

## 2020 年度 入学 試験 問題

# 英 語

(試験時間 12:55~14:15 80分)

1. 解答用紙には、記述解答用紙とマーク解答用紙の2種類があります。
2. 解答は、必ず解答欄に記入およびマークしてください。解答欄以外への記入およびマークは無効となります。
3. 解答は、HBの鉛筆またはシャープペンシルを使用し、訂正する場合は、プラスチック製の消しゴムを使用してください。特に、マーク解答用紙には鉛筆のあとや消しくずを残さないでください。
4. 解答用紙を折り曲げたり、汚したりしないでください。また、マーク解答用紙を記述解答用紙の下敷きに使用しないでください。
5. 解答用紙には、必ず受験番号と氏名を記入およびマークしてください。
6. マーク解答用紙への受験番号の記入およびマークは、コンピュータ処理上非常に重要なので、誤記のないようにしてください。
7. 一度記入したマークを修正する場合、しっかりと消してください。消し残しがあると、マーク読み取り装置が反応して解答が無効となることがあります。

# THE HISTORY OF THE

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I 次の英文を読み、本文の内容と一致するように1～10の語句に続く最も適切なものを(A)～(D)から一つずつ選び、その記号をマークしなさい。(40点)

When investigating crimes today, police are able to use DNA analysis to help them identify criminals. This analysis has also been very helpful in showing that people who were found guilty of crimes in the past were actually innocent. However, DNA analysis is far from perfect, and its use can lead to serious mistakes.

Lukis Anderson was brought in for an interview by the police in Santa Clara, California, because they suspected him of murder. During the interview, Anderson said that he often drank alcohol to the point that he did not know where he was and what he was doing. He told the police, "Maybe I did do it." Anderson's lawyer, Kelley Kulick, who was assigned by the government, told him to be quiet and to wait to see what kind of evidence the police had against him.

Anderson was a 26-year-old alcoholic with no home. He spent his days on the streets of San Jose, California, trying to get money in any way he could. He had a record of a variety of crimes, and had been questioned by the police many times before.

The murder victim was a man named Raveesh Kumra. He was a wealthy 66-year-old who lived about 10 miles away from San Jose. On the night of November 29, 2012, three intruders broke into Kumra's very large house. At the time Kumra was watching television, and his ex-wife, who was visiting, was asleep in an upstairs bedroom. The men tied up Kumra, covered his eyes, and put tape over his mouth. After finding the ex-wife upstairs, they also tied her up, covered her eyes, and knocked her out. After securing the two people, the three intruders then looked around the house for valuable items and money. After they left the house, the ex-wife was able to find the telephone and call for emergency help. The police came, and then an ambulance. Although the ex-wife was only injured, Kumra died because the tape over his mouth had prevented him from breathing.

Nearly one month later, Anderson was arrested by the police because his DNA was found to be on Kumra's hands. The police believed that the DNA had been transferred to Kumra's hands when he was being tied up. During the interview with the police, Anderson said that he was not the kind of person that hurt other people, but then, not knowing for sure, he said, "But maybe I did."

It was months later when the police realized that Anderson was not guilty, even though his DNA had been found on Kumra's fingers.

DNA analysis was first used in the 1980s. But in 1997, an Australian scientist discovered that people's DNA can sometimes be found on items that they have never touched, and he named this phenomenon "secondary transfer." In one of the scientist's experiments, three people sat at a table for 20 minutes and used the same bottle of juice to fill their glasses. The three people did not touch each other. After the 20 minutes, the scientist took samples from the glasses, table, chairs, and the three people's hands. Surprisingly, he found the DNA of the three people on all the glasses and on each other's hands. In addition, he found the DNA of other unknown people on the chairs and glasses, and on the people's hands. This DNA had to have come from contact with the DNA of other people during the day — from family members, the hand strap on the bus, or the person serving them coffee that morning, for example. In fact, everyone leaves their DNA wherever they go. For example, when we stand and talk for 30 seconds, our DNA can be found around us, up to about one meter away. This type of secondary transfer can mean that a person's DNA can show up at the place of a crime, causing serious problems for both the police and the person.

In Anderson's case, a police officer by the name of Erin Lunsford used DNA analysis to identify two men whose DNA was on the tape and on a pair of gloves. Anderson's DNA was found on the fingers of Kumra. All three were arrested. Anderson had been in jail for about one month when Kulick, his lawyer, found more evidence. When reading Anderson's medical records, she saw that he had been taken to the hospital by emergency workers on the same day that Kumra

was killed. Anderson had been in the hospital when the crime was taking place; therefore, he was innocent of the crime. Anderson was then released from jail. However, Lunsford continued to try and understand why Anderson's DNA was on the hands of Kumra. After examining Anderson's hospital records, Lunsford found out that the emergency workers who had helped Anderson had also gone to Kumra's house later on the same day. These workers had accidentally transferred Anderson's DNA to Kumra's hands.

