

【英語】

P13 (問2)A

選択肢2




× : The author ~ ~ has proved ~ ~ study into a responsible young woman.

○ : The author ~ ~ had proven ~ ~ studies into a responsible young woman.

英 語 問 題

はじめに、これを読みなさい。

1. この問題用紙は 19 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、受験票と照合して確認すること。
3. 監督者の指示にしたがい、解答用紙の氏名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欄にマークするか、または記入すること。所定欄以外のところには何も記入しないこと。
5. 問題に指定された数より多くマークしないこと。
6. 解答は、必ず鉛筆またはシャープペンシル(いずれも HB・黒)で記入のこと。
7. 訂正する場合は、消しゴムできれいに消し、消しくずを残さないこと。
8. 解答用紙は、絶対に汚したり折り曲げたりしないこと。
9. 解答用紙はすべて回収する。持ち帰らず、必ず提出すること。ただし、この問題用紙は、必ず持ち帰ること。
10. 試験時間は 90 分である。
11. マークの記入例

良い例	悪い例
	  

I 次の文章を読んで、以下の問に答えなさい。

It is by no means a simple matter to count the world's living languages. To start with, of course, we suffer from incomplete information. Until very recently, large parts of the planet were poorly investigated, and we simply had little or no information about the languages spoken there. This was particularly true of New Guinea, Australia, south-east Asia, many parts of Africa and, above all, the Amazon basin. Today, thanks to the dogged efforts of hundreds of linguists, we are much better off than we were a generation ago, but, even so, a previously ⁽⁷⁾ unknown language still turns up occasionally: one was discovered in Brazil in 1995.

But there is a much bigger problem. Our familiar picture of Europe, in which a single language is spoken over hundreds of miles and shows rather sharp boundaries with neighbouring and quite distinct languages, is a recent development in human affairs and is still today not typical of most of the globe (and even parts of Europe are not like this). Far more typically, what we find is a dialect continuum. That is, ⁽⁸⁾ as we travel across the terrain*, the local speech just changes gradually, and we appear to be looking at nothing more than regional dialects of a single language. But, over a sufficient distance, we find that the differences in the local varieties are so great that speakers of these distant varieties cannot understand one another at all. That is, ⁽⁹⁾ all speakers can talk easily to their near neighbours, and with more difficulty to more distant neighbours, but not at all to those still farther away.

The question then arises: how many languages are we looking at? And where should we draw the lines between them? There is no principled answer to such questions, and, in practice, linguists just have to do the best they can. Naturally, different linguists looking at the same part of the world do not always come to the same conclusions; furthermore, when better information becomes available, all of the earlier decisions may have to be revised, and linguists may not agree about what revisions to make, either. Hence, ⁽¹⁰⁾ we will get different

assessments of the number of languages spoken in the area depending on whose work we are reading.

What makes Europe different is the rise, in the past few centuries, of nation-states with central governments and well-defined boundaries. These political boundaries have largely imposed upon the dialect continua of Europe a substantial degree of order: in practice, today, what languages you speak depends largely on no more than what side of a boundary you live on.

Consider Dutch and German. For centuries, a single Germanic dialect continuum has covered much of northern and central Europe. The local varieties spoken on both sides of what is now the Dutch-German^(*) frontier were not significantly different, but local varieties spoken farther apart were often very different indeed: even today, two speakers from, say, Berlin and Heidelberg cannot understand each other at all if they use their own local varieties. The greatest differences, in fact, have always been north-south: the Netherlands, Belgium and northern Germany on the one hand versus southern Germany, Switzerland and Austria on the other.

But the political frontiers have been drawn, and today two speakers born a kilometer apart, but finding the Dutch-German frontier separating them, consider that they speak two different languages: Dutch in one case, German in the other. And mass education, of course, reinforces this perception: one speaker learns standard Dutch in school, the other standard German, the same standard German being learned by other speakers hundreds of kilometers away whose mother tongue is incomprehensibly different. Hence the 'official' decision is that we are looking at just two languages, and the enormous regional variation is quietly ignored.

