

# 英 語

(問 題)

2014年度

〈2014 H26080015 (英語)〉

## 注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は2～11ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚損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. 解答はすべて、HBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意
  - (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。
  - (2) 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、消しゴムで丁寧に、消し残しがないようによく消すこと。

マークする時	<input checked="" type="radio"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い
マークを消す時	<input type="radio"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い

5. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
6. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
7. いかなる場合でも、解答用紙は必ず提出すること。
8. 試験終了後、問題冊子は持ち帰ること。

I. 次の英文を読み、設問 1 ~ 10 に答えよ。

Pollution and weeds have much in common. For those trying to eliminate them, it is self-evident that they constitute a nuisance. The mental step involved—from identifying a particular plant or substance to defining it as a problem—is often so automatic as to be left unrecognized. Both pollution and weeds, however, are socially constructed: they have no preexisting meaning. Perceptions of air pollution in Britain during the nineteenth and twentieth centuries were shaped not only by knowledge about the quantity of particular substances in the air, but also by the ways in which people understood nature, technology, and society. Skeptical of my attempt to situate pollution within a historical framework, one person interjected, “Forget all this postmodernist nonsense—just tell me data.” “Fine,” I replied, “but what type of data do you have in mind?” To talk about whether pollution has increased or decreased, one must decide what one means by it and where to look for it.

During <sup>(1)</sup>the first three quarters of the nineteenth century many people in Britain defined air pollution as miasma\*: gases produced by decomposing vegetables, garbage, corpses, and excrement. According to this <sup>(2)</sup>view, natural processes rather than technological ones constituted the primary source of pollution. In contrast, smoke and other substances produced through chemical reactions were often seen as benign or even beneficial. Wild nature was suspected to be a source of deadly miasma, and coal smoke was frequently credited with providing an antidote\* to it.

(3) Ideas about the relationship between human beings and the natural environment underwent a fundamental change in Britain during the late nineteenth century, a transformation that is exemplified by conceptions of and responses to air pollution. In the 1870s and 1880s, some began to conceive of technology rather than nature as the primary source of impure air. Concerns about the health effects of contaminants in the environment did not disappear but instead took new forms as people began to criticize the effects of technology on the environment, the body, and society. The natural environment went from being thought of as threatening and more powerful than humanity to something that was both pure and fragile. Many social reformers believed that nature would “civilize” the urban working class and reduce class conflict. The prevailing attitude toward technology, on the other hand, went from one of fascination and wonder to anxiety about the changes that it was causing to the environment and to society. Coal smoke, one of the most visible products of urban and industrial life, came to be viewed by many not as a welcome symbol of productivity, but as pollution. Indicative of the new attitude [ 6 ] the efforts of many people, both individually and collectively, to reduce or eliminate it. Adopting language and metaphors that had previously been confined to discussions of biological sources of disease, they strove to eradicate what some referred to as the “smoke plague.”

\*miasma 毒気      \*antidote 毒消し

1. 第一段落の内容と合致するものを a ~ d から一つ選べ。
- a. Pollution and weeds are often left unrecognized.
  - b. Neither pollution nor weeds have preexisting meaning.
  - c. It is impossible to situate pollution within a historical framework.
  - d. Recent data suggests that pollution has increased.
2. 下線部 (1) が示す年代として最もふさわしいものを a ~ d から一つ選べ。
- a. 1800~1830年
  - b. 1800~1875年
  - c. 1825~1900年
  - d. 1870~1900年