Though most people think that DNA analysis is excellent evidence, some legal experts now say that it cannot always be relied upon, and that unless it is used carefully, serious mistakes will happen.

1. Because Anderson was an alcoholic, he
  - (A) did not know if he committed the murder or not.
  - (B) was often sick.
  - (C) needed money from Kumra.
  - (D) asked his lawyer for medical treatment.
  
2. When the intruders broke into Kumra's large house, they
  - (A) put tape on the ex-wife's mouth and then walked around the house.
  - (B) found Kumra sleeping and quietly searched the house.
  - (C) found the ex-wife watching television and tied her up.
  - (D) tied the two people up, and then looked for items.
  
3. When the police arrived, they found that
  - (A) the ex-wife was not conscious.
  - (B) Kumra was dead.
  - (C) the three intruders were looking for items to steal.
  - (D) Anderson was running away.

4. One person in the house died because
- (A) he was careless.
  - (B) there was a fight that resulted in the death of that person.
  - (C) that person was shot when running away.
  - (D) that person could not breathe.
5. The police had thought that Anderson's DNA was on Kumra's hands because
- (A) they had met in San Jose.
  - (B) he gave Kumra something to eat.
  - (C) he had tied the hands of Kumra.
  - (D) they had been shaking hands.
6. In the 1997 experiment, the scientist found that
- (A) the DNA of the three people was on everyone's hands and on all the glasses, even though they had not touched each other.
  - (B) only the people who had touched another person had DNA from that other person on their hands.
  - (C) the three people only had their own DNA on their hands because they had not touched each other.
  - (D) all three people had each other's DNA on their hands because they had touched each other.
7. Secondary transfer is a big problem because
- (A) these kinds of germs can make people sick.
  - (B) it is a public safety issue.
  - (C) the police might arrest the wrong person for a crime.
  - (D) DNA might be used to steal a person's identity.

8. Kulick discovered that Anderson was innocent because he
- (A) was an alcoholic.
  - (B) was a gentle person.
  - (C) was sleeping in the upstairs bedroom at the time of the crime.
  - (D) could not have been at Kumra's house.
9. Anderson's DNA was found on Kumra's hands because
- (A) Anderson had served him food earlier on the same day.
  - (B) the emergency workers had touched both men.
  - (C) Kumra had given Anderson money earlier on the same day.
  - (D) Anderson had cleaned Kumra's house the day before the crime.
10. The best title for this article would be
- (A) "The Limitations of DNA Analysis."
  - (B) "Crime Doesn't Pay."
  - (C) "Catching Criminals with DNA Analysis."
  - (D) "The Power of DNA Analysis."

II 次の英文を読み、設問に答えなさい。(50点)

In 1552, a school named Christ's Hospital was founded in London for the "fatherless children and other poor children" in the area. Many of these children did not have proper clothes, and so generous richer people gave them some. From this, a uniform developed which is thought to have been the world's first school uniform. It is still worn at the school, so it is certainly the oldest still in use. Its students look rather strange in sixteenth-century clothes with blue coats and yellow stockings (it was thought that yellow kept rats away) but, when asked, 95% of the school's students said they wanted to keep their unique uniform.

Like Christ's Hospital, many older schools in Britain have kept their traditional uniforms, but schools with less history have generally changed their uniform to make it more modern and cheaper to buy with, for example, polo shirts replacing business shirts. However, there are a few schools that have taken a different approach. Cottingham High School in northern England, for example, has worked with Lara Jensen, a fashion designer, to create a uniform that the students liked. The school's uniform had been very casual, but the students wanted something smarter, and ended up with slim-fitting stylish jackets that look like professional work wear.

The problem with this kind of uniform is that it can be expensive for parents to buy. The official government guidelines say "The school uniform should be easily available for parents to purchase and schools should seek to select items that can be purchased cheaply, for example in a supermarket or other good value shop." For this reason, at most more modern schools, the instructions about the uniform are more like a set of guidelines with, for example, boys simply being required to wear black trousers, a white shirt and a blue sweater, all of any brand.

Nowadays, around 98% of high school students in Britain wear a uniform of some kind, but this has not always been the case. In the 1960s and 1970s, some schools got rid of their uniforms because it was widely believed that they



suppressed students' individuality. However, a majority of parents in Britain have always favored them. They think that if schools do not have a uniform, their fashion-conscious teenagers will want stylish, expensive clothes so that they can keep up with their classmates, making their lives more difficult.

