





英 語 問 題

はじめに、これを読むこと。

(注意事項)

1. この問題用紙は〔Ⅰ〕から〔Ⅲ〕まで9ページある。ただし、ページ番号のない白紙はページ数に含まない。
2. 解答用紙に印刷されている受験番号が正しいかどうか、受験票と照合し確認すること。
3. 解答用紙の所定の欄に氏名を記入すること。
4. 解答はすべて解答用紙の所定の欄にマークするか、または所定の欄に記述すること。
5. 解答はかならず鉛筆またはシャープペンシル(いずれも HB の黒)で記入すること。
6. 訂正は、消しゴムできれいに消し、消しくずを残さないこと。
7. 解答用紙は、絶対に汚したり折り曲げたりしないこと。また、所定以外のところには絶対に記入しないこと。
8. 問題に指定された数より多くマークしないこと。
9. 解答用紙は持ちかえらないこと。
10. この問題用紙は必ず持ちかえること。
11. この試験時間は60分である。
12. 解答をマークする場合の注意。

(マーク記入例)

良い例	悪い例
	  

[I] 以下の英文を読んで、1～6の問いに答えなさい。

For many in the West, poverty is represented by “hunger.” The announcement by the United Nations Food and Agriculture Organization in 2009 that more than 1 billion people are suffering from hunger was big news. It was bigger news, indeed, than any of the frequent World Bank estimates of (_____). In fact, (A), the story of hunger, and of poverty more generally, is far more complex than any one statistic or grand theory; it is a world where those without enough to eat may save up to buy a TV instead, where more money doesn't necessarily translate (あ) more food, and where making rice cheaper can sometimes even lead people to buy less rice.

In Udaipur, India, for example, the typical poor household could spend up to 30 percent more on food — if it completely cut spending on alcohol, tobacco, and festivals. The poor seem to have many choices, and they don't choose to spend as much as they can on food. Equally remarkable is that even the money that people do spend on food is not spent to maximize the intake of calories. Studies have shown that when very poor people get a chance to spend a little bit more on food, they don't put everything into getting more calories. (B), they buy better-tasting, more expensive calories.

In one study (ア conduct) in two regions of China, researchers offered randomly selected poor households a large subsidy on their price of the basic staple foods (wheat noodles in one region, rice in the other). We usually expect that when the price of something goes down, people buy more of it. The opposite happened. Households that received subsidies for rice or wheat consumed less of those two foods and (イ eat) more shrimp and meat, even though their staples now cost less. (C), the caloric intake of those who received the subsidy did not increase (and may even have decreased), (D) the fact that their purchasing power had increased. The likely reason is that because the rice and wheat noodles were cheap but not particularly

tasty, (ウ feel) richer might actually have made them consume less of those staples. This reasoning suggests that, at least among these very poor urban households, getting more calories was not a priority: Getting better-tasting ones (エ be).

Overall, many poor people might eat fewer calories than we would think is appropriate. But this does not seem to be (E) they have no other choice; (b) rather, they are not hungry enough to seize every opportunity to eat more. So perhaps there aren't a billion "hungry" people in the world after all. (c)

In another study, in Indonesia, researchers tested the effects of boosting (d) people's intake of iron. They found that iron supplements made men able to work harder and significantly (オ raise) their incomes. A year's supply of iron-enhanced fish sauce cost the equivalent of \$6, and for a self-employed man, the yearly gain in earnings was nearly \$40 — an excellent investment. If the gains are so obvious, why don't the poor eat better?

Eating well doesn't have to be prohibitively expensive. Most mothers could surely afford iodized salt, which is now standard in many parts of the world, or one dose of iodine every two years (at 51 cents per dose). Poor households could easily get a lot more calories and other ***nutrients by spending less on expensive grains (like rice and wheat), sugar, and processed foods, and more on leafy vegetables and coarse grains. But it is simply not very easy to learn, through personal experience, about the value of many of these nutrients. Iodine might make your children smarter, but the difference is not huge, and in most cases you will not find (イ) for many years whether it has made a difference. Iron, even if it makes people stronger, does not suddenly turn you (オ) a superhero. The \$40 extra a year the self-employed man earned may not even have been apparent to him, given the many ups and downs of his weekly income.

We often see the world of the poor (エ) a land of missed opportunities and wonder why they don't invest in what would really make

their lives better. But the poor may well have more doubts about supposed opportunities and the possibility of any radical change in their lives. They often behave (F) they think that any change that is significant enough to be worth sacrificing (お) will simply take too long. This could explain why they focus on the here and now, on living their lives as pleasantly as possible and celebrating when occasion demands it.

