

(2013年度)

1 英語問題 (90分)

(この問題冊子は21ページ，6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. 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と一致することを確認し，所定の欄に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，机上に置くこと。
3. 監督から試験開始の指示があったら，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ことを確かめること。
4. 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。
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. マークをするとき，マーク欄からはみ出したり，白い部分を残したり，文字や番号，○や×をつけてはならない。
7. 訂正する場合は，消しゴムでていねいに消すこと。消しきらずはきれいに取り除くこと。
8. 解答用紙を折り曲げたり，破ったりしてはならない。
9. 試験時間中に退場してはならない。
10. 解答用紙を持ち帰ってはならない。
11. 問題冊子は必ず持ち帰ること。

- 1 以下の[1]～[5]のセクションに分けられた文章を読み、(1)～(15)の問いに対する答えとしてもっとも適切なものを、それぞれ(a)～(d)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。

Concerted Cultivation and the Accomplishment of Natural Growth

- [1] Laughing and yelling, a white fourth-grader named Garrett Tallinger splashes around in the swimming pool in the backyard of his four-bedroom home in the suburbs on a late spring afternoon. As on most evenings, after a quick dinner his father drives him to soccer practice. This is only one of Garrett's many activities. His brother has a baseball game at a different location. There are evenings when the boys' parents relax, sipping a glass of ⁽¹⁾wine. Tonight is not one of them. As they rush to change out of their work clothes and get the children ready for practice, Mr. and Mrs. Tallinger are harried.
- [2] Only ten minutes away, a Black fourth-grader, Alexander Williams, is riding home from a school open house*. His mother is driving their beige, leather-upholstered Lexus*. It is 9:00 P.M. on a Wednesday evening. Ms. Williams is tired from work and has a long Thursday ahead of her. She will get up at 4:45 A.M. to go out of town on business and will not return before 9:00 P.M. On Saturday morning, she will chauffeur Alexander to a private piano lesson at 8:15 A.M., which will be followed by a choir rehearsal and then a soccer game. As they ride in the dark, Alexander's mother, in a quiet voice, talks with her son, asking him questions and eliciting* his opinions.
- [3] Discussions between parents and children are a hallmark⁽⁵⁾ of middle-class child rearing. Like many middle-class parents, Ms. Williams and her husband⁽⁶⁾ see themselves as "developing" Alexander to cultivate his talents in a concerted fashion. Organized activities, established and controlled by mothers and fathers, dominate⁽⁷⁾ the lives of middle-class children such as

Garrett and Alexander. By making certain their children have these and other experiences, middle-class parents engage in a process of concerted⁽⁸⁾ cultivation. From this, a robust sense of entitlement takes root in the children. This sense of entitlement plays an especially important role in institutional settings, where middle-class children learn to question adults and address them as relative equals.

[4] Only twenty minutes away, in blue-collar neighborhoods, and slightly farther away, in public housing projects*, childhood looks different.⁽¹⁰⁾ Mr. Yanelli, a white working-class father, picks up his son Little Billy, a fourth-grader, from an after-school program. They come home and Mr. Yanelli drinks a beer while Little Billy first watches television, then rides his bike and plays in the street. Other nights, he and his Dad sit on the sidewalk outside their house and play cards. At about 5:30 P.M. Billy's mother gets home from her job as a house cleaner. She fixes dinner and the entire family sits down to eat together. Extended family are a prominent part of their lives. Ms. Yanelli touches base with her "entire family every day" by phone. Many nights Little Billy's uncle stops by, sometimes bringing Little Billy's youngest cousin. In the spring, Little Billy plays baseball on a local team. Unlike for Garrett and Alexander, who have at least four activities a week, for Little Billy, baseball is his only organized activity outside of school during the entire year. Down the road, a white working-class girl, Wendy Driver, also spends the evening with her girl cousins, as they watch a video and eat popcorn, crowded together on the living room floor.

[5] Farther away, a Black fourth-grade boy, Harold McAllister, plays outside on a summer evening in the public housing project in which he lives. His two male cousins are there that night, as they often are. After an afternoon spent unsuccessfully searching for a ball so they could play basketball, the boys⁽¹⁴⁾ had resorted to watching sports on television. Now they head outdoors for a twilight water balloon fight. Harold tries to get his neighbor, Miss Latifa, wet.

People sit in white plastic lawn chairs outside the row of apartments. Music and television sounds waft through the open windows and doors.

