





英 語 問 題

はじめに、これを読みなさい。

1. この問題用紙は 20 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。

Memories shape adult views of childhood. Many in my generation — the baby boomers — have vivid recollections of endless hours of unsupervised, spontaneous play. We remember outdoor activities such as pick-up games on an empty sandlot. Many of us had a “gang” (in the wholesome sense) of neighborhood kids, often of mixed age and sex, who met up after school. When I was a kid, we would get obsessed with particular games, often ones we invented ourselves. There was plenty of traditional indoor play as well, such as house, war, and board games. We made concoctions, played dress-up, built forts, and fought with our siblings. Sometimes we even watched television.

We were lucky. Earlier generations of children spent much of their time working, on farms, in factories, and in domestic service. Paid child labor wasn't eliminated in this country until the 1920s. Baby boomers also escaped the sobering effects of depression and war. And we were a group of girls who were unusually liberated, both because we were allowed out on our own and because we were increasingly excused from household work. Children born in the late 1940s and afterward had more carefree, play-oriented upbringings with less family responsibility than the generations that preceded them. It was a childhood experience that took many decades to achieve, and unfortunately, the era was short-lived.

In recent years, children's unsupervised time has declined. They spend more hours in worklike activities. More of daily life is structured by commercial and consumer activities than was true for previous generations.

Large-scale studies of children's time use are rare. In 1997, the Panel Survey of Income Dynamics conducted a major survey on children and their environments, and gathered data on how they spend their time. The “Child Development Supplement” was a nationally representative sample with more than 3,500 children from approximately 2,400 households. Time use was measured

through a daily activity diary. The data show that time spent in leisure and unstructured play is limited. After subtracting eating, sleeping, personal care, schooling, studying, day care, shopping, and household work, only 25 percent of children's time remains discretionary. For six to twelve year olds, the fraction is a percentage point lower.

How do children spend that time? While three to five year olds still play a considerable amount, what study authors Sandra Hofferth and John Sandberg ⁽⁷⁾ define as play comprises only about ten hours per week for the six-to-twelve age group, lower than school hours (thirty-three), and fewer than the thirteen hours spent watching television as a primary activity. Nine to twelve year olds play fewer than nine hours a week. There are other play-oriented activities during discretionary time, such as art and hobbies, measured at one hour, and ⁽⁸⁾ "outdoors," at thirty-five minutes.

There is widespread belief that in comparison with the past, today's children are harried, sped up, herded into productive activities, and less able to be kids. ⁽⁹⁾ Book titles such as *The Hurried Child* and *The Over-Scheduled Child* reveal these social anxieties. Investigation of time-use patterns two decades ago suggests these worries may not be misplaced. In comparison to 1981, today's children ⁽¹⁰⁾ spend more hours in school, and they spend more time on homework. They spend a lot less time visiting others and having household conversations. And their passive leisure time has fallen. They also have somewhat less free time. These trends may help to explain why there are now stress management workshops for kindergarteners and why marketing studies report that one of the major problems articulated by kids today is that they want less pressure, less overload, and more time to relax.

Contemporary children also do far more shopping. In 1997, the average child aged six to twelve spent more than two and a half hours a week shopping, a full hour more than in 1981. Children are frequent visitors to the grocery store and the pharmacy. They run errands to the dry cleaners and accompany parents to

the mall. They spent as much time shopping as visiting, twice as much time shopping as reading or going to church, and five times as much as playing outdoors. They spent half as much time shopping as playing sports. More children go shopping each week (52 percent) than read (42 percent), go to church (26 percent), participate in youth group (25 percent), play outdoors (17 percent), or spend time in household conversation (32 percent)

The change that has attracted most attention is kids' heavy involvement with electronic media, prompting some to posit a new, postmodern childhood, driven by television, Internet, video games, movies, and videos. To see the magnitude of these changes, we need to move beyond the diary data, which focus mainly on television, to more detailed surveys of media use

出典：Juliet B Schor, *Born to Buy*

注：concoctions：混ぜ合わせたもの

Panel Survey of Income Dynamics：1968年から全米規模で行われている継続的な家計動向調査

“Child Development Supplement”：Panel Survey of Income Dynamicsの一部として行われているもので、子供の成長にテーマをしばった追跡調査

subtract：差し引く harried：苦境にある posit：想定する

(問 1) 下線部(ア)(イ)(ウ)(エ)(オ)(カ)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) we were allowed out on our own