The local varieties spoken in Belgium, Luxembourg, Alsace, Switzerland and Austria are, again, all incomprehensibly different from all the other varieties and from one another. And again the decisions are political. The Swiss and the Austrians have decided that they too speak German. The Luxemburgers, after much vacillation*, are now seemingly concluding that they do not, and they are making efforts to establish their *Letzebuergesch** as a distinct language. The

Belgians have long insisted that they spoke a distinct language called *Flemish*, but they have now changed their minds and agreed that they speak Dutch — but note that the local speech of western Belgium is incomprehensible to speakers in Antwerp and in Amsterdam. The Alsations, with long-standing political grievances* against the Germans, also consider that they speak a separate language — though, if Germany had succeeded in its repeated attempts to annex the territory, the outcome might be very different.

So how many languages are there? Most estimates have ranged between 5,000 and 6,000, or occasionally as low as 4,000 or even 3,000. The most authoritative source we have at present, the *Ethnologue* volume, currently recognizes just over 6,500 mother tongues, though a more recent study based in Wales and associated with UNESCO has reported the astounding total of just over 10,000 languages. However, because of accelerating language death, this total is declining rapidly, and more than half of these languages may be gone within a century.

Globalization of travel and communication is to blame: even though this apparently offers more opportunities for language contact (which could lead to pidginization* and thence creoles*), in practice the dominance of English as a lingua franca* seems to be having the opposite effect.
(ウ)

出典：R. L. Trask, *Language and Linguistics: The Key Concepts*, 2007. (一部省略・変更しました。)

注 terrain：一帯の土地 vacillation：揺れ

Letzebuergesch：ルクセンブルグ語 political grievances：政治的不満

pidginization：ピジン語化 ピジン語とは、共通の言語を持たない者同士が接触し、言語コミュニケーションを行う際に、どちらかの言語を基調にして生み出される混合語

creoles：クレオール語 ピジン語が次の世代の話者に受け継がれて、母語として話されるようになったもの

lingua franca：母語が異なる人々の間で意思伝達のために使われる言語

(問 1) 下線部(ア)(オ)(カ)(キ)(ク)の内容に最も近いものをそれぞれ1つ選び、その番号を解答欄にマークしなさい。

(ア) much better off

1. able to access a lot more information about languages
2. considerably farther apart from each other
3. far richer financially
4. much more knowledgeable of a particular language

(オ) The local varieties

1. The ethnic stories
2. The popular folktales
3. The provincial legends
4. The regional languages

(カ) this perception

1. the view that standard German is learned by Dutch speakers
2. the view that the enormous regional variation has been ignored
3. the view that those two languages are different
4. the view that two speakers speak the same language

(キ) the decisions

1. the choices of what language they speak
2. the claims of which areas they should govern as their territories
3. the conclusions that they would not speak English
4. the judgments about where the speakers are from

(ク) having the opposite effect

1. accelerating globalization of travel and communication
2. offering more opportunities for language contact
3. preventing English from becoming a common language
4. reducing chances for languages to interact with each other

(問 2) 下線部(イ)(エ)の内容に最も近いものを以下から 1 つ選び、その番号を解答欄にマークしなさい。

(イ) we appear to be looking at nothing more than regional dialects of a single language

1. dialects spoken in those areas are indeed different languages
2. regional dialects of a single language may be considered as different languages
3. we appear to speak only local varieties of a single language, although we know other languages as well
4. we may find different languages spoken as regional dialects of a language

(エ) we will get different assessments of the number of languages spoken in the area depending on whose work we are reading

1. languages spoken throughout the world are not much different from each other according to the work of linguists
2. linguists may estimate differently the number of languages spoken in the same area
3. the difference in the number of languages is caused by the rise of nation-states with central governments and well-defined boundaries
4. the number of languages is assessed by a number of linguists

(問 3) 下線部(ウ)が説明している事象を示す連続した3語を本文から抜き出し、記述解答欄に記入しなさい。

(問 4) 本文の内容に基づいて、以下の(A)(B)(C)(D)(E)(F)の質問の答として最も適切なものをそれぞれ1つ選び、その番号を解答欄にマークしなさい。

(A) What makes it hard to count the world's living languages?