出典：Annette Lareau, *Unequal Childhoods: Class, Race, and Family Life*
(University of California Press, 2003)

<注>

school open house: 学校の一般公開日

leather-upholstered Lexus: 革張りの車内装飾をほどこした(トヨタの高級車)
レクサス

elicit: 聞き出す, 引き出す

public housing projects: (低所得者向けの)公営住宅, 公共住宅事業による
居住地域

[1]

(1) How often do Garrett's parents "relax, sipping a glass of wine"?

- (a) most evenings
- (b) not so often
- (c) only at weekends
- (d) whenever they finish work early

(2) Which of the following sentences best describe Garrett's lifestyle?

- (a) Garrett has a lot of free time for reading and playing games.
- (b) Garrett enjoys sipping a glass of wine in the evening.
- (c) Garrett is busy with a lot of organized activities.
- (d) Garrett has an easy, relaxed life playing in his backyard and pool.

[2]

- (3) Which of the following sentences best describes Mr. and Mrs. Williams' style of parenting?
- (a) They spend a lot of time personally helping Alexander with his academic work.
 - (b) They spend a lot of time engaging in the same activities as Alexander.
 - (c) They spend a lot of time coaching Alexander in sports and music.
 - (d) They spend a lot of time ensuring that Alexander can attend a variety of organized activities.

[1 & 2]

- (4) Which of the following activities is NOT mentioned for either Garrett or Alexander?
- (a) learning a musical instrument
 - (b) playing team sports
 - (c) singing practice
 - (d) practicing presentation skills

[3]

- (5) What does the word "hallmark" mean?
- (a) an identifying feature
 - (b) an unusual behavior
 - (c) a growing problem
 - (d) a traditional ceremony

- (6) What is meant by the underlined part?
- (a) Mr. and Mrs. Williams have a list of things they believe all children should learn.
 - (b) Mr. and Mrs. Williams work together to help Alexander to develop as much as he can.
 - (c) Mr. and Mrs. Williams believe that Alexander needs more help than other middle-class children.
 - (d) Mr. and Mrs. Williams give Alexander the time and freedom he needs to develop naturally.
- (7) Which of the following would best replace the word “dominate”?
- (a) are a major part of
 - (b) improve the quality of
 - (c) remove the pleasure of
 - (d) give power to
- (8) What is the end result of “concerted cultivation”?
- (a) Children come to believe they are superior to adults.
 - (b) Children learn to interact with adults as equals.
 - (c) Children understand how to balance a busy schedule.
 - (d) Children gain a variety of academic skills.

[1], [2] and [3]

- (9) What is true of both the Tallinger and Williams families?
- (a) They are described as middle-class.
 - (b) They spend a lot of time together as a family.
 - (c) They have financial problems.
 - (d) They belong to minority racial groups.

[4]

- (10) What could best replace “childhood looks different”?
- (a) children have different lifestyles
 - (b) children are more grown up
 - (c) children dress differently
 - (d) children are happier
- (11) Which of the following best describes Ms. Yanelli’s attitudes to “family”?
- (a) She mainly looks after her husband.
 - (b) She gives most of her time and energy to developing her child.
 - (c) She is careful to maintain connections with her entire family.
 - (d) She concentrates on working and bringing in money to look after her family.
- (12) What do Mr. and Mrs. Yanelli consider especially important for their child?
- (a) plenty of good, educational television
 - (b) plenty of after-school activities
 - (c) plenty of adult-child interaction
 - (d) plenty of family time

[5]

- (13) What did Harold and his cousins do for most of the afternoon?
- (a) They played basketball.
 - (b) They had a water balloon fight.
 - (c) They sat on plastic lawn chairs.
 - (d) They looked for a ball to play with.

- (14) What is meant by the underlined part?
- (a) the boys decided to take a break and watch television
 - (b) the boys decided to go somewhere else and watch television for fun
 - (c) the boys decided to watch television as their second choice
 - (d) the boys decided that they were too tired to watch television

[1] to [5]

- (15) What is the main theme of this writing?
- (a) the effect of schooling on home activities
 - (b) different life experiences for black and white American families
 - (c) the effect of family entertainment on academic success
 - (d) different parenting for middle-class and working-class American families

2 以下の[1]～[5]のセクションに分けられた文章を読み、(16)～(30)の問いに対する答えとしてもっとも適切なものを、それぞれ(a)～(d)から1つ選びなさい。ただし、(22)～(24)の問いに関しては、もっとも適切なものを、それぞれ(a)～(f)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。

The Secrets of the Bedroom

[1] Imagine that you are considering me for a job. You've seen my resumé* and think I have the necessary credentials. But you want to know whether I am the right fit for your organization. Am I a hard worker? Am I honest? Am I open to new ideas? In order to answer those questions about my personality, your boss gives you two options. The first is to meet with me twice a week for a year—to have lunch or dinner or go to a movie with me—to the point where you become one of my closest friends. (Your boss is quite demanding.) The second option is to drop by my house when I'm not there

and spend half an hour or so looking around. Which would you choose?