1. parents gave us enough money to buy what we wanted
2. parents let us go outside by ourselves
3. parents permitted us to play after finishing our tasks
4. parents didn't treat us as adults

(ㄱ) them

1. baby boomers
2. earlier generations of children than us
3. more carefree, play-oriented upbringings
4. the sobering effects

(ㄴ) what study authors Sandra Hofferth and John Sandberg define as play

1. a play written by Sandra Hofferth and John Sandberg
2. a study on play by Sandra Hofferth and John Sandberg
3. a study-oriented play introduced by Sandra Hofferth and John Sandberg
4. play as described by Sandra Hofferth and John Sandberg

(ㄷ) discretionary time

1. time when children are expected to write their diaries
2. time when children are not allowed to play
3. time when children can do what they want to do
4. time when children should do what they are supposed to do

(ㄹ) less able to be kids

1. less likely to have kids
2. less likely to meet other kids
3. more difficult to be accepted by other kids
4. more difficult to live like kids

- (カ) these worries may not be misplaced
1. maybe there is good reason to worry about these things
 2. maybe we don't have to worry about these things after all
 3. maybe we should worry about more serious problems
 4. we can safely say that we have already solved these problems

(問 2) 本文の内容に基づいて、次の(A)(B)の英文を完成させるのに最も適切な選択肢をそれぞれ1つ選び、その番号を解答欄にマークしなさい。

(A) The Panel Survey of Income Dynamics

1. based their research on the parents' diaries about what their children did each day
2. concludes that children today are at a loss how to use their plentiful free time
3. found that the percentage of discretionary time in six to twelve year olds' time was 24 percent
4. was one of many similar nationwide studies on children conducted around 1997.

(B) According to the second from the last paragraph,

1. children spent more time shopping in 1981 than contemporary children aged six to twelve do.
2. contemporary children spend more time playing outdoors than reading
3. contemporary children who spend time in household conversation each week are less than a third of the total.
4. contemporary children who go to church each week are less than a fourth of the total.

(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. Being born in severe conditions after World War II, the baby boomers could not afford to play after school
2. Children learn more about life in school than during play with neighborhood children after school
3. It is dangerous to let children play with neighborhood children after school without parents' supervision.
4. The image of what childhood is like can vary according to one's own childhood experience.

(B)

1. Children in the early twentieth century had as much time to play as later children did
2. Children today have now acquired more time to play than any generation in the past
3. In the twentieth century, the earlier the generation children belonged to, the more time they had to play
4. The baby boomers had more time to play in their childhood than any other generation.

(C)

1. Because children today face many problems, they need to talk to their parents more about their worries.
2. Because children today know how to manage their stress, they feel relaxed even with busy schedules.
3. Because children today lack time to study, their academic performance is declining.
4. Because children today live under great stress, they wish they had more leisure time.

(D)

1. Although it has turned out that contemporary children are not so preoccupied with electronic media as we worried, we should keep an eye on the situation.
2. Being already widely known, the fact that contemporary children spend so much time on electronic media has failed to make a big impact on the world.
3. Since contemporary children are surrounded by electronic media, some feel it necessary to change the conventional image of childhood.
4. The fact that contemporary children are absorbed in electronic media is a big problem, but there are more serious issues concerning children.

- Ⅱ 次の文章は1959年にアメリカで書かれたものです。これを読んで、以下の間に答えなさい。

October 28, 1959

For years the idea had haunted me, and that night it returned more insistently than ever. If a white man became a Negro in the Deep South, what adjustments would he have to make? What is it like to experience discrimination based on skin color, something over which one has no control?

This speculation was sparked again by a report that lay on my desk in the old barn that served as my office. The report mentioned the rise in suicide tendency among Southern Negroes. This did not mean that they killed themselves, but rather that they had reached a stage where they simply no longer cared whether they lived or died.

It was that bad, then, despite the white Southern legislators who insisted that they had a “wonderfully harmonious relationship” with Negroes. I lingered on in my office at my parents’ Mansfield, Texas, farm. My wife and children slept in our home five miles away. I sat there, surrounded by the smells of autumn coming through my open window, unable to leave, unable to sleep.

