

2012年度	
英	語
(問 題)	

〈H2406BY16〉

注 意 事 項

1. 試験開始の指示があるまで、問題冊子および記述解答用紙を開かないこと。
2. 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督員に知らせること。
3. マーク解答用紙記入上の注意
 - (a) 印刷されている受験番号を確認したうえで、氏名欄に氏名を記入すること。
 - (b) 解答用紙の解答欄は、すべてHBの黒鉛筆またはHBのシャープペンシルでマークすること。
 - (c) 解答は指定された解答欄にマークし、その他の部分には何も書かないこと。
 - (d) マーク欄には、はっきりとマークすること。また、訂正する場合は、消しゴムでていねいに、消し残しがないようによく消すこと（砂消しゴムは使用しないこと）。

(例)

マークする時	● 良い	○ 悪い	○ 悪い
マークを消す時	○ 良い	○ 悪い	○ 悪い

4. 記述解答用紙の所定の欄（2か所）に、氏名および受験票に記載されている受験番号を、正確に記入すること。受験番号は、右詰めで記入し、番号欄に余白が生じる場合でも、番号の前に「0」を記入しないこと。

(例) 3825番 ⇨

万	千	百	十	一
	3	8	2	5

※数字は読みやすいように、はっきり記入すること。

読みにくい数字は採点処理に支障をきたすことがあるので、注意すること。

数 字 見 本	0	1	2	3	4	5	6	7	8	9
---------	---	---	---	---	---	---	---	---	---	---

5. いかなる場合でも、解答用紙は必ず提出すること。

次の会話文を読み、下記の設問に答えよ。

Mike has spilled coffee on his laptop. He immediately calls his friend Sarah, a computer expert, for advice.

Mike: Sarah! (1) I need your help!

Sarah: Mike? Is that you? What's wrong?

Mike: I just finished a really important report. I was relaxing and I spilled coffee all over my laptop!

Sarah: OK, don't panic. I'll talk you through this, OK? Right now unplug the computer and take out the battery. Work as quickly as you can.

Mike: Hold on... (2) OK, now what? What's the next step?

Sarah: Now pull out any other cables or attachments. Nothing should be connected.

Mike: (3) Nothing else was attached besides the power cable.

Sarah: OK, now tilt the computer gently to get the coffee out the same way it came in. The main thing is to get as much out as soon as possible.

Mike: OK... I'm tilting it... Yeah, some coffee is coming out. Quite a bit, actually. (4)

Sarah: Wait a few seconds more... Is everything out? OK, now turn the open computer upside down on the table. The screen should hang over the edge of the table. (5)

Mike: Yeah, I get it. What an ordeal! How long should I leave it like this? A couple of hours or so?

Sarah: You're not going to like this, I'm afraid. You should leave it like that at least 48 hours. That's the recommendation of most computer experts.

Mike: Forty-eight hours! You've got to be kidding! What about using a hair dryer on it? I think I read about that somewhere.

Sarah: That will do more harm than good. That's my opinion, anyway. You don't want to risk any parts melting. Be patient, Mike, and just be thankful it wasn't orange juice.

(Original text)

設問1. 会話文の空所(1)~(5)を埋めるのにもっとも適当なものを(a)~(j)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | |
|------------------------------------|--|
| (a) Am I all set? | (f) I'm almost done. |
| (b) Better safe than sorry. | (g) I'm so glad I could reach you! |
| (c) Can I call you back? | (h) In my opinion, it's not worth it. |
| (d) Do you have one on you? | (i) It's about time. |
| (e) Do you understand what I mean? | (j) Well, that's one good thing, anyway. |

設問2. 下線部(イ)~(ニ)の意味にもっとも近いものを(a)~(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | |
|--|-------------------------------------|
| (イ) (a) I'll explain as we go along | (c) I'll give a brief overview |
| (b) I'll explain when we're done | (d) I'll give you my honest opinion |
| (ロ) (a) Has the coffee stopped dripping? | (c) Is the coffee on the keyboard? |
| (b) Has the computer shut down? | (d) Is the computer open? |
| (ハ) (a) What a good system! | (c) What a strange procedure! |
| (b) What a hard experience! | (d) What an interesting process! |
| (ニ) (a) That can improve the situation somewhat. | |
| (b) That is unlikely to cause any damage. | |
| (c) That should be considered carefully. | |
| (d) That would be unwise to try. | |

|| 次の英文を読み、下記の設問に答えよ。

To develop stamina and strength as a musician, the bassoon training session needs to challenge us (1) the limit of the ability and endurance if maximum progress is to be achieved. Only by actually experiencing this limit will we be able to surpass it.

