

I 英語問題

注意

1. 試験開始の指示があるまでこの問題冊子を開いてはいけません。
2. 解答用紙はすべてHBの黒鉛筆またはHBの黒のシャープペンシルで記入することになっています。HBの黒鉛筆・消しゴムを忘れた人は監督に申し出てください。(万年筆・ボールペン・サインペンなどを使用してはいけません。)
3. この問題冊子は16ページまでとなっています。試験開始後、ただちにページ数を確認してください。なお、問題番号はI～Vとなっています。
4. 解答用紙にはすでに受験番号が記入されていますので、出席票の受験番号が、あなたの受験票の番号であるかどうかを確認し、出席票の氏名欄に氏名のみを記入してください。なお、出席票は切り離さないでください。
5. 解答は解答用紙の指定された解答欄に記入し、その他の部分には何も書いてはいけません。
6. 解答用紙を折り曲げたり、破ったり、傷つけたりしないように注意してください。
7. この問題冊子は持ち帰ってください。

マーク・センス法についての注意

マーク・センス法とは、鉛筆でマークした部分を機械が直接よみとって採点する方法です。

1. マークは、下記の記入例のようにHBの黒鉛筆で枠の中をぬり残さず濃くぬりつぶしてください。
2. 1つのマーク欄には1つしかマークしてはいけません。
3. 訂正する場合は消しゴムでよく消し、消しきらずはきれいに取り除いてください。

マーク記入例：

A	1	2	3	4	5
	○	○	●	○	○

(3と解答する場合)

I. 次の文を読み、下記の1～10それぞれに続くものとして、本文の内容ともっともよく合致するものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

The small waxed paper cup that serves so well as a disposable drinking glass and an individual ice cream container—to mention only two of its applications—originated out of one man’s frustrated attempts to market an unlikely product: a drink of water. The cheap drink of water never achieved popularity, but the specially designed throwaway cup that held the water started an industry.

The paper cup story begins in 1908, when an enterprising inventor, Hugh Moore, produced a vending machine to provide a cup of pure, chilled drinking water. Similar to the later glass-tank office cooler, Moore’s Penny Water Vendor had three separate compartments: an upper one for ice, a middle one for water, and a lower part to hold discarded cups. Each machine bore a sign stating that no sanitary cup was ever reused. Water was the commodity being sold, the cup an incidental.

In New York, the Anti-Saloon League immediately endorsed Moore’s water vendor. The League ran ads stating that each day thousands of thirsty men, desiring nothing stronger than a drink of water, were driven into saloons, where they were faced with “terrible temptation.” Water vending machines on public street corners were the path back to *sobriety.

Several water vending machines were set up at transfer points of New York City trolley lines, but no one bought Moore’s water. Discouraged, Moore wondered if it was possible to save his newly formed American Water Supply Company of New England.

Opportunity appeared in the guise of a public health officer, Dr. Samuel Crumbine. In those days, people drank water in most public places not from individual glasses but from a tin sipper, which was seldom washed, never sterilized, and used indiscriminately by the diseased and the healthy. Crumbine had already begun a campaign for a law banning public drinking sippers. The entrepreneuring Moore and the health-conscious Crumbine could help each other.

Financial backing was hard to obtain. Everyone Moore approached laughed at the thought of a disposable cup turning a profit, and most people didn’t believe in the health threat from communal tin sippers. Fortunately, Moore met a wealthy New York banker, who believed otherwise, and who had a longtime dread of the

communal sipper. He promptly invested \$200,000 in the venture. Virtually overnight, in 1909, the American Water Supply Company of New England was reincarnated as the Public Cup Vendor Company.

The scientific climate for success could not have turned better. That same year, Kansas passed the first state law abolishing the sipper, concluding that “disease was communicated to well persons who drank from the same cup as did ill persons.” And a biology professor at Lafayette College tested several public sippers and published a report on the alarming varieties of germs present.

State after state began passing laws prohibiting the use of communal sippers and recommending that individual drinking vessels be used in public places. Moore again changed his company’s name, this time to the Individual Drinking Cup Company. Railroads, schools, and offices started to buy disposable paper cups, which now were regarded as a symbol of health.

“Health” became the public byword, and for a third time Moore renamed his company, to Health Kups. Today, we might be purchasing ice cream in Health Kups had Moore not eventually tired of that name and sought something with a less
**
antiseptic ring.

Moore’s neighbor in the building where he manufactured Health Kups was the Dixie Doll Company. One day in 1919, while attempting to dream up a catchy new name for his organization, Moore glanced at his neighbor’s sign and recalled a story he had heard as a boy.