How else except by becoming a Negro could a white man hope to learn the truth? Though we lived side by side throughout the South, communication between the two races had simply ceased to exist. Neither really knew what went on with those of the other race. The Southern Negro will not tell the white man the truth. He long ago learned that if he speaks a truth unpleasing to the white, the white will make life miserable for him.

The only way I could see to bridge the gap between us was to become a Negro. I decided I would do this. I prepared to walk into a life that appeared suddenly mysterious and frightening. With my decision to become a Negro I realized that I, a specialist in race issues, really knew nothing of the Negro’s real problem.

October 29, 1959

I drove into Fort Worth in the afternoon to discuss the project with my old friend George Levitan. He is the owner of *Sepia*, an internationally distributed Negro Magazine with a format similar to that of *Look*. A large, middle-aged man, he long ago won my admiration by offering equal job opportunities to members of any race, choosing according to their qualifications and future potentialities. With an on-the-job training program, he has made *Sepia* a model, edited, printed and distributed from the million-dollar Fort Worth plant.

It was a beautiful autumn day. I drove to his house, arriving there in midafternoon. His door was always open, so I walked in and called him. An affectionate man, he embraced me, offered me coffee and had me take a seat. Through the glass doors of his den I looked out to see a few dead leaves floating on the water of his swimming pool.

He listened, his cheek buried in his fist as I explained the project. "It's a crazy idea," he said. "You'll get yourself killed fooling around down there." But ⁽⁷⁾ he could not hide his enthusiasm.

I told him the South's racial situation was a blot on the whole country, and especially reflected against us overseas; and that the best way to find out if we had second-class citizens and what their plight was would be to become one of them.

"But it'll be terrible," he said. "You'll be making yourself the target of the most ignorant rabble in the country. If they ever caught you, they'd be sure to make an example of you." He gazed out the window, his face puffed with concentration. "But you know — it is a great idea. I can see right now you're going through with it, so what can I do to help?" "Pay the tab and I'll give *Sepia* some articles — or let you use some chapters from the book I'll write."

He agreed, but suggested that before I made final plans I discuss it with Mrs. Adelle Jackson, *Sepia's* editorial director. Both of us have a high regard for this extraordinary woman's opinions. She rose from a secretarial position to

become one of the country's distinguished editors

After leaving Mr. Levitan, I called on her. At first she thought the idea was impossible. "You don't know what you'd be getting into, John," she said. She felt that when my book was published, I would be the butt⁽⁷⁾ of resentment from all the hate groups, that they would stop at nothing to discredit me, and that many decent whites would be afraid to show me courtesies when others might be watching. And, too, there are the deeper currents among even well-intentioned Southerners, currents that make the idea of a white man's assuming nonwhite identity a somewhat repulsive step down. And other currents that say, "Don't⁽⁸⁾ stir up anything. Let's try to keep things peaceful."

And then I went home and told my wife. After she recovered from her astonishment, she unhesitatingly agreed that if I felt I must do this thing then I must. She offered, as her part of the project, her willingness to lead, with our three children, the unsatisfactory family life of a household deprived of husband and father.

I returned at night to my barn office. Outside my open window, frogs and crickets made the silence more profound. A chill breeze rustled dead leaves in the woods. It carried an odor of fresh-turned dirt, drawing my attention to the fields where the tractor had only a few hours ago stopped plowing the earth. I sensed the radiance of it in the stillness, sensed the earthworms that burrowed back into the depths of the furrows, sensed the animals that wandered in the woods in search of nocturnal rut or food. I felt the beginning loneliness, the terrible dread of what I had decided to do⁽⁹⁾.

October 30, 1959

Lunched with Mrs. Jackson, Mr. Levitan, and three FBI men from the Dallas office. Though I knew my project was outside their jurisdiction and that they could not support it in any way, I wanted them to know about it in advance. We discussed it in considerable detail. I decided not to change my name or identity

I would merely change my pigmentation and allow people to draw their own conclusions. If asked who I was or what I was doing, I would answer truthfully

“Do you suppose they’ll treat me as John Howard Griffin, regardless of my color — or will they treat me as some nameless Negro, even though I am still the same man?” I asked “You’re not serious,” one of them said “They’re not going to ask you any questions. As soon as they see you, you’ll be a Negro and that’s all they’ll ever want to know about you.”