A timepiece is a useful means for identifying and documenting current ability and rate of progress.

When attempting to carry out any set task, the way we achieve it is more important than the end result. Instead of focusing on short-term results, we should concentrate on employing techniques that are sound.

For a practical routine to be efficient, it needs to be simple enough for us to be able to monitor ourselves objectively while carrying it out.

In order for certain tasks to be carried out well, other skills must already have been mastered first. Thus the best training routine may be directed first (2) other things, and not necessarily targeting the end result.

We need to have mastered the basics first before starting to address more advanced demands. This calls for qualities of patience, faith and realism. ⁽¹⁾

To bring about the desired experience, the setting [ア. an / イ. artificial / ウ. be / エ. may / オ. necessary / カ. of / キ. situation / ク. up]. This may be achieved by using either a training aid, or devising some routine that makes fresh demands and poses unfamiliar challenges.

To master a new skill, we need not only to understand intellectually what we are trying to achieve, but to experience for ourselves the sensation (3) doing it.

When working on specific skills, higher performance levels should be aimed for, compared to those needed under normal circumstances.

The 'finished product' will require several different skills to be developed all at once; having isolated them, we may then devise practice routines that target each of these specifically. They may then be exercised (4) various combinations.

When accidents have occurred during practice, or when faults have been detected, we need to take the time and trouble to determine what has caused the problem. Only when the root cause has ^(A) been correctly diagnosed can a remedy be prescribed and an effective treatment adopted. If our mouth or fingers did not work properly, we may need to ask whether the fault was committed there, or the wrong ⁽²⁾ order was given.

⁽³⁾ Our best teacher will always remain ourselves. We should observe and assess ourselves while in action.

Next insights and experiences are gained through creative experimentation, and we need to provide special occasions to bring this about.

(Adapted from William Waterhouse: *Bassoon*, 2005)

設問 1. 空所(1)~(4)を埋めるのにもっとも適当なものを(a)~(h)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | | | |
|------------|-------------|----------------|----------|
| (a) beside | (b) in | (c) of | (d) on |
| (e) to | (f) towards | (g) underneath | (h) with |

設問 2. 下線部(1), (3)の意味にもっとも近いものを(a)~(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | | |
|-----|---------------------|------------------|
| (1) | (a) correspond with | (c) make up |
| | (b) deal with | (d) point to |
| (3) | (a) administration | (c) merchandise |
| | (b) command | (d) organization |

設問 3. 下線部(2)の treatment と adopted の間に何が省略されているかを、記述解答用紙の所定欄に書け。

設問 4. 【 】内の単語を前後の意味から考えて正しい順序に並べ替え、1 番目、4 番目、8 番目となる語を、
ア. ～ ク. からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

設問 5. 下線部(A)を日本語に直し、記述解答用紙の所定欄に書け。

III 次の英文を読み、下記の設問に答えよ。

On a recent afternoon, the sidewalks of Flushing, an area of New York City recently dominated by Asian immigrants, were crowded with shoppers coming pretty much from everywhere in the city in search of foods and products not available elsewhere. The mood was happy, yet to some the whole experience just seemed a little too “foreign” mainly because the majority of store signs are written exclusively in Chinese or in Korean, leaving the monolingual English speakers in the dark as to what ⁽¹⁾ awaits them inside these establishments.

The issue of signs and even public announcements displayed in a language other than English is certainly not new in a city as culturally (イ) as New York. In fact, in the past 100 years the city authorities have had to resolve a score of debates about whether there should be a policy obliging store owners to either post signs in English or make them bilingual. These conflicts have never really been settled to anyone’s satisfaction.

According to David Kulick, the president of the Flushing business association, the majority of complaints come from those who had been part of the community decades before (a large number of Chinese and Korean immigrants began to arrive. They find it offensive that they do not seem to be able to communicate in their own neighborhood. A lack of English-language signs creates a (□) that the stores do not want non-Asian customers, and this in turns leads to a psychological divide in the community. “This is America, right? English is the main language in the country,” is a typical comment. “When I walk the streets in the city I would like to have a sign at least partially in English.”

