

## 2012 年度 入学 試験 問題

# 英 語

(試験時間 12:55～14:25 90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 次の英文の下線部(a)と(b)を日本語に訳しなさい。(30点)

It seems like the cruellest irony of all: the world that is fighting hunger is also battling an epidemic of obesity\*. For the first time, the number of overweight people is starting to rival the number who are underweight. And the epidemic is not confined to the rich countries of the world.

More than 300 million people in the world are obese, and headlines about the current crisis of 'globesity' are common. But perhaps more worryingly, 115 million of the world's obese people live in developing countries. Along with the increasing consumption that comes with greater wealth, <sup>(a)</sup> people in poorer countries are adopting some of the West's most dangerous habits—with almost certainly disastrous consequences. The World Health Organisation (WHO) says obesity rates across the globe have risen three-fold or more in the past twenty years, but often faster in developing countries.

<sup>(b)</sup> Never in the history of the world have we had so much to eat, but it seems that in a culture of plenty, the choices we make become even more important. As the world's population becomes increasingly urban, eating habits across the globe are changing substantially. Public health experts refer to this as 'nutrition transition.' Farmers who once grew a range of crops on a subsistence basis\* begin to concentrate on single cash crops. Countries begin to import more food from the industrialized world. Rather than eating fresh fruit and vegetables, people go for highly processed, energy-dense foods, heavy in fat, sugar and salt. Combine this with increasingly sedentary lifestyles—where people drive rather than walk, work in offices rather than fields, watch sport rather than play it—and it's a fatal prescription.

\*obesity 肥満

\*on a subsistence basis 自家消費のために

II 次の日本語(a)と(b)を英語に訳しなさい。(20点)

- (a) 私の2匹の犬は近所の公園を走り回るのが大好きだが、私の姿が見えないところまで行くことはめったにない。
- (b) 過去のある特定の時間や場所で実際に何が起こったのかを学ぶためだけでなく、人類が今いかに行動するべきかを知るために歴史を読むべきなのだ。

Ⅲ 次の英文 1～5 の空所に、与えられた文字で始まる適切な語を入れると、下の日本語にほぼ相当する意味になります。与えられた文字も含めて、それを解答欄に書きなさい。(10点)

1 A special ID card is (r        ) to enter this building.

この建物に入るには特別な身分証明書が必要だ。

2 You're setting a bad (e        ) to the children.

きみは子どもたちの悪い見本になっているよ。

3 They have one thing in (c        ): enthusiasm for cooking.

その人たちにはひとつ共通点があった。料理が大好きだということだ。

4 Sometimes I wonder if I made the right (c        ) in seeking Alex's advice.

アレックスにアドバイスを求めたのはよいことだったのかどうかと思うことがある。

5 The campaign is trying to get the message (a        ) to young people that drugs are dangerous.

そのキャンペーンは若者に薬物の危険性を伝えようとしている。

IV 次の1～5において、(a)の下線部の語の反対の意味を持つ、与えられた文字で始まる語を、(b)の空所に適切な形にして入れて、(b)を筋の通った文にしてください。解答は、与えられた文字も含めて解答欄に書きなさい。(10点)

(例)

(a) We didn't arrive back at the hotel till very late.

(b) The plane (l ) for London on schedule last night.

(答) left

1 (a) The train was completely full.

(b) The house had been left (e ) for several weeks.

2 (a) The hotel is popular with overseas visitors to London.

(b) Even passengers on (d ) flights must show ID.

3 (a) She was unable to find a permanent job.

(b) More than half the employees are on (t ) contracts.

4 (a) This is where the road narrows.

(b) As it nears the coast the river (w ).

5 (a) I tried to cheer her up, but failed miserably.

(b) We are looking for individuals with determination to (s ).

V 次の英文 1～10 の空所に入れるのに最も適切な語(句)を(a)～(d)の中から 1 つ選び、その記号をマークしなさい。(20 点)

- 1 American culture is often associated (       ) individualism.  
(a) for                    (b) in                    (c) to                    (d) with
  
- 2 The newspaper immediately reported the killing of civilians (       ) by the army.  
(a) carried out    (b) got over            (c) set in                (d) taken after
  
- 3 We are not sure whether the actress's appearance in the anti-war movie (       ) any personal feelings she has about the war.  
(a) cherishes        (b) experiences    (c) loses                (d) reflects
  
- 4 His behavior, which seems to be intended to benefit others, is really self-interest in (       ).  
(a) conceal            (b) deceptions        (c) disguise            (d) pretend
  
- 5 As well as essentials such as food and water, the natural world provides us with cultural and health benefits that we don't always fully (       ).  
(a) accelerate        (b) appreciate        (c) integrate            (d) operate
  
- 6 United Nations investigators said they had found evidence that both sides in the conflict had (       ) war crimes and crimes against humanity.  
(a) committed        (b) compared        (c) completed            (d) composed
  