出典：John Howard Griffin, *Black Like Me*

(1959年当時の文章なので、今日、不適切と思われる語彙が含まれていますが、原文を尊重してそのままにしました。)

注：Negro：黒人　Deep South：アメリカの深南部(最南部)地方

blot：しみ, 汚れ　plight：苦境　rabble：暴徒　courtesies：親切
repulsive：大変嫌な　jurisdiction：管轄　pigmentation：色素

(問1) 下線部(アイエ)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) But he could not hide his enthusiasm.

1. Although he was excited about what he just heard, he did not show his feelings
2. Despite his doubtful words, his interest revealed itself.
3. He tried his best to cover his joy at meeting him, but without much success.
4. No matter how hard he tried, he could not help leaking his secret plan.

(イ) reflected against us overseas

1. brought about a bad impression of Americans in foreign countries
2. made the condition of Americans in other countries worse
3. showed that our fellow countrymen abroad did not approve of our history
4. forced the blacks to escape from America to other countries

(エ) Don't stir up anything.

1. Don't start trouble to make the Southern blacks angry.
2. Don't mix different ingredients in a salad bowl.
3. You must not hesitate to improve the situation.
4. You should not do anything to cause racial tensions.

(問2) 本文の内容に基づいて、次の(A)(B)(C)(D)(E)の英文を完成させるのに最も適切な選択肢をそれぞれ1つ選び、その番号を解答欄にマークしなさい。

(A) The author of this passage is

1. a black journalist who specializes in social issues and race problems
2. a black novelist who intends to build a bridge between the blacks and the whites.
3. a white publisher who believes in equal opportunities for all.
4. a white writer who attempts to find out the reality of the blacks.

- (B) The author praises George Levitan because he has
1. invented an on-the-job training system to help the disabled people find a job.
 2. made the city of Fort Worth internationally known because of his business success.
 3. put a higher priority on one's capabilities rather than racial background when hiring.
 4. started the very successful and famous magazines by the names of *Sepia* and *Look*.
- (C) When the author told her about his plan, his wife was
1. not satisfied with his decision and showed concern for their family life.
 2. so surprised that she took her three children to her parents' home with her.
 3. supportive enough of his project to accept his resulting absence from home.
 4. indifferent because it would not be profitable.
- (D) Adelle Jackson worried that the author's project would
1. cause him to lose his reputation and be treated badly even by reasonable whites
 2. upset peace-loving people so much that they would justify violence.
 3. provoke some good-natured people in the South to go against liberal groups
 4. threaten his life because he would most likely become seriously ill.

(E) To “allow people to draw their own conclusions” means that

1. people would be able to assess the author’s trial-and-error method.
2. people would be able to reach final agreements of their own without the author’s help
3. the author would leave the judgment of what he is to people who see him
4. the author would let other people make arrangements about themselves.

(問3) 以下の(A)(B)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. The author agreed that the blacks in the South were getting along with the whites.
2. The author managed to cover all the expenses to complete the project.
3. The Southern blacks knew better than to let the whites know how they really felt
4. The Southern blacks felt so hopeless that they did not mind becoming terrorists

(B)

1. Adelle Jackson was a good friend of the author's who suggested the project to him
2. George Levitan doubted that the author could accomplish his scheme
3. Lunch with the FBI agents gave the author some helpful hints about self-protection.
4. The people whom the author told his plan to showed surprise and concern at first

(問4) 下線部(ウ)の内容を表す別の単語(1語)を本文中から抜き出し、記述解答欄に記入しなさい。

(問5) 下線部(オ)の内容を30字以内の日本語で説明しなさい。

Ⅲ 次の文章を読んで、以下の問に答えなさい。

When I was in my early twenties, it was surprisingly difficult for me to separate what I wanted for myself and what others wanted for me. I know this is true for many of my students as well. They tell me they're getting so much "guidance" from others that they have a tough time figuring out what they want to do. I remember clearly that I sometimes had the urge to quit or to avoid things that others strongly encouraged me to do, just so I would have the space to figure out what I wanted, independent of what they wanted for me. For example, I started graduate school at the University of Virginia right after I graduated from the University of Rochester. My parents were thrilled. They were so proud of me and were comforted that my path for the next few years was set. But after only one semester of graduate school I decided to take a break and go to California. The hardest part of the entire process was telling my parents I was taking a leave of absence. My decision was extremely hard for them. I appreciated their support and encouragement, but it made it difficult for me to truly know if being in school was the right decision for me. I drove across the country to Santa Cruz with no idea of what I was going to do next.