On the other hand, many merchants argue that designing bilingual signs would not only represent a (ハ) financial burden for owners but, more importantly, would be unnecessary. After all, most businesses target immigrant residents—some stores even do not employ any English-speaking staff and still prosper. Additionally, the presence of foreign-language advertisements makes the neighborhood more colorful, underscoring its ethnic and cultural mix.

At ⁽³⁾ present, the city authorities are discussing two related pieces of legislation. One would force all businesses to comply with a little-known law which requires stores to display their names in English. The second one would demand that any outside sign must be at least 60 percent in English. Inspectors would go around and measure the size of letters and ensure that the store owners follow the law. (ニ), the proposed changes have provoked strong disagreements among the various interest groups. It is feared that the legislation, if passed, would worsen relationships between migrant entrepreneurs and the government. It is also unclear how the law would be enforced; in other words, does 60 percent refer only to the letter size, or to the length of the message itself?

The issue of the language of store signs is perhaps the most visible part of the language-policy questions that each multicultural society will have to face at some point. Namely, should we encourage all ethnic groups to maintain their cultural heritage both at home and in public life, or should efforts be made to integrate these groups into the mainstream society? Considering the complexity of such issues, signs represent a cultural crossroads in increasingly ethnically rich communities.

(Adapted from *International Herald Tribune*, July 5, 2011)

設問 1. 次の 1. ~ 4. について、本文の内容にもっとも合うものを (a) ~ (d) からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

1. Which of the following groups would most likely find a walk down the street in Flushing a "foreign" experience?
 - (a) Chinese immigrants who just recently arrived in the United States
 - (b) City officials who encourage cultural variety in their community
 - (c) Longtime residents who are proficient only in English
 - (d) Overseas tourists who are not fluent in English
2. Which of the following statements about the problem of the language on store signs in New York has been true until now?
 - (a) As a result of discussions the authorities have been able to create effective policies.
 - (b) Debates have centered mainly on the issue of making the signs in two or more languages.
 - (c) The authorities have been unable to come up with a solution pleasing all parties involved.
 - (d) This issue has come up several times before and the authorities have dealt with it successfully.
3. Which argument has NOT been raised by the longtime Flushing residents about the language on store signs?
 - (a) Monolingual signs in languages other than English interfere with smooth interaction in the community.
 - (b) Monolingual signs show a lack of patriotism among newcomers for their host country.
 - (c) Signs posted exclusively in a foreign language lead to a lack of unity among community residents.
 - (d) Store owners do not seem to care if longtime residents shop in their stores or not.
4. Why would immigrant business owners in Flushing be against the proposed legislation?
 - (a) Compliance with the new law would entail additional expenses, which in their view would produce little benefit.
 - (b) It is not clear if the inspectors responsible for enforcing the new law would be fair to all businesses.
 - (c) The new laws would reinforce the division between longtime residents and immigrant groups.
 - (d) The new laws would represent a major threat to their everyday way of life.

設問 2. 下線部 (1) ~ (3) の意味にもっとも近いものを、(a) ~ (d) からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | | |
|-----|-------------------|-------------------|
| (1) | (a) clearly | (c) predominantly |
| | (b) extensively | (d) solely |
| (2) | (a) aggressive | (c) inconvenient |
| | (b) disrespectful | (d) tolerable |
| (3) | (a) balancing | (c) simplifying |
| | (b) emphasizing | (d) weakening |

設問 3. 空所 (イ) ~ (ニ) を埋めるのにもっとも適当な語を (a) ~ (d) からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | | | | |
|-----|---------------|----------------|-----------------|------------------|
| (イ) | (a) diverse | (b) flexible | (c) original | (d) widespread |
| (ロ) | (a) framework | (b) perception | (c) standard | (d) transition |
| (ハ) | (a) notorious | (b) practical | (c) significant | (d) suitable |
| (ニ) | (a) Legally | (b) Mistakenly | (c) Predictably | (d) Thoughtfully |

設問4. 本文の内容を表すものとしてもっとも適当なものを(a)~(d)から一つ選び、マーク解答用紙の所定欄にマークせよ。

- (a) Signs in foreign languages are an unavoidable part of American society and have to be accepted as such.
- (b) Signs should ideally be written in one language to avoid confusion in communication among customers and business owners.
- (c) The debate about the language on store signs is relevant only for a small number of communities and thus is not very critical.
- (d) The debate about language on signs has revealed the sensitivity of problems multicultural communities are facing today.

