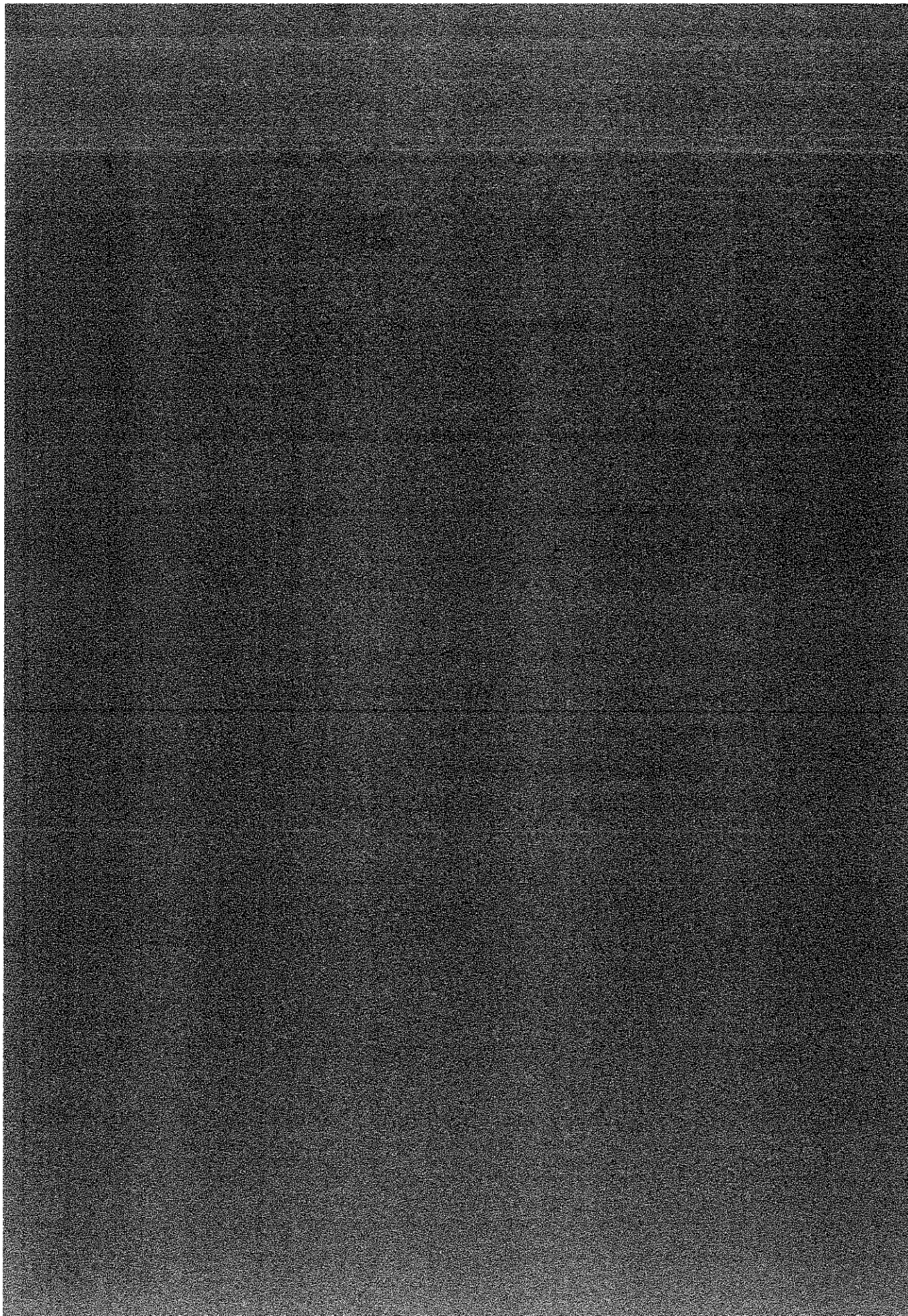


## 2014 年度 入学 試験 問題

# 英 語

(試験時間 10:30~11:50 80分)