3. 下線部 (2) の内容として最もふさわしいものを a ~ d から一つ選べ。
- a. Air pollution is caused by decomposition of vegetables, garbage, corpses, and excrement.
  - b. Smoke and other substances produced by chemical reactions are good for health.
  - c. Natural processes as well as technological ones constitute the primary source of pollution.
  - d. Coal smoke is believed to have an effect of purifying air pollution.
4. 下線部 (3) の内容としてふさわしくないものを a ~ d から一つ選べ。
- a. Some people began to think of technology rather than nature as the primary source of air pollution.
  - b. The natural environment went from being thought of as threatening and more powerful than humanity to something pure and fragile.
  - c. Many people became anxious rather than excited about the changes that technology might bring about to the environment.
  - d. Technical advancements came to be seen by many people as a welcome symbol of productivity.
5. 下線部 (4) の語 threatening の *-ea-* の部分の発音が同一である語を a ~ d から一つ選べ。
- a. appear                      b. peasant                      c. great                      d. lean
6. 下線部 (5) が指すものを a ~ d から一つ選べ。
- a. technology                      b. fascination                      c. wonder                      d. anxiety
7. 空所 [ 6 ] に入れるのに最もふさわしいものを a ~ d から一つ選べ。
- a. had                      b. showed                      c. took                      d. were
8. 下線部 (7) に最も近い意味を持つ語を a ~ d から一つ選べ。
- a. cured                      b. seemed                      c. tried                      d. understood
9. 下線部 (8) の意味として最もふさわしいものを a ~ d から一つ選べ。
- a. spreading of biological diseases
  - b. dangerous popularity of smoking
  - c. increase of diseases spread by air
  - d. growing pollution due to smoke
10. 本文中の英国に関する記述と合致するものを a ~ d から一つ選べ。
- a. People have always held an optimistic view of the effects of technology on the environment.
  - b. The late 19th century saw a fundamental change in people's perception of air pollution.
  - c. Coal smoke was considered to be a welcome symbol of productivity throughout the 19th century.
  - d. Biological sources of diseases have increased in spite of the efforts of many people.

II. 次の英文を読み、設問 1～10に答えよ。

The ability to speak two languages can make bilingual people better able to pay attention than those who can only speak one language, a new study suggests.

Scientists have long [ ア ] that learning more than one language might cause structural differences in brain networks that enhance mental abilities, just as a musician's brain can be altered by the long hours of practice needed to master an instrument.

Now, in a study published in the Proceedings of the National Academy of Sciences, researchers at Northwestern University for the first time have documented differences in how the bilingual brain processes speech sounds, compared with those [ イ ]. Bilingual people do this in ways that make them better at picking out a spoken syllable, even when it is buried in a babble of voices.

That biological difference in the auditory nervous system [ ウ ] among those who speak more than one language, they say.

"Because you have two languages going on in your head, you become very good at determining what is and is not relevant," says Nina Kraus, a professor of neurobiology and physiology at Northwestern, who was part of the study team. "You are a mental juggler."

In the study, Dr. Kraus and her colleagues tested the involuntary neural responses to speech sounds by comparing brain signals of 23 high-school students who were fluent in English and Spanish to those of 25 teenagers who only spoke English. When it was quiet, both groups could hear the test syllable — "da" — with no trouble, but when there was background noise, the brains of the bilingual students were significantly better at detecting the fundamental frequency\* of speech sounds.

"We have determined that the nervous system of a bilingual person responds to sound in a way that is distinctive from a person [ エ ]," Dr. Kraus says.

Through this fine-tuning of the nervous system, people who can master more than one language are building a more resilient brain, <sup>(1)</sup>one more proficient at multitasking, setting priorities, and, perhaps, better able to withstand the ravages of age, <sup>(2)</sup>a range of recent studies suggest.

[ オ ], some preliminary research suggests that people [ カ ] may have enhanced defenses against the onset of dementia\* and delay Alzheimer's disease by an average of four years.

The ability to speak more than one language also may help protect memory, researchers from the Center for Health Studies in Luxembourg reported last year.

After studying older people who spoke multiple languages, they concluded that the more languages someone could speak, the better: People [ キ ] were three times less likely to have cognitive problems compared with bilingual people, for example.