設問5. 下線部(A)が指すものを本文から抜き出し、記述解答用紙の所定欄に書け。

設問6. 下線部(B)が指す部分を本文から抜き出し、その最初と最後の単語を記述解答用紙の所定欄に書け。

IV 次の英文を読み、下記の設問に答えよ。

The golden girl of British swimming lies across a sofa, her tanned legs hanging over the edge. She chats away in a cheerful voice as she poses for the cameraman in various glamorous outfits.

This sort of thing is second nature to Rebecca Adlington now. The (A) has been a celebrity since that magic moment in Beijing in 2008 when she won two Olympic gold medals.

Today, she's at our central London studio, then she's off to a meeting with her sponsor British Gas and a TV interview. And tomorrow there's another photo session for one of the fashion magazines.

But, with all this show business, Rebecca is trying to focus on what really matters in her life—swimming. As we approach the one-year countdown to the London Olympics, (B) she hopes to defend her 400m and 800m freestyle titles, she's locked into a tough training schedule that requires up to four hours a day in the pool, 90-minute gym sessions and regular runs. She also has to eat every two hours—lean meat, healthy carbs, fruit and vegetables—just to keep going.

"I know the amount of work we do sounds really hard, and no one can figure out why I want to be up before 5am every morning, but I love it," she says.

Her immediate goal is the World Championships, which start on July 16, and, though a good performance there will go a long way to ensuring her Olympic selection, she's doing her best to stop her mind drifting towards 2012 glory.

"The Olympics is huge, enormous, the biggest sporting event ever, but I can't allow myself to think about that at the moment," she says. "I have to concentrate on the current block of training, and that's all about success in the World Championships. Only if I improve as the months pass by, (C) I have a chance of gold in London."

She's really pushing herself, aiming not just to defend her 400m and 800m titles, (D) also to take on the relay and the 200m, as she did at the Commonwealth Games.

"I know I'm not built for sprinting, but I love that race," she says. "And I love relays because of the team element. It'd be great to swim in all four races, but nothing is guaranteed. People ask me whether I'm going to win gold in all my events in 2012, and I say, 'I haven't even qualified for one yet!' それは来年の3月まで決定されないでしょう。 That's why I train at 5am every morning!"

Ah, back to the 5am training. Does she ever tire of those early mornings?

"No, never. It's a bit like me saying to someone who loves chocolate, 'Do you tire of eating chocolate cake?' It's really not a problem. Swimming is like chocolate cake to me, I guess."

Rebecca is delightful company—bright and full of life. At the end of the photo session, she kicks off

the high heels she's been asked to wear, wraps herself up in her comfortable tracksuit and thanks the photographer for his time.

"I'm happiest like this," she says of her ⁽⁴⁾attire. "I love nice dresses and heels, but there's nothing like sneakers and a tracksuit, is there? As long as there's a bathing suit underneath it and a pool not too far away. That's the real me."

(Adapted from *Reader's Digest*, July 2011)

注 carbs = carbohydrates 炭水化物

設問 1. 空所(A)~(D)を埋めるのにもっとも適当なものを(1)~(4)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | | | | |
|-----|-----------------|------------------|-----------------|------------------|
| (A) | (1) 22-old-year | (2) 22-old-years | (3) 22-year-old | (4) 22-years-old |
| (B) | (1) what | (2) which | (3) where | (4) while |
| (C) | (1) did | (2) didn't | (3) do | (4) don't |
| (D) | (1) and | (2) but | (3) if | (4) then |

設問 2. 下線部(1)~(4)の意味にもっとも近いものを(a)~(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | | | | |
|-----|---|---|--|---|
| (1) | (a) something that a person can aspire to | (b) something that a person can do effortlessly | (c) something that a person is best at | (d) something that a person wants by nature |
| (2) | (a) estimate | (b) experience | (c) forgive | (d) understand |
| (3) | (a) become disappointed with | (c) feel inconvenienced by | (b) become fed up with | (d) feel uncomfortable with |
| (4) | (a) costume | (b) performance | (c) result | (d) taste |