1. 解答用紙は、記述解答用紙とマーク解答用紙の2種類がありますので注意してください。
2. 解答は、必ず解答欄に記入してください。なお、解答欄以外に書くと無効となりますので注意してください。
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。また、折りまげたり、汚したりしないでください。記述解答用紙の下敷きにマーク解答用紙を使用することは絶対にさけてください。
4. 解答用紙には、受験番号と氏名を必ず記入してください。
5. マーク解答用紙の受験番号および受験番号のマーク記入は、コンピュータ処理上非常に重要なので、誤記のないよう特に注意してください。



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。(40点)

Tina Seelig directs a program in the School of Engineering at Stanford University. She tells her students that it is not enough to know only the subject they study; they need to know how to apply it in the business world. And this is very different from university. At university, they compete as individuals with other students: “when they win,” she says, “someone else loses.” In business, they usually work on a team in a company competing with other companies, “and when they win so does everyone else” on the team.

Another difference is that at university there is usually only one right answer to a question, as in the test you are reading now. In the world outside university, questions may have a number of answers, many of which may be right in different ways or at different times. In business, the situation may change quickly, so that people ought to be ready to change their ideas too.

Tina Seelig teaches both these lessons — the value of teamwork and the possibility that there may be different solutions to a problem — to her students. She divides her class into teams, and gives each team five dollars, telling them to make as much profit from it as possible. The most successful team, however, did not use it, or the other thing Tina had given them — time. She had allowed them a weekend for the project, and on the following Monday all the students were to report on what they had done to the class, each team being allowed three minutes. The most successful team did not work over the weekend; but during the Monday class they used their three minutes to make a presentation for a company which wanted to recruit students, and paid them \$650 for it.

Something else that Tina taught her students was to learn from failure. This surprised them, as they had thought they could only learn from success. She tells the story of a man named Art Fry, who used glue which did not work very well to stick markers into the book of religious songs he sang from in church on

Sundays. Since different songs were sung every Sunday, he had to mark different pages each week; and, since the glue was not very strong, he was able to take out the markers and stick them back in different places. This kind of marker is now sold all over the world.

Perry Klebahn loved skiing, so was very disappointed when he broke an ankle. While recovering, he found an old pair of snowshoes, and thought that these might allow him to be out on the snow, even if he was not strong enough to ski. However, he found that they did not work very well. As he was a product design student as well as a skier, he worked to create a better kind of snowshoe, for which he eventually built up a market worth \$50 million.

What Perry had done was see the possibilities offered by a problem when it is looked at in a new way. Tina gives the example of James Barlow, head of the Scottish Institute for Enterprise, who gives jigsaw puzzles to teams of his students, who have to compete in putting them together as quickly as possible. The jigsaw pieces have numbers on the back which make this easy; but many students never see the numbers, since they do not turn the pieces over.

A skill that Tina thinks vital is negotiation. Most people assume that the two sides involved have opposite goals; but she insists that, though these may be different, they can often be combined. On a visit to China, she wanted to see the Great Wall at sunrise; but a local professor,<sup>(注1)</sup> her hotel staff and the nearby taxi drivers were all unable to help. So she went to a language school across the street, found a student who spoke English and who wanted to get into university, and promised him a recommendation if he could organize the tour. He did, so both sides won.

A lesson that surprised Tina's students was when she advised them to find a career in which they would be paid for what they enjoyed doing. They had expected to be told that the secret of success was hard work. Instead, she quoted the Chinese philosopher Lao Tzu:<sup>(注2)</sup> "The art of living is not to see any difference between work and play, education and relaxation. It is to do both at the same time."

(注1) The Great Wall 万里の長城

(注2) Lao Tzu 老子

1. Tina Seelig teaches
  - (A) engineering.
  - (B) business practices.
  - (C) Stanford University.
  - (D) program.
  
2. University is different from business because
  - (A) there is competition there.
  - (B) when people win there, everyone wins.
  - (C) when people win there, everyone loses.
  - (D) it stresses the individual rather than the team.
  