\*fundamental frequency 基本振動周波数      \*dementia 認知症

1. 空所 [ ア ] に入れるのに最もふさわしいものを a～d から一つ選べ。  
a. questioned      b. suspected      c. doubted      d. mistrusted
2. 空所 [ イ ] に入れるのに最もふさわしいものを a～d から一つ選べ。  
a. who speak more than one language  
b. who speak a second language  
c. who speak a single language  
d. who speak a foreign language

3. 空所 [ ウ ] に入れるのに最もふさわしいものを a ~ d から一つ選べ。
- a . makes it difficult to notice things
  - b . helps researchers come to a clear-cut conclusion
  - c . means that there is likely to be less resemblance
  - d . appears also to enhance attention and working memory
4. 空所 [ エ ] に入れるのに最もふさわしいものを a ~ d から一つ選べ。
- a . who speaks more than one language
  - b . who speaks a second language
  - c . who speaks a single foreign language
  - d . who speaks only one language
5. 下線部 (1) の内容として最もふさわしいものを a ~ d から一つ選べ。
- a . a brain                      b . a language                      c . a person                      d . a system
6. 下線部 (2) の内容として最もふさわしいものを a ~ d から一つ選べ。
- a . diseases typical of the modern world
  - b . deficiencies peculiar to older people
  - c . disasters in aging societies
  - d . aggressive behavior of elderly people
7. 空所 [ オ ] に入れるのに最もふさわしいものを a ~ d から一つ選べ。
- a . Instead                      b . Hopefully                      c . Probably                      d . Indeed
8. 空所 [ カ ] に入れるのに最もふさわしいものを a ~ d から一つ選べ。
- a . who can only speak one language
  - b . who speak a second language
  - c . who are losing their own language
  - d . who cannot master more than one language
9. 空所 [ キ ] に入れるのに最もふさわしいものを a ~ d から一つ選べ。
- a . who spoke two languages
  - b . who spoke only one foreign language
  - c . who spoke three languages
  - d . who spoke a single language
10. 本文の内容に照らして、多言語話者であることの効用の一つとして最もふさわしいものを a ~ d から一つ選べ。
- a . You are better able to master a musical instrument.
  - b . You are better able to keep off the symptoms of aging.
  - c . You are better able to perform juggling.
  - d . You are better able to test brain responses.

Ⅲ. 次の英文を読み、設問 1～10 に答えよ。

The curlicue\* letters of cursive handwriting,\* once considered a mainstay of American elementary education, have been slowly disappearing from classrooms for years. Now, with most states adopting new national standards that don't require such instruction, cursive could soon be [ A ] at most public schools.

For many students, cursive is becoming as foreign as ancient Egyptian hieroglyphics.\* In college lecture halls, more students take notes on [ B ] than with [ C ]. Responding to handwritten letters from grandparents in cursive is no longer necessary<sup>(1)</sup> as they, too, learn how to use email, Facebook and Skype.

And educators, seeking to prepare students for a successful future in which computer and typing skills have usurped penmanship, are finding cursive's relevance waning, especially with leaner school budgets and curricula packed with standardized testing prep. So they're opting not to teach it anymore.

Michael Hairston, president of the Fairfax Education Association, the largest teachers union in the county, called cursive "a dying art." "Cursive writing is a traditional skill that has been replaced with technology," Hairston said. "Educators are having to make [ D ] with a limited amount of time and little or no flexibility. Much of their instructional time is consumed with teaching to a standardized test."

Since 2010, 45 states and the District of Columbia have adopted the Common Core standards, which do not require cursive instruction but leave it up to the individual states and districts to decide whether <sup>(2)</sup>they want to teach it. <sup>(3)</sup>A report the same year by the Miami-Dade public school system found that cursive instruction has been slowly declining nationwide since the 1970s.

<sup>(4)</sup>Proponents of cursive say that many of the country's historical documents were written in the fancy script, including the Constitution and the Declaration of Independence. They say that future historians who [ E ] the ability to read cursive might not be able to study original historical documents.

Steve Graham, an education professor at Arizona State University and one of the top U.S. experts on handwriting instruction, said he has heard every argument for and against cursive. "I have to tell you, I can't remember the last time I read the Constitution," Graham said. "The truth is that cursive writing is pretty much gone, except in the adult world for people in their 60s and 70s." He said that today's teachers value typing more than handwriting and that by the 12th grade, about half of all papers are composed on computers.