In New Orleans before the Civil War, a bank note valued at ten dollars was called a *dix*, French for “ten.” Riverboat men referred to the notes as “dixies,” and they would announce that they were heading downriver “to pick up some dixies.”

Etymologists believe this legend is the origin of the word “dixie,” as well as the nickname for the South, Dixie Land.

For Moore, Dixie had all the qualities he sought in a name. It was short and had a symmetrical handsomeness in print, and it tripped easily off the tongue. Whereas Moore’s previous and short-lived company names had been calculated to capitalize on public sentiment, the Dixie Cup Company, the only one to arrive in a spontaneous rush of inspiration, survived.

The name change came just as the ice cream industry was seeking a way to

increase Americans' consumption of their product. Ice cream was sold only in bulk. A person could buy an individual soda, an individual candy bar, but ice cream only came in a package large enough to feed an entire family. Moore's company perfected the two-and-a-half-ounce cup with a flat, pull-up lid. It gave the industry, and ice cream lovers everywhere, the first individual-size servings.

The association between Hugh Moore's cup and the dessert became so strong that by 1925, adults and children ordered individual prepackaged ice cream by the generic name Dixie Cup. Moore had finally hit on the right product with the right name, and had been in the right place at the right time.

*sobriety : 酒に酔っていないこと

**antiseptic : 消毒剤の

***etymologist : 語源学者

1. The main idea of the first paragraph is that
 - イ. industries cannot be built around simple products.
 - ロ. the throwaway cup can be designed in a variety of ways.
 - ハ. to build a new industry, it's best to start with a simple product.
 - ニ. even a simple product can lead to a new industry.

2. The people who supported Moore's Penny Water Vendor were
 - イ. those who were against drinking.
 - ロ. saloon owners.
 - ハ. liquor producers.
 - ニ. those thirsty for alcohol.

3. The underlined word "guise" (paragraph 5) is closest in meaning to
 - イ. form.
 - ロ. mind.
 - ハ. name.
 - ニ. struggle.

4. Dr. Samuel Crumbine

- イ. protested against Hugh Moore's movement.
- ロ. didn't realize the risk of communal sippers.
- ハ. didn't support the idea of banning public drinking sippers.
- ニ. was motivated to reduce the spread of disease.

5. A New York banker invested in the venture, because he

- イ. didn't trust politicians to do anything about the sipper problem.
- ロ. was afraid of catching a disease from a sipper.
- ハ. didn't believe that communal sippers were a health threat.
- ニ. thought Moore was a good businessman.

6. The underlined word "reincarnated" (paragraph 6) is closest in meaning to

- イ. reborn.
- ロ. recommended.
- ハ. reconsidered.
- ニ. removed.

7. The main reason Moore changed the name of his company so many times is that he was trying to

- イ. expand the product line of his company.
- ロ. adapt his company to public demand.
- ハ. hide his company's past failures.
- ニ. conform to changing state laws.

8. The main reason Moore chose the name "Dixie" for his disposable cups is that he

- イ. hoped to sell more cups in the South.
- ロ. thought it would give his cups a healthy image.
- ハ. liked the sound and look of it.
- ニ. remembered the word from his childhood.

9. The passage suggests that all of the following factors contributed to the popularity of the Dixie Cup EXCEPT

- イ. the declining use of the communal sipper.
- ロ. the desire of the ice cream industry to expand business.
- ハ. the name of the product.
- ニ. the fact that soda and candy bars were less popular than ice cream.

10. The most appropriate title for this passage is

- イ. The Origins of the Paper Cup.
- ロ. Hugh Moore: American Inventor.
- ハ. Disposable Containers in Modern Society.
- ニ. Water and Ice Cream: The Advantage of Individual Servings.

II. 次の文を読み、下記の1～9それぞれに続くものとして、本文の内容ともっともよく合致するものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

I was raised a television-starved kid, a deprivation arranged by my parents. When television was everywhere in the '60s and '70s, my parents made the conscious decision not to buy one. Like so many stands against culture, that decision was subverted by the grandparents a few years later by the gift of a huge color console.

I think those strong TV limits gave me a richer childhood and a more fulfilling adult life. Thanks to my parents, I grew up in an outdoor world and a tribe of relationships. Mine was a childhood of climbing, inventing, making, building. My four siblings and I now use television and other screens very intentionally.