In retrospect, taking a break from school turned out to be a great choice. My time in Santa Cruz was completely unstructured. I felt like a leaf in the wind, ready for any eventuality. It was exciting and scary. It was the first time I didn't have a specific assignment, a focused goal, or a clear plan. Although often stressful, it was the perfect way to figure out what I really wanted to do. I took odd jobs so I could support myself and spent a lot of time thinking at the beach. After a while I started going to the University of California at Santa Cruz's biology library to keep up on neuroscience literature. At first it was monthly, then weekly, then daily.

After about nine months in Santa Cruz, I was ready to get back into the lab, but not ready to go back to graduate school. With that objective, I tracked down

a list of the neuroscience faculty at Stanford University, which was not far away, and wrote each one a letter. I told them about my background and asked if they had a research job for me. Over the next few weeks, I got letters back from all of them, but no one had an open position. However, one faculty member passed my letter on, and I received a call from a professor in the anesthesia department. He asked if I would like to work in the operating room testing new medical equipment on high-risk patients. This seemed interesting, so I jumped at the chance.

Within days I was at Stanford, getting up at the crack of dawn, wearing scrubs, and monitoring surgical patients. This experience was fascinating in a million unexpected ways. Once the project was over, I managed to negotiate a job as a research assistant in a neuroscience lab and eventually applied to graduate school at Stanford. I took detours that might look to others like a waste of time. But this wasn't the case at all. Not only did the twists in my path give me a fresh perspective on my goals, they also gave me time to experiment with options that helped confirm what I wanted to do. Also, this time I was going to graduate school for (A), not for others.

出典：Tina Seelig, *What I Wish I Knew When I Was Twenty*

注：neuroscience department：神経科 anesthesia department：麻酔科

scrubs：手術着 lab：laboratory の省略形 detour：回り道

(問1) 下線部(ア)(イ)(ウ)(エ)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) thrilled

1. anxious
2. confused
3. excited
4. scared

(イ) ready for any eventuality

1. hoping for a good outcome
2. hoping to satisfy my parents
3. prepared to accept whatever happens
4. prepared to attend graduate school

(ウ) in a million unexpected ways

1. in countless ways I could hardly imagine
2. in numerous ways which caused me stress
3. in so many pleasant ways
4. in various ways which raised my expectations

(エ) fresh perspective

1. complete acceptance
2. confused viewpoint
3. new way to view things
4. profound meaning

(問2) 本文中の内容に基づいて、次の(A)(B)(C)(D)の英文を完成させるのに最も適切な選択肢をそれぞれ1つ選び、その番号を解答欄にマークしなさい。

(A) I simply followed the advice of others

1. although I knew what I wanted to do.
2. although it seemed unreasonable to me
3. because I didn't know what I wanted to do.
4. because I was certain I was doing the right thing.

(B) My parents were happy when I was accepted at the University of Virginia because

1. I had found what I wanted to study
2. the graduate school was quite famous.
3. they wanted me to move out.
4. my near future was established.

(C) My parents

1. accepted my decision to quit school without hesitation.
2. found it difficult to accept my decision to quit school.
3. supported my decision to become a research assistant
4. were confident I would be able to find a suitable job.

(D) After living in Santa Cruz for nine months

1. I decided to take the advice of others
2. I found I wanted to go back to the University of Virginia.
3. I started to look for work in research.
4. I was eager to go back to graduate school

(問3) 以下の(A)(B)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. I thought I knew from the very beginning that my life would turn out successfully.
2. I regretted that I did not continue graduate school at the University of Virginia.
3. People gave me much time to think over the advice they had given me.
4. Quite a few of my students find themselves in the same situation I was in when I was a student.

(B)

1. I went to California with the intention of entering graduate school.
2. In the end, my decision to take a break turned out favorably for me.
3. It was not so difficult for me to tell my parents I would leave school.
4. My parents were quite happy when I was accepted at the University of Rochester.

(問4) 空欄(A)に入れるのに最も適切な単語を本文中から抜き出し、記述解答欄に記入しなさい。

Also, this time I was going to graduate school for (A), not for others