\*curlicue 渦巻き形で飾られた      \*cursive handwriting 筆記体      \*hieroglyphics 象形文字

1. 空所 [ A ] に入れるものとして最もふさわしいものを a～d から一つ選べ。  
a. eliminated      b. reintroduced      c. discriminated      d. adopted
2. 空所 [ B ]、[ C ] に入れるのに最もふさわしい組み合わせを a～d から一つ選べ。  
a. tablet computers and pens—laptops and notepads  
b. notepads and tablet computers—pens and laptops  
c. laptops and tablet computers—pens and notepads  
d. notepads and pens—laptops and tablet computers
3. 下線部 (1) の言い換えとして最もふさわしいものを a～d から一つ選べ。  
a. although      b. like      c. because      d. whereas



4. 第三段落の内容と合致しないものを a ～ d から一つ選べ。
- a. Teachers consider penmanship an important skill.
  - b. The number of schools that teach cursive writing is decreasing.
  - c. Teachers find cursive writing less important than in the past.
  - d. Schools have less money at their disposal than they used to.
5. 空所 [ D ] に、次の単語すべてをふさわしい順に並べ替えて入れる場合、3 番目に来る単語はどれか、a ～ e から一つ選べ。
- a. teach                      b. what                      c. about                      d. they                      e. choices
6. 下線部 (2)、(3) が意味するものを a ～ d の組み合わせのうちから一つ選べ。
- a. the Common Core Standards—cursive writing
  - b. 45 states—the District of Columbia
  - c. the individual states and districts—cursive writing
  - d. teacher unions—the District of Columbia
7. 下線部 (4) の言い換えとして最もふさわしいものを a ～ d から一つ選べ。
- a. Supporters                      b. Teachers                      c. Historians                      d. Lawyers
8. 空所 [ E ] に入れるものとして最もふさわしいものを a ～ d から一つ選べ。
- a. drop                      b. fail                      c. break                      d. lack
9. Graham 氏が考えていることとして最もふさわしいものを a ～ d から一つ選べ。
- a. Everyone should be able to read the Constitution.
  - b. Only future historians need to be able to read the Constitution.
  - c. Handwriting is not valued as much as it used to be.
  - d. Teachers should encourage typing more than handwriting.
10. 本文の内容と合致しないものを a ～ d から一つ選べ。
- a. Many people think that cursive writing is dying out.
  - b. Cursive writing and hieroglyphics are similar in shape.
  - c. Even older people make use of new communication technology.
  - d. Many historical documents were originally written by hand.

- IV. 次の英文は、小惑星 (asteroid) が大気圏や地球に衝突する際の危険性を述べたものであり、さらに2013年2月15日に小惑星 (2012DA14 と名付けられ、分類された) が地球に異常接近した事例に言及している。本文を読んで設問1～9に答えよ。

It's been a bad few weeks for folks inclined to worry. There was the North Korean nuclear test and the return of the extreme weather to the Northeastern U.S., and then there was a matter of the possible end of Earth in the middle of February. As it turned out [ 1 ], —but we did get something of a wake-up call.

As NASA had been warning for a year, a 45-m asteroid (“the size of a small office building,” as the space agency discomfotingly described it) was on track to buzz the planet at exactly 2:24 p.m. E. T.\* on Feb. 15, coming in at a relative tree top level of 27,700 km. <sup>(2)</sup> If you think that sounds pretty far away, think again. It's only one-fourteenth the distance to the moon and actually a few thousand miles below the altitude of our highest-flying satellites. And while a rock that size may be a flyspeck compared with the elephant bulk of Earth, the energy it carries as it barrels\* in can do a lot of damage — on the order of 2.4 megatons, or 180 times the power of the Hiroshima bomb.

So the worriers had plenty of reason to <sup>(3)</sup> wring their hands, right? Well, no — not this time, at least. The asteroid, known as 2012DA14, was never going to hit us, something astronomers could determine almost immediately after it was discovered in 2011. But the rock has a whole lot of friends. It's just one of what are estimated to be up to 1 million potentially dangerous near-Earth objects out there, only 9,688 of which have been spotted and catalogued by astronomers so far. Of those, 1,377 are identified as potentially hazardous asteroids, based on their size and their eventual proximity\* to Earth.