There are still occasionally some protests against uniforms in Britain. During hot weather in 2017, boys at the Isca Academy became famous for wearing skirts (which were allowed), to protest against not being allowed to wear shorts. Indeed, uniforms do have to be somewhat adaptable to take account of personal feelings. Muslim girls in Britain for example, have to be allowed to wear trousers rather than skirts and to cover their heads.

School uniforms are far less widespread in the United States than they are in Britain because the argument that children should have the right to decide what they wear has carried more weight there. However, this started to change in the 1990s, with studies that seemed to show that schools with uniforms were safer and children did better in them. In 1996, President Clinton used extreme language to argue in favor of them: "If it means that teenagers will stop killing each other over designer jackets, then our public schools should be able to require their students to wear uniforms." Nevertheless, school uniforms are still fairly unusual there: now, a little over one in five public schools make students wear them, although this is a significant increase over the 12% of public schools that had uniforms at the start of the century.

A country where almost no child wears a school uniform is Germany. In that country, uniforms for children are uncomfortable reminders of the 1930s and the first half of the 1940s when boys in uniforms were made to behave like soldiers. This reminds us that uniforms mean very different things in different countries, which is why nations will always differ in what they make children wear to school.

問1 本文の内容と一致するように1～10の語句に続く最も適当なものを(A)～(D)から一つずつ選び、その記号をマークしなさい。

1. Christ's Hospital was a place where

- (A) sick people went to get healthy.
- (B) children of richer people could get an education.
- (C) all the children wore the same clothes.
- (D) children developed a school uniform.

2. The writer of the text is sure that the school uniform at Christ's Hospital

- (A) was unique.
- (B) was the world's first.
- (C) is the world's strangest.
- (D) is the world's oldest still being worn.

3. Generally, in Britain older schools have

- (A) made their uniforms look more modern.
- (B) kept their uniforms as they have always been.
- (C) made their uniforms cheaper to buy.
- (D) made their uniforms more traditional.

4. At Cottingham High School, the uniform is

- (A) inexpensive.
- (B) unpopular.
- (C) casual.
- (D) unusual.

5. The British Government guidelines on school uniforms say that

- (A) more expensive uniforms are better.
- (B) they should be obtainable at low-cost stores.
- (C) they can have limited availability.
- (D) they ought to be stylish.

6. Less traditional schools in Britain tend

- (A) to have relaxed rules regarding school uniforms.
- (B) not to have instructions for school uniforms.
- (C) to have precise rules for what students should wear.
- (D) to allow parents to choose what their children wear.

7. In Britain, compared to the past, school uniforms

- (A) are more popular with parents.
- (B) have become more widespread.
- (C) are liked better by students.
- (D) encourage students' individuality.

8. At the Isca Academy,

- (A) skirts are part of the boys' uniform.
- (B) boys and girls wear the same uniform.
- (C) boys thought the uniform rules should be changed.
- (D) boys protested against having to wear a uniform.

9. In the United States, school uniforms are

- (A) much less worn than in the UK.
- (B) considered dangerous for children to wear.
- (C) less popular among parents than in the UK.
- (D) generally recommended by schools.

10. In the last paragraph, the writer is arguing that school uniforms

- (A) are more common in some countries than others.
- (B) bring to mind different things in different places.
- (C) make children behave like soldiers.
- (D) are hardly worn in Germany at all.

問2 本文中の下線部を日本語に訳しなさい。解答は記述解答用紙に書きなさい。

Ⅲ 次の対話を読み、空所 ( 1 ) ~ ( 10 ) に入る最も適切な語句をそれぞれ(A)~(D)から一つずつ選び、その記号をマークしなさい。(20点)

Sarah: Miyuki, I'm glad you could come shopping with me today.

Miyuki: I was really glad you asked me. What would you like to look at today?

Sarah: Well, I was thinking of looking at ( 1 ) blue jeans, but I like the idea of window shopping, too. How about you? Are you shopping for anything ( 2 )?

Miyuki: I'm ( 3 ) with anything! And I don't have anything in particular that I want to buy.

Sarah: OK, then, how ( 4 ) having lunch first? And shopping after?

Miyuki: Great! I didn't have breakfast, so I am ( 5 ) hungry. There is a good Mexican restaurant near here. How about that?

Sarah: I'm sure that would be good, but I don't know ( 6 ) about Mexican food. Which dishes do you like?