設問 3. 下線部(A)が指すものを(1)~(4)から一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | | | |
|----------|----------|----------|-----------|
| (1) 200m | (2) 400m | (3) 800m | (4) relay |
|----------|----------|----------|-----------|

設問 4. 下線部(B)を英語に直し、記述解答用紙の所定欄に書け。

設問 5. 次の 1.~4.について、本文の内容に合うものはマーク解答用紙の T の欄に、合わないものはマーク解答用紙の F の欄にマークせよ。

1. Rebecca has just been selected as one of the swimmers for the 2012 Olympics.
2. Rebecca is going to concentrate both on show business and swimming until the London Olympics.
3. Rebecca is not bothered by getting up early as she really loves what she does.
4. Rebecca won more than just one gold medal in the Beijing Olympics in 2008.

V 次の英文を読み、下記の設問に答えよ。

Chimpanzees and humans are separated by between 6 million and 8 million years of evolution, dating back to the last common ancestor we shared with our ape cousins. The two species clearly developed differently during that time period, with one of the less-visible differences occurring in the brain. In old age, the human brain shrinks in overall size by 10 to 15 percent. In chimps of equivalent age, the new study finds, (1) shrinkage occurs whatsoever.

The findings suggest that the human life span isn't just an extended version⁽¹⁾ of the life span of other mammals, said Chet Sherwood, a researcher at George Washington University. Instead, humans seem to experience old age in a unique way.

"The greatest point of deterioration⁽²⁾ that we found is in that part of the human life span which is beyond the life span of wild chimpanzees," Sherwood commented. "We think that the effect we have observed is the price of an increased life span."^(A) According to Sherwood, the findings could explain why humans are uniquely vulnerable⁽³⁾ to Alzheimer's and other age-related brain diseases.

Sherwood and his ⁽³⁾colleagues compared magnetic resonance imaging (MRI) scans of the brains of 87 humans, ages 22 to 88, with MRI scans of 69 chimpanzees from a research center in Atlanta. The chimps ranged from 10 to 45 years old. The researchers also examined the brains of deceased⁽⁴⁾ chimps as old as 51.

Focusing on the regions of the human brain most likely to shrink, the researchers found the expected loss of brain size with age in the human volunteers. But the chimps' brains did not show any size change at all.

^(B)That's not to say that chimps' brains don't change with age—other studies show subtle structural changes in animals as they get older—but the direct comparison makes (2) clear (3) "whatever is going on is certainly more extreme in humans," Sherwood said.

Sherwood suspects that as natural selection began to favor the large human brain, humans had to deal with the resultant problems, including relatively helpless infants and an extended childhood as that brain develops. In most mammals, females die once they can't reproduce anymore. But human women can expect to live 40 years past the age when they can bear children. This long life span may have evolved (4) that grandparents could help their own children with childrearing, thus ensuring that their grandchildren would survive to spread their genes. Humans have a longer life span than chimps and get to have grandma and grandpa around as nannies, but we pay the cost in reduced brain size.

(Adapted from Stephanie Pappas: "Shrinkage: Now it's our brains", 2011)

設問1. 下線部(1)～(4)の意味にもっとも近いものを(a)～(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | | | | |
|-----|--------------------|---------------------|-----------------|----------------|
| (1) | (a) account | (b) issue | (c) variation | (d) volume |
| (2) | (a) decline | (b) development | (c) improvement | (d) shortage |
| (3) | (a) at risk of | (c) displeased with | | |
| | (b) cautious about | (d) in fear of | | |
| (4) | (a) aged | (b) dead | (c) ill | (d) long-lived |

設問 2. 空所(1)～(4)を埋めるのにもっとも適当な語を(a)～(e)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | | | | | |
|-----|----------|----------|----------|----------|----------|
| (1) | (a) any | (b) more | (c) no | (d) some | (e) such |
| (2) | (a) as | (b) it | (c) more | (d) so | (e) them |
| (3) | (a) as | (b) if | (c) no | (d) that | (e) than |
| (4) | (a) even | (b) in | (c) not | (d) now | (e) so |

設問 3. 下線部(A)を日本語に直し、記述解答用紙の所定欄に書け。

設問 4. 下線部(B)が指している本文の部分を日本語に直し、記述解答用紙の所定欄に書け。

[以 下 余 白]