While most of these cosmic missiles fly harmlessly by, some [ 4 ] —and cataclysmically\* so. Our moon is thought to have been created when a Mars-size planetesimal\* collided with us more than 4 billion years ago. The dinosaurs were all but certainly [ 5 ] out by a 10-km rock that landed off the Yucatan Peninsula about 65 million years back. As recently as June 30, 1908, an asteroid measuring 100 m exploded in the skies over the Tunguska region in Siberia, unleashing a four-megaton blast that leveled trees across an 1,330-km expanse.

“We get 100 tons of interplanetary debris\* hitting the atmosphere every day,” says Don Yeomans, head of the Near Earth Object Program Office at NASA. “Most of it is sand-size or pea-size, but we get a basketball-size object every day. Every few months we get one as big as a Volkswagen.”

Even those car-size chunks incinerate\* before they hit the ground, but the bigger a piece of falling ordnance\* is, [ 6 ] it is for some of it to survive — and probability alone says our planet is going to get clobbered\* again. <sup>(7)</sup> Unlike the dinosaurs, we have the ability to see it coming and, at least in theory, defend ourselves. We don't have our asteroid shield in place yet, however, and the race is thus on to find — and stop — the next bullet before <sup>(8)</sup> it finds us.

\*E. T. アメリカ東部時間    \*barrel 猛スピードで進む    \*proximity 近接

\*cataclysmically 激変を起こすようなやり方で    \*planetesimal 微惑星体

\*interplanetary debris 宇宙ゴミ    \*incinerate 燃えて灰になる

\*ordnance 武器 (ここでは比喩的に使っている)    \*clobber 激しく打つ

1. 空所 [ 1 ] に入れるのに最も適切なものを a ～ d から一つ選べ。

- |                                |                                 |
|--------------------------------|---------------------------------|
| a. the asteroid fell to pieces | b. we will follow the dinosaurs |
| c. we are still here           | d. we learned to survive        |



2. 下線部 (2) に込められた意図として最も適切なものを a ~ d から一つ選べ。
- a. 27,700 km is not as great a distance as most people think.
  - b. The asteroid is so far from us that ordinary people hardly think about it.
  - c. You need to ascertain the correct position of the asteroid repeatedly.
  - d. It is frightening that the asteroid passed so near to Earth that it shook the highest tree tops.
3. 下線部 (3) の内容に最も近いものを a ~ d から一つ選べ。
- a. wipe away the cold sweat
  - b. mobilize all their energies
  - c. share their information globally
  - d. feel deep anxiety
4. 空所 [ 4 ] に入れるのに最も適切なものを a ~ d から一つ選べ。
- a. can't destroy
  - b. will disappear
  - c. are missed
  - d. do hit
5. 空所 [ 5 ] に入れるのに最も適切なものを a ~ d から一つ選べ。
- a. found
  - b. wiped
  - c. ruled
  - d. turned
6. 空所 [ 6 ] に入れるのに最も適切なものを a ~ d から一つ選べ。
- a. the less
  - b. the likelier
  - c. the lower
  - d. the quicker
7. 下線部 (7) の意味に近いものとして最も適切と思われるものを a ~ d から一つ選べ。
- a. notwithstanding
  - b. in disfavor of
  - c. disregarding
  - d. in contrast to
8. 下線部 (8) の内容を具体的に示すものとして最も適切なものを a ~ d から一つ選べ。
- a. 小惑星の地球衝突を防ぐ盾の研究
  - b. ミサイルで小惑星を撃ち落とす技術の発明
  - c. 小惑星の地球への衝突
  - d. 銃弾よりも速く進む宇宙船の開発
9. 本文の内容に合致するものを a ~ f から二つ選べ。
- a. 2012DA14 orbited between the moon and our highest satellites.
  - b. Astronomers were not certain whether 2012DA14 was going to collide with Earth.
  - c. Only a minority of all potentially dangerous asteroids are known to us.
  - d. One hundred tons of small rocks which hit our atmosphere every day are extremely dangerous/to life on Earth.
  - e. At the present moment, ensuring safety from asteroid assaults is only possible in theory.
  - f. The average size of asteroids has been increasing steadily since the time of dinosaurs.