Miyuki: I don't know a lot about all types of Mexican food, but I have eaten some dishes once or twice. One well-known dish is a taco. It is a hard shell made from corn, and in the inside is cooked hamburger with cheese and lettuce and a spicy sauce called salsa. There may be a few other things ( 7 ).

Sarah: Now that I think about it, I think I may know a little about tacos. Is there rice inside a taco?

Miyuki: Not ( 8 ). But there is another dish called a burrito. A burrito has a soft flour wrapping, and on the inside can be different things, such as beans, rice, meat, cheese, and other things. Burritos are also very good. I like ( 9 ) tacos and burritos. So what do you think?

Sarah: I am ready to go! Let's give it ( 10 ).

1. (A) some (B) pair (C) one (D) a
2. (A) news (B) newer (C) special (D) specialty
3. (A) closed (B) free (C) open (D) happy
4. (A) for (B) on (C) about (D) but
5. (A) pretty (B) extreme (C) quiet (D) vary
6. (A) very (B) much (C) many (D) more
7. (A) assortment (B) together in (C) as well (D) various
8. (A) usually (B) never (C) now (D) then
9. (A) two (B) all (C) either (D) both
10. (A) a reservation (B) a try  
(C) a table (D) an appointment

IV 次の英文1～6の( )に入る最も適切な語句を(A)～(D)から一つずつ選び、その記号をマークしなさい。(12点)

1. You ( ) introduce me to the professor because we have already met.  
(A) are supposed to (B) should  
(C) do not have to (D) never
2. Leila was chosen for the manager's position on the ( ) of her excellent public-speaking skills and her years of experience at the company.  
(A) basis (B) crop (C) budget (D) illusion
3. Although the fans poured into the stadium with great enthusiasm, the game was ( ) due to heavy rain.  
(A) played (B) missed (C) postponed (D) withdrawn
4. ( ) more restrictions have been placed on industrial waste, our rivers and lakes have become less polluted.  
(A) With (B) Before (C) After (D) Since
5. Please never ( ) what I've just told you to anyone, Kayo. I don't want anybody else to know about it.  
(A) repeat (B) speak (C) discuss (D) talk
6. James was seriously injured in an accident last year and, expecting a full recovery, ( ) rehabilitation since then.  
(A) undergoing (B) has been undergoing  
(C) was undergone (D) had been undergone

V 次の1～6の日本語に合うように、それぞれ下にある(A)～(F)の語句を並べ替えて、空所を補い、英文を完成させなさい。ただし、解答は(1)～(2)に入るべき語の記号のみをマークしなさい。(18点)

1. 私は歯がひどく痛むので、歯医者に虫歯を治療してもらうために予約をする必要があります。

I have a terrible toothache, so I need to make an appointment \_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_

- (A) to (B) by (C) get (D) treated (E) my decayed tooth  
(F) the dentist

2. ジェイン・オースティンの小説を読めば、必ず登場人物の心理描写がいかに素晴らしいかに感心するでしょう。

One cannot read Jane Austen's novels \_\_\_\_\_ (3) \_\_\_\_\_

\_\_\_\_\_ (4) \_\_\_\_\_ her psychological descriptions of the characters in them are.

- (A) how (B) being (C) fine (D) with (E) without  
(F) deeply impressed

3. その添付ファイルを開けるには、ここをクリックしさえすればいいのです。

To open the attached file, \_\_\_\_\_ (5) \_\_\_\_\_ (6) \_\_\_\_\_

\_\_\_\_\_ click here.

- (A) have (B) do (C) all (D) to (E) is (F) you



4. 彼にそんなところで出会うとは思わなかった。

He was the \_\_\_\_\_ (7) \_\_\_\_\_ (8) \_\_\_\_\_  
\_\_\_\_\_ to see in such a place.

(A) I (B) have (C) expected (D) person (E) last (F) would

5. 自分の将来をそんなに悲観的に見ない方がいいよ。

You had \_\_\_\_\_ (9) \_\_\_\_\_ (10)  
\_\_\_\_\_ view of your future.

(A) pessimistic (B) a (C) not (D) such (E) better (F) take

6. あの失礼な男はエレベーターの中で私の足を踏んでも詫びることすらしなかった。

That rude man did not \_\_\_\_\_ (11) \_\_\_\_\_ (12)  
\_\_\_\_\_ on my foot in the elevator.

(A) apologize (B) much (C) stepping (D) as (E) for (F) so

VI あなたは、高校で制服が必要だと思いますか。それとも不要だと思いますか。その理由も含めて、あなた自身の経験に即して、80語以上の英語で答えなさい。解答は記述解答用紙に書きなさい。(10点)