So as I raise my kids in a digital, webbed world, I am borrowing a page from that book. I work very hard to give my urban-raised kids time to grow up offline. I want them in love with the real, breathing world. I want them to have an imagination capable of overcoming the “I’m bored, flick a button” response many kids exhibit. I am battling the peer who walks into our house to hang out, and seeing no screen in sight, has no idea what to do.

The legendary story in my family is a nephew, at age four, asking a neighbor kid over. “I’m not coming out. I’m watching TV,” his friend responded. “Be careful,” warned my nephew. “Too much TV makes you forget how to play.”

But now that nephew is 19, in college, with a laptop and iPhone, and I can hardly catch him with one of his devices more than 10 feet away. We are fighting the long defeat.

I still stand behind the guidelines we used when our kids were 12 and under. They were not allowed to play computer games or watch movies when friends were over—we expected them to play in real, physical, and relational ways. I asked visiting kids not to bring over handheld electronics. Screen time was rare; not an everyday event.

Yet culture is a tsunami, bigger and more powerful than two parents, and I always knew we were only buying time. The single most powerful force to push screen life on my kids was school. By seventh grade, teachers informed me that my child had to have an email account. The tsunami was upon us.

At 14, my son now attends one of the most innovative public high schools in our city. He was given his own machine and all schoolwork happens online. I also got him a cell phone, er, I mean a texting machine. I can't really change the fact that no kid will telephone another kid these days, and I don't want him to be totally socially isolated from his new classmates.

At 12, most of my daughter's homework is online. While doing it, it is so easy to check email, look at kitty videos, and see what might be on eBay. (Our "simple living" ethic has made eBay my kids' go-to when purchasing their own designer wear.) So in just a few years, our cyber life has expanded, and I am looking for ways to use the tool well in these teenage years. I know enough not to let my kids have computers in their bedrooms, and I find that they are pretty wise about limiting their own computer use now. Every day, however, brings a new challenge to negotiate.

I am not anti-technology. I understand how the Internet will be a lifeline to my kids. They learn more with the web than I ever could with the set of encyclopedias my parents were so proud of. My son gets into *Brown v. Board of Education by watching interviews, reading papers, and finding multimedia resources from all perspectives. He understands instinctively that there are many voices telling different stories, and he has fine-tuned his critical thinking skills.

Technology helps level the playing field for kids with learning differences in ways that makes learning infinitely easier. It is vastly increasing the body of human knowledge by increasing cooperation and accessibility. It is amazing!

But there are disadvantages. While I would not argue that kids are less fulfilled creating a movie online than building a tree house outside, I do have a strong bias. I want them to love trees, know their birds, and be able to grow food. These learnings are offline.

One bold elementary school principal I know asks parents whose kids are struggling with focus to put their kids on screen vacation. ("I want two months, but almost no parent is willing to do that!") Within a few weeks, this single intervention leads to marked improvement in the student's ability to focus.

For parents who worry that their kid will lose an edge: Numerous studies demonstrate that kids with no or less screen time not only catch up with their

screen-focused peers by mid-teens, but tend to use computer technology more distinctively as a tool instead of allowing it to become an all-consuming activity. I find this to be true with my teenagers.

As parents, we can be as unconscious or resistant as the kids in disciplining life on the screen. Many parents see no potential problem with the continuous monitoring of phones and iPads. We ourselves spend too much time in virtual, online worlds. If we are in denial about some of the more negative consequences of screen-dependent living, we can hardly help our kids find a healthy balance.

*Brown v. Board of Education : アメリカの人種差別に対する1954年の最高裁判決

1. The author describes her own childhood in order to
 - イ. question the way her parents brought her up.
 - ロ. celebrate the beauty of the natural environment.
 - ハ. show appreciation to her grandparents.
 - ニ. justify how she is raising her own children.

2. In paragraph 6 the author states that “screen time was rare; not an everyday event” to make the point that
 - イ. electronic device use was limited.
 - ロ. watching a screen for a long time was bad for your eyes.
 - ハ. children neglected their homework because of using digital devices.
 - ニ. children watched TV endlessly.

3. The author compares culture to a “tsunami” (paragraph 7) to express the idea that culture
 - イ. is stable and predictable.
 - ロ. needs to be avoided as much as possible.
 - ハ. is hard to control.
 - ニ. is a natural part of the human environment.