1. Linguists rarely aspire to visit developing countries for their research.
2. Previously unknown languages occasionally turn out to be well-known ones.
3. We are short of information about the world's living languages.
4. We have excessive information about the languages spoken in the world.

(B) What is typically observed in Europe?

1. Human relations developed recently under the influence of information technology.
2. Languages with sharp boundaries are spoken as in most of the world.
3. Pictures are taken where geographical boundaries exist.
4. Quite distinct languages with abrupt boundaries are spoken in neighbouring areas.

(C) Which speakers are NOT likely to understand each other if they speak their own dialects?

1. Speakers from Austria and Switzerland.
2. Speakers from northern Germany and Austria.
3. Speakers from southern Germany and Switzerland.
4. Speakers from the Netherlands and Belgium.

(D) What is to blame for the reduction in the number of languages?

1. Globalization of travel and communication.
2. Pidginization and creoles.
3. The use of regional dialects.
4. The varieties of local languages.

(E) According to the passage, which of the following is true?

1. Dutch is spoken by the Alsatians.
2. Dutch is spoken in the Netherlands and Belgium.
3. German is spoken in Germany, Switzerland, Austria, and Luxemburg.
4. The local dialect spoken in western Belgium is understandable to speakers in Amsterdam.

(F) According to the passage, which of the following is true?

1. Language variations are not recognized in Europe due to political decisions.
2. Linguists repeatedly revised their decisions, which helped them to reach the same conclusion.
3. Political boundaries are important factors to decide which language should be spoken in the area.
4. The increase in the number of languages is beneficial for globalization.

II 次の文章を読んで、以下の設問に答えなさい。

Every winter I read in the newspaper about someone who, stranded in a snowstorm, tried to seek shelter and died of exposure before finding it. I used to assume that this was unlikely for someone who had a house in town. Then, many years ago, I was shaken out of such certainty.

Jenny was six or seven then. Every morning, quite early, she had to catch a school bus. As soon as she was out the door, walking one block to the street corner where she would be picked up, I would gather my books, papers, and lunch and hurry to the garage. I was anxious to arrive at my office so I could have a little time to prepare for my morning classes. Some mornings Jenny dawdled*, and I scolded and fussed. If she missed her bus — and she sometimes did — I had no choice but to drive her to school myself and arrive late, apologizing, at my own class.

Although I adored my only child, and I was a highly protective mother, I was also a frequently harassed, impatient single parent. So one bitterly cold winter morning I snapped with unusual fierceness at Jenny about her tardiness. “I’m sick and tired of having to take you to school,” I think I said. Or maybe I felt meaner: “Don’t think I’m going to take you to school again! If you miss the bus, you can just stay home.” I can still hear how angry my tone must have been. I helped her zip up her bright-red snowsuit — it was well below zero that morning — before she slammed the door and rushed toward the corner.

Usually I backed out of our garage, turned at the other corner, and zoomed toward the college without looking back. But that morning, for some reason, I turned in the opposite direction, making a slight detour so I could drive past Jenny’s bus stop. Because she hadn’t come back, I assumed she’d safely caught her bus and was now at school.

Snow had fallen so heavily that winter that huge ice-hardened mounds blocked many of the sidewalk intersections. Looking from our front door, I

couldn't see much of the bus corner except heaped snow. But as I passed, I braked in shock. There, huddled like a small red elf*, was my daughter. Enveloped by the mountainous snow, she was close to invisible. Except for her red snowsuit, I might have missed her. Certainly no neighbors would ever have seen her. Nor could she have gone home if she'd wanted to. Since she was too young to be alone, she had no key.