3. In the world outside university,
  - (A) flexibility can be important.
  - (B) questions may be right in different ways or at different times.
  - (C) there is usually only one right answer.
  - (D) there is usually only one right question.
  
4. The most successful team
  - (A) earned \$650 instead of \$5.
  - (B) had less time for its presentation than the other teams.
  - (C) planned instead of working.
  - (D) joined a company which wanted to recruit students.

5. The weak glue was

- (A) used to stick the pages into books of religious songs.
- (B) useless.
- (C) used on markers which could be removed and used again.
- (D) used to decide which songs were to be sung each week.

6. Perry Klebahn

- (A) had his ambitions destroyed by a disappointment.
- (B) turned a disadvantage into an advantage.
- (C) was a student of snowshoe design.
- (D) dreamed of building up a market worth \$50 million.

7. James Barlow

- (A) creates jigsaw puzzles for his students.
- (B) teaches numbers to students of enterprise.
- (C) uses jigsaw puzzles, some of which are numbered and some not.
- (D) teaches people to look at a problem from a new angle.

8. Tina in China

- (A) managed to combine language teaching with sightseeing.
  - (B) did not succeed in negotiating with local people.
  - (C) found a way to please people with different goals.
  - (D) defeated both sides in a difficult negotiation.
- 

9. Tina's students were surprised because

- (A) what she told them was not what they expected to be told.
- (B) she advised them to work as little as possible.
- (C) she told them to choose a career which would give them a lot of free time.
- (D) she quoted a Chinese philosopher.

10. The best title for this story would be

- (A) Teaching People to Get the Right Answer.
- (B) Teaching People the Difference between Work and Play.
- (C) Teaching People to Compete.
- (D) Teaching People to See Opportunities.

II 次の英文を読み、設問に答えなさい。(50点)

The onion is a round vegetable with a strong smell and flavor. It is a common food nowadays, but it has an interesting history.

Some specialists say that onions came originally from central Asia, but others believe onions came from Iran and Pakistan. As they are ( 1 ), it is difficult to tell the exact location and date of their origin from what remains of them. However, it is generally believed that they have been cultivated for more than 5,000 years.

Some scholars think that our ancestors all over the world ate wild onions. Onions were favored because they did not rot quickly like other foods, were easy to transport, and to grow in any kind of soil and climate. Moreover, people liked onions because they could be kept for later consumption when they did not have enough food.

In Egypt, onions can be ( 2 ) back to 3500 B.C. There are paintings of onions on the walls of the pyramids and in the tombs of kings. It can be assumed that Egyptian people considered the onion an object of worship, because onions have a structure of many layers inside each other, symbolizing another life inside this one. Onions were used as offerings for funerals, and also as a gift for the gods.

By the Middle Ages, European people lived ( 3 ) beans, cabbage, and onions as their main vegetables. These were not only for the poor but also for the wealthy, and people knew that onions worked to ease headaches and snakebites, and even were good for hair loss. In the 17<sup>th</sup> century, the first Pilgrims who traveled on the Mayflower brought onions with them. However, after they had settled, they were surprised to see that Native Americans were experts in growing and cooking the local onions.

Nowadays, people all over the world still love onions. The National Onion Association explains that onions are one of the most versatile vegetables. We find them served in a wide variety of ways from breakfast to dinner: raw,



(注1) marinated, roasted or caramelized. (注2) It is calculated that the average consumption of onions is 6.2 kg per person all over the world. Libya is at the top of the list, consuming 30.3 kg for every citizen, followed by the United Arab Emirates and then Morocco. Azerbaijan, Iran and Kyrgyzstan follow Greece and Romania, which are in fourth place. When it comes to the United States, it is estimated that (a) the average person consumes about 9 kg of onions every year, which makes this country tie for thirty-sixth place with several others.