[2] The ⁽¹⁹⁾seemingly obvious answer is that you should take the first option: the thick slice. The more time you spend with me and the more information you gather, the better off you are. Right? I hope by now that you are at least a little bit ⁽²⁰⁾skeptical of that approach. Sure enough, as the psychologist Samuel Gosling has shown, judging people's personalities is a really good example of how surprisingly effective thin-slicing can be.

[3] Gosling began his experiment by doing a personality workup on eighty college students. For this, he used what is called the ⁽²¹⁾Big Five Inventory, a highly respected, multi-item questionnaire that measures people across five dimensions:

1. Extraversion. Are you sociable or (22)? Fun-loving or reserved?
2. Agreeableness. Are you trusting or suspicious? Helpful or uncooperative?
3. Conscientiousness. Are you organized or disorganized? Self-disciplined or (23)?
4. Emotional stability. Are you worried or calm? Insecure or secure?
5. Openness to new experiences. Are you imaginative or down-to-earth? Independent or (24)?

Then Gosling had close friends of those eighty students fill out the same questionnaire.

[4] When our friends rank us on the Big Five, Gosling wanted to know, how closely do they come to the truth? The answer is, not surprisingly, that our friends can describe us fairly accurately. They have a thick slice of experience with us, and that translates to a real sense of who we are. Then Gosling repeated ⁽²⁶⁾the process, but this time he didn't call on close friends. He used total strangers who had never even met the students they were judging. All they saw were their dorm* rooms. He gave his raters clipboards

and told them they had fifteen minutes to look around and answer a series of very basic questions about the occupant of the room: On a scale of 1 to 5, does the inhabitant of this room seem to be the kind of person who is talkative? Tends to find fault with others? Does a thorough job? Is original? Is reserved? Is helpful and unselfish with others? And so on. “I was trying to study everyday impressions,” Gosling says. “So I was quite careful not to tell my subjects what to do. I just said, ‘Here is your questionnaire. Go into the room and drink it in.’ I was just trying to look at intuitive judgment processes.”

[5] How did they do? The dorm room observers weren't nearly as good as friends in measuring extraversion. If you want to know how animated and talkative and outgoing someone is, clearly, you have to meet him or her in person. The friends also did slightly better than the dorm room visitors at accurately estimating agreeableness—how helpful and trusting someone is. I think that also makes sense. But on the remaining three traits of the Big Five, the strangers with the clipboards came out on top. They were more accurate at measuring conscientiousness, and they were much more accurate at predicting both the students' emotional stability and their openness to new experiences. On balance, then, the strangers ended up doing a much better job. What this suggests is that it is quite possible for people who have never met us and who have spent only twenty minutes thinking about us to come to a better understanding of who we are than people who have known us for years. Forget the endless “getting to know” meetings and lunches, then. If you want to get a good idea of whether I'd make a good employee, drop by my house one day and take a look around.

出典：Malcolm Gladwell, *Blink: The Power of Thinking without Thinking* (Back Bay Books, 2005)

<注>

resumé: 履歴書

dorm: dormitory の略。寮, 寄宿舍。

[1]

- (16) What is NOT likely to be part of a person's "credentials"?
- (a) work experience
 - (b) special skills
 - (c) educational history
 - (d) psychological profile
- (17) Which of the following could best replace "the right fit for"?
- (a) suitable for
 - (b) comfortable in
 - (c) understanding enough for
 - (d) agreeable with
- (18) What is the author doing in paragraph [1]?
- (a) looking for a job
 - (b) recommending interview techniques
 - (c) thinking about understanding personality
 - (d) explaining one of his life experiences

[2]

- (19) Why is the first answer "seemingly obvious"?
- (a) because you can gain much more information
 - (b) because it is much more interesting
 - (c) because it is much more time-efficient
 - (d) because it is what usually happens in real life

(20) Which of the following could best replace "skeptical of that approach"?

- (a) suspicious of that way of thinking
- (b) confused by this argument
- (c) closer to that idea
- (d) alert to the correct answer

[3]

(21) What does the "Big Five Inventory" measure?