I didn't want to think about how much longer Jenny might have waited. Or what would have happened to her in that glittering cold. Scooping her up, I whisked her into the car. Filled with self-recrimination*, I then hurried her to my office. She could warm up there until after my class. Even before we arrived, Jenny had stopped shivering. By the time she was soothed, petted, and settled in my big desk chair, she was almost pleased to have missed her bus. But I was trembling a little when I walked into my classroom.

I think about that cold winter morning sometimes. The memory makes me tremble. In an echo of the familiar rote* warning of Midwest broadcasters, it reminds me how dangerous it is to take the weather for granted. But I am also haunted by that image of a little girl, growing colder and colder, her red snowsuit bright against the white snow, for other, more complicated reasons. It strums a string of guilt that vibrates too easily in mothers like me, mothers who know they made some serious mistakes. I got it very wrong that morning. But it also reminds me of how vulnerable we all are.

I remember a rainstorm when my sheltered city life was no longer safe from weather. I think of this particular rainy morning as a balance, or a counterweight, to the snowy morning at the bus stop, because this too is a rescue story. Only this time, Jenny rescued me.

On that warm, humid morning, I was cross when I left the house to meet Nancy. Jenny was home for a vacation—I think she was in college then, nineteen or twenty—and she was, as usual, sleeping late. I can't now remember exactly why I was so cross, but I think I'd asked her to do something, maybe

take out the garbage or clean up her dirty dishes, and she hadn't done it. We often quarreled in those years, not constantly or always dramatically, but we were now two adult women trying to find ways to live independently with each other.

A storm was clearly brewing that morning. Hot, heavy weather had descended on Minneapolis a few days before, and the newspaper predicted rain in the afternoon, maybe tonight. Clouds had already begun to pile up in the west, thick and dark, but since it was early, about eight o'clock, I thought Nancy and I could walk around the lake before the storm hit. We conferred briefly on the phone and agreed to take our umbrellas, just in case.

For the first fifteen or twenty minutes of our circular walk, which usually lasted close to an hour, I complained to Nancy about Jenny. My daughter was spoiled, I said, and selfish. She thought only of herself. She was driving me crazy, and just this morning she had said this, or done that, or refused to do this or that. I was not in a forgiving mood.

Meanwhile, the clouds had become darker and more threatening. We were halfway around the lake, on a three-mile path, when the storm broke over our heads. At first we merely grimaced* and put up our umbrellas. But quickly it became clear that this was no ordinary, quick-soaking rain. Thunder boomed continually as if the sky were an iron sheet someone was pounding with a stone mallet*, a sheet that was cracking and splitting under the strain. But it was the lightning that frightened us. Bolts of blue-white light tore through the clouds and darted toward the lake, so much lightning that it seemed a circuit breaker had shorted out somewhere in those menacing dark clouds. Smash, crack. Almost no pause. Then smash, crack. Smash, crack.

Nancy and I looked at each other. We were now halfway around the lake. Her house was as far as mine, at least a half-hour walk, even at a fast pace. Tall trees, obvious lightning catchers, lined our path and the street a few yards away. The broad expanse of Lake Harriet beckoned the lightning, offering an

alluring target, tempting it to strike. And our umbrellas! “Susan, you realize that these metal umbrellas are perfect conductors?” asked Nancy uneasily. The rain poured down, streaming off the umbrellas as if we’d been standing under a torrential waterfall. Already our legs were soaked with splashes from the water as it hit the pavement at our feet. With the sudden rain, the temperature had also dropped, and we were both beginning to feel chilled.

Just then, as Nancy and I, though capable and efficient women, were standing in helpless indecision about what to do next, I heard a car horn. We both turned toward the street. There, pulled over to the curb, windshield wipers beating valiantly against overwhelming odds, was my old reliable Honda. And there, gesturing urgently from the window she had rolled down, oblivious to the ^(サ) rain soaking her face, was my daughter.