- 7 India is one of the fastest developing countries in the world but economic growth for the first three months of 2011 was slightly lower than (       ).  
(a) accepted            (b) depended            (c) expected            (d) rejected

- 8 While you sleep the brain can clear ( ) the area where your short-term memories are stored.  
(a) away (b) from (c) to (d) with
- 9 The first tomatoes were ( ) into Europe by the Spanish explorers in the 1500s.  
(a) introduced (b) invited (c) planted (d) transformed
- 10 Those who spend a long time overseas must go through a long and deep process of learning about and ( ) their new environment.  
(a) adapting to (b) changing into  
(c) organizing from (d) surrounding with



VI 次の1～5の下線部(a)～(d)には、文法・語法・内容などの誤りを含むものが1つあります。その記号をマークしなさい。(10点)

- 1 Children are generally eager to show how grew up they are, both physically and intellectually. For example, to demonstrate their physical maturity, children strive for achievement in sports.  
(a) (b) (c) (d)
- 2 Three weeks ago, a golfer found a man's body on a golf course in the suburbs of Chicago, shot twice in the head and with his hands and feet binding.  
(a) (b) (c) (d)
- 3 Since I had a terrible cold and was absent from school yesterday, my friends dropped in on me, that was a very kind thing to do.  
(a) (b) (c) (d)
- 4 You should not be treated differently, nor have your rights taken away, because of your race, color, sex, language, religion or political opinions. Your basic rights should be respected no matter where country you are born in or how rich or poor you are.  
(a) (b) (c) (d)
- 5 All adults have the right to marry, regarding of their race, country or religion. Both partners have equal rights in the marriage, and their free and full agreement is needed for the marriage to take place.  
(a) (b) (c) (d)

問題Ⅶ・Ⅷは9頁以降にありますので注意してください。

VII 次の英文の空所1～10に入れるのに最も適切なものをそれぞれ(a)～(j)から1つ選び、その記号をマークしなさい。なお(a)～(j)は、人称代名詞のIを除き、文頭に位置するものも、書き出しの文字は小文字にしてあります。同じ選択肢を繰り返し用いることはできません。(20点)

In 1970, I became an in-house substitute\* at a Lower East Side elementary school in New York. Mrs. P, the veteran teacher assigned to train me, still walks freely through my mind.

Wearing a pink smock and an unpleasant smile, she greeted me on my first morning with material about the teachers' union\*, which ( 1 ), and a schedule of our training sessions. Her eyes traveled to a young Hispanic\* woman dropping off her little boy.

Mrs. P moved closer to me. "Remember, everyone is created equal." She glanced from them to me, and in a lower voice added, "but some of us are a little more equal, if you understand what I mean."

I understood what she meant even better the next day when I met her third-graders while covering for the absent art teacher. Entering Mrs. P's classroom with art ideas and my "Yertle the Turtle"\* book, ( 2 ) by the arrangement of the children's desks. There were four vertical rows and a horizontal row way in the back.

"Ask anyone in rows one through four to help you pass out paper and other things," Mrs. P said. She then pointed to the horizontal children. "That's the do-nothing row. ( 3 ). They come to school to sit and use the toilet."

After she left, a do-nothing boy tapped on his desk as if it were a drum. ( 4 ), but something about shame, I said I was not an art teacher and would love suggestions on how to use the time. The drummer pointed to my Dr. Seuss book and asked me to read it. Someone else wanted to draw. ( 5 ).

The entire class sat on the floor around me. A few helped read. ( 6 ). Afterwards, two do-somethings and two do-nothings passed out paper and

crayons. I said they could keep their drawings or give them to me. Mrs. P would not have to see them. Everyone drew.

As the in-house substitute, I became well-acquainted with all the students and teachers. I felt able to understand the feelings of the children. I liked them. Better than ( 7 ). The next year, I took the place of a retiring second-grade teacher and moved up with my class. I became good enough at giving individual instruction to each student and ( 8 ).

Of the new teachers at our school, I was the last to join the union and the first to leave. Within a few years, I found a position as a writing instructor in university continuing education programs.

I am still weak at correcting some grammatical mistakes, but good at providing a safe, yet challenging environment in which my students can express their true selves.

( 9 ). It has made me very rich.

I show up. My students show up. ( 10 ).

\*in-house substitute あるひとつの学校で、休んだ教師の代理で授業を担当する教師

\*teachers' union 教員組合

\*Hispanic (ここでは) 米国に住む、スペイン語を話す中南米出身の  
(Hispanic people は英語の使用が不自由で、低所得者層に属する割合が高いとされる。)

\*"Yertle the Turtle" 『カメのヤートル』(Dr. Seuss によって書かれた絵本の題名)

- (a) coming up with alternative ways to teach
- (b) expect nothing from them
- (c) I did the teachers
- (d) I said we could do both
- (e) I was struck
- (f) knowing little about teaching
- (g) others turned pages
- (h) she assumed I would join
- (i) teaching pays me little
- (j) we have no do-nothing rows

VIII 次の英文を読んで、あとの問1～問6に答えなさい。(30点)

Many females have a problem with other people's opinions of them in general. They trust them too much.