- (a) physical health
- (b) aspects of personality
- (c) levels of intelligence
- (d) company compatibility

(22)~(24) For questions (22)~(24), choose the word which best fits each empty space.

There are six choices (a)~(f). No word is used twice.

- (a) excited
- (b) weak willed
- (c) angry
- (d) dominating
- (e) retiring
- (f) conforming

[4]

(25) What did Gosling want to know?

- (a) how well friends know each other
- (b) how likely friends are to lie about each other
- (c) how accurate friends think the Big Five is
- (d) how friends learn about each other

- (26) What is meant by “the process”?
- (a) the analysis
 - (b) the investigation
 - (c) the study of friends
 - (d) the checking of data
- (27) How were the total strangers prepared for the psychological test questions?
- (a) They interviewed the students.
 - (b) They read the answers that the close friends had made.
 - (c) They spent a little time observing the students in their rooms.
 - (d) They spent fifteen minutes in the students' dorm rooms.

[5]

- (28) What were the total strangers best at judging?
- (a) extraversion, agreeableness and conscientiousness
 - (b) agreeableness, conscientiousness and emotional stability
 - (c) conscientiousness, emotional stability and openness to new experiences
 - (d) emotional stability, openness to new experiences and extraversion

[1] to [5]

- (29) In paragraphs [2] and [4] the author writes about “thick slice” and “thin slicing”. Based on the whole essay, what are “thick slices”?
- (a) getting a large quantity of data
 - (b) having plenty of food
 - (c) becoming used to someone
 - (d) accurately judging personality

- (30) Overall, what is the author arguing?
- (a) that more information is always better than less
 - (b) that knowing little is better than knowing a lot
 - (c) that the only way to really understand someone is to examine their bedroom
 - (d) that a lot of understanding can sometimes come from just a little information

3 次の文章の(31)~(38)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。

The diet of more than 800 million people revolves around neither wheat, nor corn, nor rice. Instead (31) many countries the main staple (32) the starchy roots of a plant variously called cassava*, tapioca, manioc or yuca. Indeed, cassava contributes (33) the world's calorie budget than any other food except rice and wheat, which makes it (34) resource against hunger. Throughout the tropics, families typically cultivate it for their own (35) on small parcels of land, (36) in Asia and in parts of Latin America the plant is also grown commercially for use in animal feed and starch-based products. The root's nutritional value, (37), is poor: it contains little protein, vitamins or other nutrients such as iron. Better varieties of cassava could (38) alleviate malnutrition in much of the developing world.

出典 : Nagib Nassar and Rodomiro Ortiz, "Breeding Cassava to Feed the Poor,"
Scientific American (May 2010) 一部改変

<注>

cassava: カッサバ, キャッサバ。熱帯産のトウダイグサ科イモノキ属の食用植物の総称。

- (31) (a) of (b) in (c) to (d) upon
- (32) (a) combines with (b) coincided of
(c) consists of (d) coexisted with
- (33) (a) at least (b) less to (c) as much in (d) more to
- (34) (a) the least sufficient (b) the replaceable
(c) a virtually irreplaceable (d) a completely insufficient
- (35) (a) reproduction (b) consumption (c) supposition (d) presumption
- (36) (a) thereafter (b) for (c) although (d) in spite
- (37) (a) however (b) therefore (c) moreover (d) consequently
- (38) (a) thus effectively (b) more effectively than
(c) be in effect to (d) be effective enough for

4

(39)~(45)の2つの文の()内には共通の語句が1つ入る。()内に入るもっとも適切な語句をそれぞれ(a)~(d)から1つ選びなさい。ただし、文頭にくる語句も小文字で表してある。

(39)

- ① If it () for the medical treatment given at that very moment, he would not be alive now.
- ② She () employed by the hospital one year before she passed the national examination.
- (a) has not been (b) might not be (c) had not been (d) should not be

(40)

- ① () a little more effort, he would have succeeded in his career.
- ② I am () Charles all the way on this case.
- (a) for (b) by (c) beside (d) with

(41)

- ① Both of them are very smart, but neither of them () nice to me.
- ② Please come to see me at my new office whenever it () convenient for you.
- (a) were (b) is (c) had been (d) shall be

(42)

- ① Here is a () something for your birthday.
- ② Students have () or no choice on the matter.
- (a) little (b) few (c) small (d) tiny

(43)

- ① He is a local government administrator, () to say a civil servant.
② You'll find him very helpful—if he is not too busy, ().
(a) he will be (b) it has (c) this shall be (d) that is