V. 次の会話を読み、質問1～10に答えよ。

Bob: Well, the results of our high school tests are out. I passed everything except math, but that doesn't really matter because I want to study law at university. I saw you also passed with flying colors! It would be really great if we could go to the same university.

Tim: Don't [ 1 ] on it. I haven't told anyone yet but I don't have the least intention of applying for a place in university. My parents will probably be under shock for weeks or go through the roof (2) but I intend to tell it to them gently. I want to become a baker.

Bob: What do you mean? You don't want to continue your education like everyone else in our school who is normal?

Tim: Leave the irony. You remember that I had a part time job last summer in the local bakery. Well, [ 3 ], I actually found it very interesting. You would be surprised how much there is to learn. Moreover, I discovered that I like to work with my hands. I find it very relaxing and satisfying. I asked the baker if he would take me on once I had finished my high school studies and he was very enthusiastic about the idea. (4)

Bob: If that is really what you want to do—but I wouldn't want to be in your shoes. Remember both your parents graduated from ivy league schools and it's a tradition in your family for three generations. However are you going to [ 5 ] the news to them without upsetting them?

Tim: Gently but firmly—however else? I don't intend to ruin my life just to [ 6 ] my parents. Anyway I would like them to meet the bakery boss. He is a true self-made man and I am sure he could bring my dad round to seeing [ 7 ]. I really admire his success story. He travels all the time up and down the country opening new outlets and yet he remains simple and modest.

Bob: I don't know about your parents, but you couldn't do a better job of convincing me. (8) And I will admit one more setback to going straight to university at least here in the U.S. By the time you are rolling in money I will be up to my ears in debt (9) just as I begin to look for a job after four years of hard study.

1. 空所 [ 1 ] に入れるのに最もふさわしいものを a～d から一つ選べ。

a. reply                      b. trust                      c. count                      d. take

2. 下線部 (2) が表している気持ちとして最もふさわしいものを a～d から一つ選べ

a. anger                      b. envy                      c. jealousy                      d. pride

3. 空所 [ 3 ] に、次の単語すべてをふさわしい順に並べ替えて入れる場合、3番目に来る単語はどれか、a～e から一つ選べ。

a. as                      b. it                      c. may                      d. seem                      e. strange

4. 下線部 (4) の内容として最もふさわしいものを a～d から一つ選べ。

a. that I should ask the baker  
b. that I should begin working for him  
c. that I should finish high school  
d. that I find it relaxing and satisfying

5. 空所 [ 5 ] に入れるのに最もふさわしいものを a～d から一つ選べ。

a. break                      b. discover                      c. get                      d. open

6. 空所 [ 6 ] に入れるのに最もふさわしいものを a～d から一つ選べ。

a. ask                      b. anger                      c. leave                      d. please

7. 空所 [ 7 ] に入れるのに最もふさわしいものを a ~ d から一つ選べ。
- a. something wrong with the profession
  - b. my point of view
  - c. the owner of the bakery
  - d. that his work is difficult
8. 下線部 ( 8 ) の意味として最もふさわしいものを a ~ d から一つ選べ。
- a. you are easier than my parents to convince
  - b. you have convinced me
  - c. you should do more to convince me
  - d. you will never convince me
9. 下線部 ( 9 ) の意味として最もふさわしいものを a ~ d から一つ選べ。
- a. in small debt    b. in great debt    c. in no debt    d. said to be in debt
10. この会話の要約として最もふさわしいものを a ~ d から一つ選べ。
- a. Tim has convinced Bob to give up his plan of going to university.
  - b. Bob is shocked by the refusal of his friend Tim to continue his studies.
  - c. Tim explains why his parents are trying to stop him from working in a bakery.
  - d. Tim confesses his plan to work rather than study and justifies his decision.

[以 下 余 白]