*iodized salt ヨウ素添加食品 **iodine ヨウ素 ***nutrient 栄養素

1. (ア)~(オ)の動詞を, 前後の文意に合うように, 必要があれば適切な形に変えて書きなさい。

2. (あ)~(お)に入る最も適切な語をそれぞれ(1)~(6)から選び, その番号をマークしなさい。同じものを2度用いてもよい。

(1) as (2) at (3) for (4) into (5) out (6) with

3. 下線部(a)~(e)の語に最も近いものをそれぞれ(1)~(4)から選び, その番号をマークしなさい。

(a) complex

(1) complicated (2) depressing (3) grave (4) serious

(b) appropriate

(1) fortunate (2) necessary (3) reasonable (4) suitable

(c) perhaps

(1) actually (2) possibly (3) probably (4) somehow

(d) boosting

(1) considering (2) discouraging

(3) increasing (4) terminating

(e) the here and now

(1) hereafter (2) the present moment

(3) this aspect (4) today's location

4. (A)~(F)に入れるものとして最も適切な語を(1)~(6)から選び、その番号をマークしなさい。ただし、文頭にくる語も、語頭の文字は小文字にしてある。

- (1) as if (2) because (3) despite
(4) however (5) instead (6) overall

5. 下線部(X)の意味が、「何人の人が1日1ドル以下で暮らしているのか」という意味になるように、空欄に入る英語を書きなさい。

6. 以下の文(1)~(6)のなかから、本文の内容に一致しているものを3つ選び、その番号をマークしなさい。

- (1) People living in poverty tend to spend less money on food than they actually could.
(2) People living in poverty tend to use their limited incomes to buy foods that will give them as many calories as possible.
(3) Making rice or wheat noodles cheaper is no guarantee that poor people will buy more of those foods.
(4) Statistics suggest that when poor people feel wealthy enough to make choices about which foods to buy, taste becomes an important factor in their decisions.
(5) Adding iron to workers' diets was actually a poor investment.
(6) The good effects of getting sufficient calories and important nutrients would be immediately clear to poor people who were able to significantly improve their diets.

〔Ⅱ〕 以下の英文を読んで、1～5の問いに答えなさい。

From miles of new bike lanes to the ambitious bike-sharing program he announced late last month, Mayor Menino and his administration are taking big, *tangible steps to make cycling a real transportation option in Boston. These efforts are encouraging to cycling buffs, environmentalists, health advocates, and all those (ア) believe that too many cars threaten the quality of life in crowded urban neighborhoods.

And yet the tangible steps aren't enough; the city must also work to cultivate the good habits, among bicyclists as well as car-drivers, that will allow both types of vehicles (あ) exist together.

Unlike cities in Europe, which tend to have more bike commuters and fewer cars, and unlike Minneapolis and some other US cities, Boston isn't entirely safe for riders. Boston's roads weren't built with bikers (い) mind, and the city has its fair share of aggressive drivers. That's why Menino should accompany his biking efforts with a city-wide education program. It should ^(a) promote greater carefulness among motorists, who need to be prepared for more bikers on already busy streets. The campaign must also teach cyclists where they can go safely, (イ) to navigate around cars, and (ウ) they need bells, reflective clothing, and well-fitting helmets.

More than a casual safety check, ^(b) such education is necessary if the city is to encourage more inexperienced cyclists to take to the roads. The US Department of Transportation reports that there were 630 bicycle-related deaths and 51,000 injuries nationwide in 2009. And Boston has had its own string of high-profile crashes, including the death of a 74-year-old commuter earlier this year, and two deaths last year.

According (う) Nicole Freedman, Boston's director of bicycle programs, the city plans to send instructors to some of the new bike-rental stations to answer riders' questions and offer ^(c) advice on buying proper gear.

The city should expand that program to include frequent in-person bike safety lessons at locations around town, as well as online classes bikers should complete before taking to the streets.

Special bike lanes have made many streets safer. In the past four years the city has installed over 35 miles of new bike lanes, and Freedman recently announced another lane along a busy stretch of Massachusetts Avenue. When completed, the new lane will tie together a network of bike lanes stretching (え) Milton through Boston to Cambridge.

Then again, after the city had installed an experimental bike lane last year, one biker took a video of a large vehicle driving at high speed right through the bike-only corridor. Although no one was hurt, ^(c)the incident made it clear that lanes alone don't guarantee safety.

In other American cities, the arrival of bike-sharing programs represented important turning points — when previously bike-wary cities finally accepted two-wheeled commuters. Some studies indicate that simply by increasing bike ridership, cities naturally lower the number of bike-related accidents; higher visibility is a powerful safety tool.

Still, Boston faces unique ^(d)challenges — including its own firmly established car culture. If increased bike ridership causes a sharp increase in bike-related injuries and ^(e)fatalities, the city's initiatives will be doomed. By helping to create the city's new bike-share program, the mayor has guaranteed that more casual riders will join committed, experienced cyclists on Boston's roads. Now he must do more to guarantee everyone's safety.

