually so hideous that it could not be drawn or sculpted?

Jack: What if it (58)?

Penelope: And what if these people just had very lively imaginations and didn't want to be bothered too much by outsiders?

Professor: It's real, Penelope. I suggest (59)

Jack: If you like I'll stand guard by your bed.

Penelope: That won't be necessary. (60)

- (51) (a) It's a scene from that old movie.
(b) There's more than one of them out there.
(c) It's just local superstition.
(d) We can't know anything about these people.
- (52) (a) And what about all those missing villagers?
(b) They can't stand around waiting forever.
(c) There's nothing between here and the Australian coast.
(d) Well, fine, if that's how you feel about it.
- (53) (a) it's got a large face. (b) you need to get some sleep.
(c) let me tell you a secret. (d) the beast is real.
- (54) (a) you need to put up with some local
(b) you've had a little too much of the
(c) you had better get a few bottles of
(d) you ought to stop selling
- (55) (a) eat coconuts (b) take its revenge
(c) find its parents (d) find company
- (56) (a) You've tasted its meat.
(b) You've seen the images.
(c) You've never heard of it.
(d) You can't stop thinking about me.

- (57) (a) seem very overconfident. (b) is very obviously a genius.
(c) has no training and no talent. (d) could not be more boring.
- (58) (a) disappeared forever?
(b) came to this village tonight?
(c) made a good photograph?
(d) is proving to be a legend after all?
- (59) (a) you lock your door tonight.
(b) you put on some make-up and a nice dress.
(c) you start wearing a helmet.
(d) you drink a little more of the palm wine.
- (60) (a) I have a gun. (b) I'm too scared to move.
(c) I don't care anyway. (d) I need a nap.

7

次の英文(61)～(70)の下線部に最適な語を(a)～(d)から1つ選びなさい。

- (61) In politics it is always possible to achieve a compromise if you are negotiating with somebody who is _____.
(a) fundamental (b) reasonable (c) sentimental (d) articulate
- (62) I think the only way that we are going to be able to recover from this disaster is if we begin to think about _____ change.
(a) crude (b) fundamental (c) articulate (d) competent

- (63) He is a very entertaining and _____ speaker, but at the end of the day I was not convinced by his argument.
(a) articulate (b) sensational (c) stern (d) fundamental
- (64) My husband is a very _____ kind of person. He always cries when we go to the movies.
(a) reasonable (b) fundamental (c) crude (d) sentimental
- (65) Don't be so _____! Where are your manners?
(a) competent (b) stern (c) tolerant (d) rude
- (66) It is important to teach young people to be _____. This is one of the most important values in an open society.
(a) crude (b) sentimental (c) tolerant (d) fundamental
- (67) Have you read her new book? It's the best thing she's done. It's just _____!
(a) fundamental (b) reasonable (c) magnificent (d) articulate
- (68) The librarian was a rather _____ and humorless kind of fellow. We were all a bit scared of him.
(a) reasonable (b) tolerant (c) stern (d) crude
- (69) If you're going to employ someone new, make sure they can do the job this time. Find somebody _____.
(a) tolerant (b) reasonable (c) rude (d) competent
- (70) Perhaps human beings will only begin to change their habits when the conditions on the planet become completely _____.
(a) emergent (b) reasonable (c) intolerable (d) tolerant

8

次の英文(71)~(75)の下線部に最適な語を(a)~(d)から1つ選びなさい。

- (71) We have asked Thomas to _____ money in our company.
(a) digest (b) fund (c) invest (d) lay
- (72) _____ the role Jane played, we should have seen her more often.
(a) Considered (b) Given (c) Thanking (d) What
- (73) Does your son _____ along with his mother-in-law?
(a) get (b) keep (c) put (d) set
- (74) A _____ hour has passed since I missed the train.
(a) good (b) less (c) more (d) quite
- (75) Give me _____ again, please.
(a) a same (b) all same (c) same (d) the same