One day, I went into a drugstore in Hawaii to buy toothpaste and shampoo, and, after picking up my items, I went to wait in line. There were two women together in front of me waiting to pay. Since I am extremely impatient, at some point I decided to get my money ready for when my turn came. So I walked up, put the items way on the side of the counter, and took the bills out of my purse. The two women went crazy. I explained that in no way was I trying to cut in front of them. <sup>(ア)</sup> I was just preparing for when my turn came. I thought the matter was resolved, but when I left the store, they were waiting for me. They got in my face and yelled, "You're a bad-mannered person!"

My husband, who had seen the whole thing from beginning to end, thought they were mad. But they had a strange and disturbing effect on me, and I had a hard time shaking off their verdict. <sup>(イ)</sup>

This vulnerability\* causes many of the most able, high-achieving females to suffer. Why should this be? When they're little, these girls are often so perfect, and they delight (ウ) everyone's telling them so. They're so well-behaved, they're so cute, they're so helpful, and they're so smart. Girls learn to trust people's estimates of them. "Wow, everyone's so nice to me; if they criticize me, it must be true." Even females at the top universities in the country say that other people's opinions are a good way to know their abilities.

Boys are constantly being scolded and punished. When we observed in elementary school classrooms, we saw that boys got eight times more criticism than girls for their conduct. Boys are also constantly calling each other slob\* and idiots. The evaluations lose a lot of their power.

A male friend once called me a slob. He was over to dinner at my house and, while we were eating, I dripped some food on my blouse. "That's because you're

such a slob,” he said. I was shocked. It was then that I realized no one had ever said anything like that to me. Males say it to each other all the time. It may not be a kind thing to say, even as a joke, but it certainly makes them think twice before buying into other people’s evaluations.<sup>(=)</sup>

Even when women reach the peak of success, other people’s attitudes can annoy them. Frances Conley is one of the most famous neurosurgeons\* in the world. Yet careless comments from male colleagues—even assistants—could fill her with self-doubt. One day during surgery, a man called her “honey” as if he were superior to her. Instead of returning the compliment, she questioned herself. “Is a honey,” she wondered, “especially *this* honey, good enough and talented enough to be doing this operation?”

Having considered women’s trust in people’s assessments, I think we can begin to understand why there’s a gender gap in math and science.

That gap is painfully evident in the world of high tech. Julie Lynch was already writing computer code when she was in junior high school. Her father and two brothers worked in technology, and she loved it, too. Then her computer programming teacher criticized her. She had written a computer program and the program ran just fine, but he didn’t like a shortcut she had taken. Her interest disappeared. Instead, she went on to study recreation and public relations.

Math and science need to be made more welcoming places for women. And women ought to believe more in their potential to develop their talents and take the places that they deserve in these fields.

\*vulnerability 傷つきやすさ

\*slob まぬけ

\*neurosurgeon 神経外科医

問1 wentが下線部(ア)のwentと同じ意味で用いられている文を(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) He went by the name of Ken.
- (b) Last year things went extremely well with them.
- (c) The rest of his money went on medical expenses.
- (d) The soup went cold while we were talking.

問2 下線部(イ)の内容を最もよく表しているものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) 彼女達が流す噂<sup>うわさ</sup>を打ち消すことに必死だった。
- (b) 彼女達の宣告を回避しようとしてひどい目にあった。
- (c) 苦勞して彼女達の判断を受け入れた。
- (d) 彼女達に言われたことがなかなか頭から離れなかった。

問3 文中の(ウ)に入れるのに最も適切な語を(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) about                      (b) from                      (c) in                      (d) of

問4 下線部(エ)の内容を最もよく表しているものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) 他人の評価を信用しないという決心を確認する。
- (b) 他人の評価を受け入れる前に反省する。
- (c) 他人の評価を鷄呑<sup>うづ</sup>みにしない。
- (d) 他人の評価を再考して、それが本当であると思う。



問5 次の英文1～5を読み、本文の内容と合致するものにはTを、合致しないものにはFをマークしなさい。

- 1 After the incident at the drugstore the author's husband thought the women's anger at her was rational.
- 2 As elementary school girls receive less criticism than boys, negative evaluations will have a more powerful effect on them than on boys.
- 3 The man who visited the author's house for dinner was the first person to call her a slob.
- 4 Frances Conley lost her professional confidence when the man called her "honey" because it made her wonder if she had the ability to do the operation.
- 5 Having found that her computer program did not work properly, Julie Lynch gave up pursuing a career in high tech.

問6 上の英文の表題として最も適切なものを(a)～(d)から1つ選び、その記号をマークしなさい。

- (a) Inequality between Men and Women in the Workplace
- (b) Negative Labels and School Achievement
- (c) Trusting People's Opinions
- (d) What is Success and What is Failure?





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