* tangible 明確な

1. (あ)~(え)に適切な語を入れたい。それぞれ以下の(1)~(6)から、1つずつ選び、その番号をマークしなさい。同じものを何度用いてもよい。

(1) as (2) at (3) by (4) from (5) in (6) to

2. 下線部(a)~(e)の語の意味に最も近いものをそれぞれ(1)~(4)から選び、その番号をマークしなさい。

(a) accompany

(1) abandon (2) combine (3) discipline (4) evaluate

(b) casual

(1) enjoyable (2) informal (3) intensive (4) serious

(c) offer

(1) describe (2) get (3) give (4) listen to

(d) challenges

(1) attempts (2) competitions (3) fights (4) problems

(e) fatalities

(1) accidents (2) attacks (3) deaths (4) destinies

3. 下線部(X)の具体的な内容を日本語で書きなさい。

4. (ア)~(ウ)に適切な語を入れたい。それぞれ以下の(1)~(5)から、1つずつ選び、その番号をマークしなさい。

(1) how (2) when (3) who (4) whose (5) why

5. 以下の文(1)~(6)の中から、本文の内容と一致しないものを2つ選び、その番号をマークしなさい。

- (1) 自転車による移動を促すボストンの政策は、環境運動家に歓迎されている。
- (2) ボストン市民は以前から自転車に好意的である。
- (3) 交通安全を確保するには、車を運転する人と自転車に乗る人の両方に対する教育が必要である。
- (4) 車を運転する人は、自転車の通行を優先させるべきである。
- (5) ヨーロッパと同じように、自動車優先のアメリカにも、自転車の安全が確保された都市がある。
- (6) 2009年に自転車絡みの事故の死傷者が全米で5万人を超えた。

〔Ⅲ〕 以下の会話は、ロシアの作家トルストイの最晩年を描いた映画 *The Last Station* の脚本から抜粋したものである。斜体字部分はト書きである。なお、一部変更を加えた。次の英文の空所(1)～(10)に入れるものとして最も適切なものを、それぞれ(A)～(D)から1つずつ選び、その記号をマークしなさい。

Valentin, a very young and idealistic young man who is going to be Tolstoy's new secretary, has just arrived at the writer's community. The scene takes place in Valentin's tiny room, (1) _____ . There is a knock on the door.
Valentin: Come in.

Valentin sees a lovely girl at his door. She's tall, in her twenties, (2) _____ high cheek bones and short blonde hair. This is Masha.

Masha: I've (3) _____ you a glass of tea.

Valentin: That's very (4) _____ .

Masha: It's your first day. Enjoy it.

She sits on the bed. He's a little taken aback, not (5) _____ this degree of familiarity, which Masha obviously (6) _____ completely natural.

Masha: Have you met Sergeyenko yet?

Valentin: Last night.

Masha: And what do you think of him?

Valentin: He seems very sincere.

Masha (7) _____ him his tea, laughing as she (8) _____ .

Valentin: Thank you. Why are you laughing?

Masha: "Sincere"! You can say that again!

Valentin: I said he seems very Why are you laughing?

Masha: Is that what you think? That he's sincere?

Valentin: I just arrived What's your name?

Masha: Masha. But you should say what you think. Not just about him.

(9) _____ should say what we think.
Valentin: Thank you for the tea.

Their eyes meet and they remain _____ for a moment. Valentin's discomfort increases.

Masha: Tomorrow you can _____.

She walks to the door and turns, before leaving, _____ him still watching her.

- | | |
|---|-----------------------------------|
| (1) (A) <i>where he is asleep</i> | (B) <i>which he is sleeping</i> |
| (C) <i>in which he was slept</i> | (D) <i>which he is asleep</i> |
| (2) (A) <i>faced with</i> | (B) <i>with</i> |
| (C) <i>having had</i> | (D) <i>facing</i> |
| (3) (A) <i>been bringing</i> | (B) <i>been preparing for</i> |
| (C) <i>cooked</i> | (D) <i>brought</i> |
| (4) (A) <i>kindly</i> | (B) <i>kind of you</i> |
| (C) <i>kind for me</i> | (D) <i>kindness</i> |
| (5) (A) <i>usually</i> | (B) <i>using to</i> |
| (C) <i>used to</i> | (D) <i>usually to</i> |
| (6) (A) <i>finds</i> | (B) <i>discovers</i> |
| (C) <i>has found</i> | (D) <i>is discovered</i> |
| (7) (A) <i>hands</i> | (B) <i>handing</i> |
| (C) <i>passes by</i> | (D) <i>handles</i> |
| (8) (A) <i>passes</i> | (B) <i>did it</i> |
| (C) <i>handled it</i> | (D) <i>does so</i> |
| (9) (A) <i>It is importance that we</i> | (B) <i>All of us</i> |
| (C) <i>Importantly,</i> | (D) <i>Almost of us</i> |
| (10) (A) <i>looking at each other</i> | (B) <i>looking each other</i> |
| (C) <i>each looking</i> | (D) <i>to stare at each other</i> |
| (11) (A) <i>be the tea yourself</i> | (B) <i>make tea on my own</i> |
| (C) <i>make your own tea</i> | (D) <i>make tea by myself</i> |
| (12) (A) <i>to be seeing</i> | (B) <i>to be seen</i> |
| (C) <i>sees</i> | (D) <i>to see</i> |