However, (b) consumption of onions in the US has risen over 70 percent in the last two decades due to the popularity of onion rings, onion soup and toppings for fast foods such as pizza, hamburgers and sandwiches. Therefore, onions represent the third ( 4 ) fresh vegetable industry in that country. Examination of the food supply shows that (c) approximately one fifth of onions are fresh-cut or processed for supermarkets or restaurants. Whole peeled or sliced onions are sold at stores for fresh consumption to customers, and food companies also use pre-cut products in prepared food items.

Onions provide flavor, but also important nutrients such as calcium and vitamin C, are low in sodium, and contain no fat. They have a high protein level, and researchers found that they also contain things which help slow damage to the cells and tissues of the human body. Moreover, some recent medical studies have shown that consumption of onions may be beneficial in reducing the risk of certain diseases. University of Wisconsin-Madison researchers found that the consumption of onions has strong effects in cases of blood disease, heart attack, and stroke.

(注1) marinated マリネ (酢・油・香辛料などに肉や野菜を漬けた料理) にした

(注2) caramelized カラメル状 (茶褐色になるまで炒めた状態) にした

(注3) sodium ナトリウム

(注4) cell 細胞

(注5) tissue 組織

問1 本文中の空所 ( 1 ) ~ ( 4 ) に入る最も適切な語句を、それぞれ(A)~(D)から一つ選び、その記号をマークしなさい。

1. (A) round and large (B) hard and heavy  
(C) small and soft (D) old and solid
2. (A) followed (B) traced (C) found (D) observed
3. (A) for (B) with (C) after (D) on
4. (A) largest (B) finest (C) highest (D) heaviest

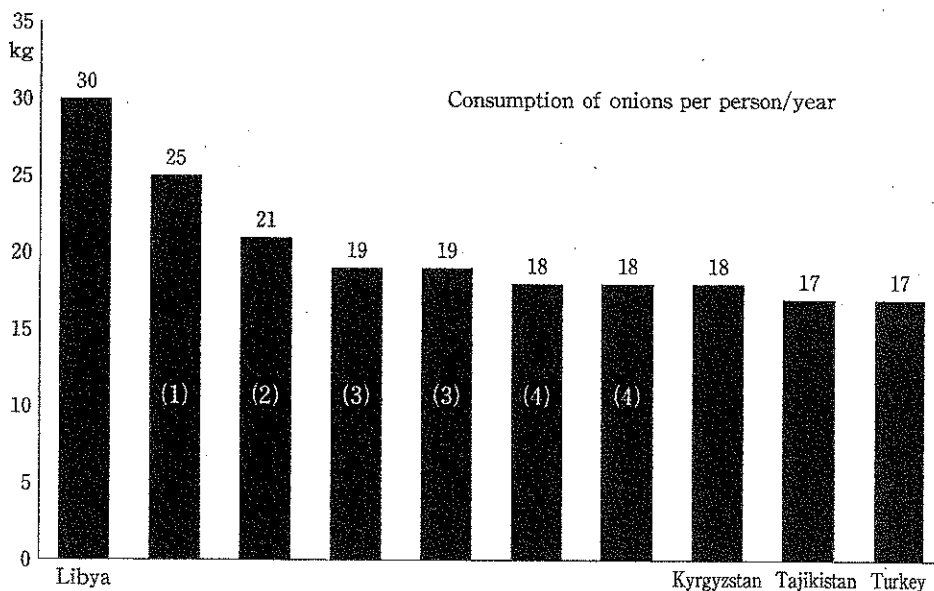
問2 下線部(ア)~(エ)の本文中の意味に最も近い意味を持つ語句をそれぞれ(A)~(D)の中から一つ選び、その記号をマークしなさい。

- (ア) (A) moved into a place to live  
(B) communicated with local people  
(C) transported vegetable seeds by ship  
(D) reached official agreement with local people
- (イ) (A) delicious anytime  
(B) good in many different ways  
(C) difficult to process at home  
(D) having reasonable uses for health
- (ウ) (A) beyond (B) below (C) above (D) about
- (エ) (A) chemicals or foods needed for plants and animals  
(B) substances used to create the energy to move things  
(C) units measuring the amount of energy a particular food provides  
(D) elements that exist in food which help one's bones to grow