出典：Susan Allen Toth, *Leaning into the Wind* (University of Minnesota Press, 2003) (一部省略・変更しました。)

注：dawdle：ぐずぐずする elf：小さな妖精，小人

self-recrimination：自責の念 rote：お決まりの，定石の，決まりきった

grimace：しかめっ面をする stone mallet：石斧，ハンマー

(問 1) 下線部(ア)(イ)(ウ)(エ)(オ)(キ)(ク)(コ)(サ)の内容に最も近いものをそれぞれ1つ選び，その番号を解答欄にマークしなさい。

(ア) it

1. exposure
2. newspaper
3. shelter
4. snowstorm

(ㄱ) I was shaken out of such certainty

1. I finally decided to move out of town
2. I finally recovered my shaky confidence
3. I suddenly lost all my confidence
4. I was caught in a snowstorm myself

(ㄴ) tardiness

1. bad temper
2. being late
3. forgetting things
4. sense of humor

(ㄷ) making a slight detour

1. driving the car a little faster than usual
2. going on a route a little different from the usual one
3. passing another car a bit cautiously
4. slowing down the car for a short time

(ㄹ) she was close to invisible

1. I couldn't see her very well
2. I didn't catch up with her
3. she couldn't make it on time
4. she didn't seem to notice my presence

(ㅁ) to take the weather for granted

1. not to be grateful for good weather
2. to assume the weather would remain the same
3. to keep an eye on any small changes in the weather
4. to make adequate preparations for the weather

(ク) It strums a string of guilt

1. Her image gives me a happy memory
2. My memory of her reduces my sense of guilt
3. That image reminds me of a sense of guilt
4. That image makes me sing a song of guilt with a guitar

(コ) brewing

1. blowing hard
2. calming down
3. gradually disappearing
4. starting to develop

(サ) oblivious to

1. caring about
2. indifferent to
3. pleased with
4. sensitive to

(問 2) 本文の内容に基づいて、以下の(A)(B)(C)の質問の答として最も適切なものをそれぞれ1つ選び、その番号を解答欄にマークしなさい。

(A) How did the relationship between the author and Jenny change over the years?

1. The author became happy with Jenny as the small stubborn girl changed into an obedient young woman.
2. The author became very proud of Jenny since she has proved herself excellent in her study into a responsible young woman.
3. The author came to quarrel a lot with Jenny as they tried to establish a new relationship.
4. The author stopped worrying about Jenny as she learned to accept the daughter as she really was.

(B) What did the author think about Lake Harriet when she was caught in the rainstorm?

1. She thought it was alarming because the lake could wash away the neighborhood.
2. She thought it was dangerous because the lake would attract lightning.
3. She thought it was relatively safe because the lake wouldn't invite lightning.
4. She thought it was strangely beautiful even in the rainstorm.

(C) How did the author feel when she saw her car Honda?

1. She felt disappointed to see her old car.
2. She was angry to see her daughter driving it.
3. She was reassured to see the car.
4. She worried that the car might be struck by lightning.

(問 3) 以下の(A)(B)(C)(D)について、本文の内容に最も近いものをそれぞれ1つ選びその番号を解答欄にマークしなさい。

(A)

1. Jenny could not enter her house for she had left her key inside.
2. Jenny could not go back home for she didn't have her own key.
3. Jenny did not want to go back home for she had lost her key.
4. Jenny went back home and realized she didn't have her key with her.

(B)

1. The author's daughter was so stubborn that the mother couldn't restrain herself from physically punishing her.
2. The author's husband did not do anything at all, so she was bringing up her daughter virtually on her own.
3. The author was suffering from harassment at work and she stopped looking after her stubborn daughter at home.
4. The author was very busy bringing up her daughter on her own as well as working at school.

(C)

1. After her mother took her to her office, Jenny wanted to go to school to see her classmates.
2. After she became warm and comfortable, Jenny asked her mother to forgive her for being late and missing her bus.
3. Even after she found her mother being unusually kind and caring, Jenny was still as stubborn as ever.
4. When she became settled and relaxed, Jenny felt good to be in her mother's office.