(44)

- ① I am not sure her problems have something () what happened when she was a child.
② I wouldn't know what () a newborn baby.
(a) is doing for (b) to do with (c) shall be done (d) to come up

(45)

- ① I can't () all the changes they constantly make at my school.
② My sister likes to () the latest fashion in New York.
(a) come up for (b) reach out
(c) keep up with (d) seize the opportunity for

5

以下の(46)~(55)の英文中の()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。

- (46) A good kitchen relies on the plentiful supply of good-quality ingredients and the time, or the labour, to prepare ().
(a) us (b) them (c) it (d) ones

- (47) US universities and colleges () themselves into conferences, groups of institutions that are near each other and do certain activities, such as sports, together.
(a) describe (b) include (c) present (d) organize

- (48) The central problem of Earth science is to understand how our planet works and how it came to be () it is.
(a) though (b) in which (c) as if (d) the way
- (49) The human body, () its structure, function, illness, and characteristic behaviors, is only one of a multitude of living organisms in the world.
(a) apart from (b) along with (c) in particular (d) besides
- (50) The diplomatic document to the Prime Minister (), the secretary passed it to the President to sign.
(a) having typed (b) typed
(c) is being typed (d) having been typed
- (51) Most professional football clubs in Britain () large cities, or parts of London.
(a) constitute (b) display (c) embody (d) represent
- (52) No one in the English-speaking world can be considered () without a basic knowledge of the Bible.
(a) literate (b) literature (c) literal (d) literally
- (53) () avoiding the temptation to cast blame for our recent decline in literacy, we do need to understand and correct it.
(a) Since (b) Until (c) While (d) After
- (54) Economics is the social science that () the production, distribution, and consumption of goods and services.
(a) serves (b) causes (c) deals with (d) negotiates

(55) During the Victorian period the population of the city () steadily, from a total for the ancient parish of 1,232 in 1801 to 1,975 in 1871.

- (a) declined (b) held (c) peaked (d) rose

6

以下の(56)~(60)の文はフリーライティングについての説明である。日本文と同じ意味を持つように英文を並べ替える時、(*)に入る語をそれぞれ(a)~(h)から1つ選びなさい。

(56)

その最も純粋な形では、フリーライティングとは単純に書き続けることです。10分間くらいの時間を決めて、言葉の選択、つづり、意味さえ気にすることなく浮かんでくることを書くのです。

In its purest form, freewriting is simply nonstop writing. You set aside ten minutes () () () (*) () () () (), without pausing to think about word choice, spelling, or even meaning.

- (a) write (b) and (c) or (d) you
(e) whatever (f) comes (g) so (h) to

(57)

行き詰まったら、行き詰まったことについて書けば良いけれども、鉛筆は動かしていなさい。大事なのは楽な気分で、リラックスして、成り行きにまかせることです。

If you get stuck, you can write about being (), () () () (*) () () (). The point is to loosen up, relax, and see what happens.

- (a) keep (b) pencil (c) moving (d) you
(e) stuck (f) should (g) your (h) but

(58)

たいして何も浮かんでこなくても、失ったのはたかが10分。しかし、たいてい、紙には何か面白い事が現れているはず——多分、感銘を与える一文、正直な気持ちの表出、あるいはさらに探求する価値のある思考の道筋が。

Even () () () (), () (*) () () ten minutes. It's more likely, though, that something interesting will emerge on paper—perhaps an eloquent sentence, an honest expression of feeling, or a line of thought worth exploring.

- (a) nothing (b) if (c) only (d) happens
(e) lost (f) have (g) you (h) much

(59)

何か決まったトピックについて考えを深めたい場合は、「フォーカス・フリーライティング」として知られる方法を試すことを考えてみなさい。

To () () () () (*) (), () () a technique known as *focused freewriting*.

- (a) a (b) using (c) topic (d) explore
(e) on (f) consider (g) particular (h) ideas

(60)

ここでも、素早く自由に書きなさい——言葉の選択、つづり、句読点、あるいはパラグラフも気にしないで——でも、今回は主題に焦点をあてて意味にも気を配りなさい。

Again, you write quickly and freely—without regard for word choice, spelling, punctuation, or even paragraphing—() this time () () (*) () () () () some attention to meaning.

- (a) subject (b) on (c) you (d) and
(e) focus (f) a (g) pay (h) but

出典：Diana Hacker, *The Bedford Handbook for Writers* (St. Martin's Press, 1991)