問3 タマネギの歴史について本文の内容と合致するものを(A)~(H)から二つ選び、その記号をマークしなさい。

- (A) タマネギは食物が豊富になかった時代、栄養価が高い食品として人気があった。
- (B) 世界最古のタマネギの化石から、約5000年前から食されていたことが分かった。
- (C) 著者は、イランやパキスタンからタマネギが伝来したとの説を支持している。
- (D) 生育が容易で保存性があったため、タマネギは世界中で好んで食された。
- (E) タマネギの伝播が遅かったアジア諸国の消費量は、現在でも軒並み低い。
- (F) 中世の貧しいヨーロッパ人達は、薬代わりにタマネギを食べていた。
- (G) ネイティブアメリカンは、西暦1600年以前からタマネギに親しんでいた。
- (H) エジプト人達は、宗教的な理由からタマネギを食べることを禁じられていた。

問4 以下は6つ目の段落の説明に関するデータである。グラフのデータ(1)～(4)に該当する適切な国名の組み合わせは以下のうちどれか。(A)～(E)から一つ選び、その記号をマークしなさい。



- (A) (1) United Arab Emirates (2) Romania (3) Morocco and Greece  
 (4) Azerbaijan and Iran
- (B) (1) Morocco (2) United Arab Emirates (3) Azerbaijan and Iran  
 (4) Greece and Romania
- (C) (1) United Arab Emirates (2) Morocco (3) Greece and Romania  
 (4) Azerbaijan and Iran
- (D) (1) Morocco (2) United Arab Emirates (3) Greece and Romania  
 (4) Azerbaijan and Iran
- (E) (1) United Arab Emirates (2) Morocco (3) Azerbaijan and Iran  
 (4) Greece and Romania

問5 下線部(a)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。

問6 下線部(b)は、米国におけるタマネギの消費動向について説明している。その説明に沿うデータを述べた日本語の内容を以下の(A)~(D)から一つ選び、その記号をマークしなさい。

- (A) かつて国民一人あたり5.4キログラムだった年間消費量が、20年後に9キログラムになった。
- (B) 現在、国民一人あたり5.4キログラムである年間消費量を、20年後には7割増にすべきである。
- (C) かつて国民一人あたり9キログラムだった年間消費量は、ここ20年で5.4キログラムに変化した。
- (D) 国民一人あたり9キログラムである年間消費量は、ここ20年で世界の消費の7割以上に達した。

問7 以下の英文(A)~(D)の中から本文の説明と合致しないものを一つ選び、その記号をマークしなさい。

- (A) Researchers have found that onions have the power to prevent the body from decaying.
- (B) It has been proved that eating an excessive amount of onions causes certain diseases.
- (C) Although onions are free from fat, they are served with high calorie foods.
- (D) Researchers at the University of Wisconsin-Madison say onions make one's blood healthy.

問 8 この文章の表題として最も適切なものを(A)~(D)から一つ選び、その記号をマークしなさい。

- (A) The Oldest Vegetable We Have Eaten
- (B) Why Americans Consume So Many Onions
- (C) The Secret Behind Popular Food Culture
- (D) A Useful Vegetable Always With Us

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

Diane: I heard your brother was studying Chinese in Taiwan.

Kate: He's been back for years.

Diane: Oh. So now he can speak the language, huh?

Kate: He's never short of jobs ( 1 ) his fluent Chinese. I ( 2 ) tried to do the same. Talking of my brother, he told me an incredible story.

Diane: What story?

Kate: He met an American student at his language school in Taiwan and discovered that ( 3 ) sisters who lived in the same apartment building back in New York.

Diane: What? You mean, the sisters of two Americans who ( 4 ) for the first time in Taiwan were living in the same apartment building in New York?

Kate: That's right.

Diane: It's ( 5 ) to believe. Did you know the sister?

Kate: No. He told me the story after I moved out of that apartment, and I had never met her. But a year later, I met her at a bookstore ( 6 ).

Diane: How did you ( 7 ) her when you didn't even know what she looked like?