(D)

1. The rainstorm was expected but the author thought they would have enough time to walk around the lake before it came.
2. The author did not believe the weather forecast and did not think there would be any problem to go for a walk.
3. The weather forecast said that it would rain only in the morning, so the author decided to go out to see Nancy.
4. Because the weather forecast said that there would be a rainstorm, the author decided to stay at home.

(問 4) 下線部(カ)を次のように言い換えるとき、空欄(A)(B)に入る単語を1つずつ記述解答欄に記入しなさい。

Except for her red snowsuit ⇒ (A) she (B) not worn her red snowsuit

(問 5) 下線部(ケ)について、どんな事件が具体的に起こりましたか？ 以下の空欄

と を埋めて、日本語の要約を完成させ、記述解答欄に記入しなさい。(Aは20字以内、Bは10字以内でまとめること)

筆者とナンシーが とき、
ジェニーが 。

Ⅲ 次の文章を読んで、以下の問に答えなさい。

Asked to name the greatest invention since 1800, radio listeners to the BBC recently voted in overwhelming numbers not for transistors or computers, but for the bicycle.

(1)

(2)

(3)

(4)

The Bamboo Bike Studio offers a variety of do-it-yourself-with-help choices, including single speeds, seven speeds, touring bikes and road bikes. None is made completely of vegetable matter. Wheels, handlebars, chains and other parts have the same metal components as regular bikes. It's just that they're based on a fabulous-looking and hardy frame that happens to have been made out of fast-growing grass.

The studio recently helped start a factory in Ghana “with the goal of providing the lowest cost and highest value bicycles to people who want them most.” Bamboo grows like a weed in Ghana, so there's no shortage of base material. Other components are sourced from China. The new self-sustaining factory employs local workers, who are now turning out what the studio says are solid and dependable bikes for just \$65, “the most affordable bikes in Africa.”

出典：David Tracey, an article from *Wingspan*, August 2011(一部省略・変更しました。)

(問 1) 以下の段落(A)~(D)は、それぞれ本文中の空欄(1)~(4)のどこに入れるのが最もふさわしいか、それぞれ1つ選び、その番号を解答欄にマークしなさい。

(A) Although it sounds like something Gilligan* would rig up* a coconut radio on his desert island, it turns out bamboo frames are great for city riding. The vibration-dampening characteristics of the frame can handle city streets, cobblestones* and dirt roads. Bamboo is also said to have a strength that rivals steel.

(B) And why not? The simple, affordable and clean mode of personal transportation puts distances within reach of anyone fit enough to sit and pedal. The basic design is so good, it's pretty much the same today as when first developed 150 years ago. But that doesn't mean just anyone can put a bicycle together. . . . Or can they?

(C) Perhaps most surprising is the inspired choice of materials. If the bicycle is one of the most useful and elegant inventions we have, it was perhaps only a matter of time before someone thought to combine it with one of the most useful and elegant plants we know, bamboo.

(D) The Bamboo Bike Studio is a design and development company based in Brooklyn and San Francisco that aims to convince you the best bike you'll ever ride is the one you make yourself. To that end, they hold workshops and sell kits to take beginners from zero to finished object of aesthetic and functional beauty.

注 : Gilligan : *Gilligan's Island* (『ギリガン君 SOS』, 米国のテレビコメディ (1964-67)) の主人公で、何をやっても無能な船員。ドラマは遭難して太平洋の孤島に漂着した 7 人の男女が島を脱出しようとしてひき起こすドタバタ騒動を描く。

rig up : その場しのぎに作る cobblestone : 道路舗装用の石

(問 2) この文章の題として最もふさわしいものを以下の選択肢のうちから1つ選び、その番号を解答欄にマークしなさい。

1. Ghana: a Bikers' Paradise
2. How to Build a Bicycle
3. Sustainable Bicycles
4. The BBC and the Invention of the Bicycle