Kate: Well, she has a very unusual name. I heard the name ( 8 ) and thought it might be her. So I went rushing ( 9 ) the voice and asked to see if my guess was right. It was her husband who had called out her name.

Diane: Wow. What a ( 10 )!

Kate: I know. She's been one of my very good friends since then.

1. (A) thanks to (B) in spite of  
(C) in contrast to (D) according to
2. (A) must have (B) may have (C) should have (D) couldn't have
3. (A) their both had (B) both them had  
(C) both they had (D) they both had
4. (A) were happened to have met (B) happened to meet  
(C) happen to meet (D) were happened to meet
5. (A) hardly (B) hard (C) scarcely (D) scarce
6. (A) by chance (B) on occasion (C) at will (D) in advance
7. (A) consider (B) exclude (C) recognize (D) emphasize
8. (A) to call (B) call (C) calling (D) called
9. (A) against (B) toward (C) into (D) on
10. (A) confidence (B) conscience (C) coincidence (D) convenience



IV 次の1～6の日本語に合うように、それぞれ下にある(A)～(F)の語句を並べかえて空所を補い、英文を完成させなさい。ただし、解答は(1)～(6)に入るべき語の記号のみをマークしなさい。なお、文頭に来る語も小文字で記してある。(18点)

1. 彼女は、近隣の旅行代理店でヨーロッパ旅行を申し込んだ。

She \_\_\_\_\_ (1) \_\_\_\_\_ (2) \_\_\_\_\_  
agency.

- (A) at a (B) travel (C) a tour to Europe (D) signed up (E) nearby  
(F) for

2. 両親が何と言おうとも、私は自分独自のやり方を通しただろう。

\_\_\_\_\_ (3) \_\_\_\_\_, I \_\_\_\_\_ (4) \_\_\_\_\_.

- (A) whatever (B) might (C) gone my own way (D) would have  
(E) my parents (F) have said

3. その医師は、煙の害について時間を割いて患者達に話している。

The doctor \_\_\_\_\_ (5) \_\_\_\_\_  
\_\_\_\_\_ (6) \_\_\_\_\_.

- (A) is (B) harmful smoking (C) spends (D) how (E) a lot of time  
(F) telling her patients

4. その若い政治家の意見に批判が集中した。

The young \_\_\_\_\_ (7)  
\_\_\_\_\_ (8).

- (A) became (B) of (C) criticism (D) politician's (E) opinion  
(F) a focus

5. 類は友を呼ぶ。

\_\_\_\_\_ (9) \_\_\_\_\_ (10)

- (A) flock (B) of (C) a (D) birds (E) together (F) feather

6. 「このプロジェクトは全て君に任せたよ」と私の上司は言った。

My boss said, " \_\_\_\_\_ (11) \_\_\_\_\_ (12)  
\_\_\_\_\_."

- (A) in (B) I am (C) charge (D) leaving you (E) complete  
(F) of this project

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

1. Jack was always kind and ( ) to his servants and gardeners, and taught his children always to address them with "please" and "thank you."

- (A) considerate (B) consider (C) considering (D) considerable

2. Thousands of people are now taking pictures of ( ) everyone considered to be an everyday event.

- (A) which (B) that (C) where (D) what

3. As he tried to be as economical as possible, Owen bought ( ) of the three cars.

- (A) least expensive (B) the least expensive  
(C) less expensive (D) the less expensive

4. Authorities raised the alert level this week ( ) the increasing activity of the volcano, whose most violent eruption in 1,200 years occurred ten years ago.

- (A) due to (B) nevertheless (C) because (D) in spite of

5. The company ( ) whether to put the new product on a commercial basis.

- (A) has not been deciding (B) is not decided  
(C) was not deciding (D) has not decided

6. This is a technically ( ) computer to its competitors.

- (A) quicker (B) superior  
(C) more efficient (D) faster

VI これまでにどんな失敗を経験しましたか。また、その失敗から何を学びましたか。

80 語以上の英語で書きなさい。解答は記述解答用紙に書きなさい。(10 点)