4. The passage suggests that the author's son and daughter
- イ. try to stay away from technology.
 - ロ. use the Internet to complete homework.
 - ハ. use computers in their bedrooms.
 - ニ. spend too much time online.
5. The passage suggests that technology can increase all of the following EXCEPT
- イ. critical thinking skills.
 - ロ. the democratization of knowledge.
 - ハ. the spread of information.
 - ニ. meaningful communication between parents and children.
6. The result of "screen vacation" (paragraph 13) is that students
- イ. can concentrate better.
 - ロ. fall behind in computer skills.
 - ハ. become less interested in computer technology.
 - ニ. become more addicted to computer technology.
7. The underlined word "edge" (paragraph 14) is closest in meaning to
- イ. advantage.
 - ロ. application.
 - ハ. effect.
 - ニ. offer.
8. The author would most likely agree that digital technology
- イ. has only minor disadvantages.
 - ロ. makes it more difficult for children to share knowledge.
 - ハ. improves children's interest in face-to-face interactions.
 - ニ. should be restricted in its use among children.

9. The most appropriate title for this passage is

- イ. Modern Culture and the Power of Digital Communication.
- ロ. Using the Internet as a Teaching Tool.
- ハ. How Computer Technology Improves Children's Behavior.
- ニ. Raising Kids in a Digital World.

Ⅲ. 次の1～8それぞれの空所を補うのもっとも適当なものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

1. I'm going to buy some groceries, so I need to () cash from my bank.
イ. deposit ロ. exchange ハ. send ニ. withdraw
2. All of the residents in this community are () to use the university library and gym free of charge.
イ. consumed ロ. entitled ハ. provided ニ. subjected
3. Somehow we () to communicate by body language without using English.
イ. found ロ. handled ハ. managed ニ. relied
4. Many business firms have invented () excuses to avoid paying taxes.
イ. elaborate ロ. flexible ハ. genuine ニ. resourceful
5. The stories of the victims of war () our hearts deeply. We will never forget them.
イ. drove ロ. kept ハ. set ニ. touched
6. She has often () her boss down by making silly mistakes.
イ. kicked ロ. let ハ. pushed ニ. put
7. When you () a problem which you can't solve by yourself, try to seek advice from your professor.
イ. eliminate ロ. emerge ハ. encounter ニ. ensure
8. Although the neighbors didn't invite us to their party, we were far () disappointed.
イ. away ロ. beyond ハ. from ニ. off

IV. 次の空所(1)~(6)を補うのにもっとも適当なものを、それぞれ対応する各イ~ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

Dad: How was your day?

Sophie: Great! I sold three hundred dollars' worth of clothes, and my boss says that if I (1) it up I may (2) a raise.

Mom: Well, that's (3).

Dad: Congratulations! That's great! By the way, Sophie, weren't you worried about your history class? How did you do on your history test?

Sophie: I got sixty-two points.

Mom: You got a "D"?

Dad: I have to say we're (4), Sophie.

Sophie: Yeah, me too. Well, I'll (5) it up in the final. You'll see. Can I go now?

Dad: Sophie, please. The three of us agreed that if you couldn't maintain your grades, you'd have to (6) the job.

- | | | | |
|--------------|--------------|-----------------|----------------|
| (1) イ. bring | ロ. keep | ハ. sell | ニ. take |
| (2) イ. do | ロ. get | ハ. give | ニ. want |
| (3) イ. happy | ロ. pleasant | ハ. shocking | ニ. terrific |
| (4) イ. bored | ロ. comforted | ハ. disappointed | ニ. overwhelmed |
| (5) イ. light | ロ. make | ハ. right | ニ. rise |
| (6) イ. pull | ロ. quit | ハ. search | ニ. start |

V. 次の空所(1)~(5)それぞれにもっとも適当な1語を補い、英文を完成せよ。解答は解答用紙の所定欄にしるせ。

Ancient humans made dogs their best friend not once but twice, by domesticating two separate populations of wolves far apart in Europe and Asia. Scientists say present-day genetic analysis reveals a deep internal difference (1) dogs from Europe and those from Asia. At one end lie a large group of closely related European breeds such as the dachshund and pit bull terrier, and at the (2) are Asian dogs that include the Siberian husky and Tibetan mastiff.

People and hounds go way back—they were living together at least 15,000 years ago—but how, why, when and (3) the two species got friendly has been a (4). It was widely believed dogs were tamed just once, with some experts claiming this happened in Europe, and others favoring Central Asia or China.

But a new story emerged when researchers used the inner ear bone from a 4,800-year-old dog unearthed in Ireland. They analyzed its DNA, and then (5) it to the DNA of modern dogs from around the world. Based on this analysis, the researchers found that wolves were domesticated twice, on both sides of the Old World.

【以下余白】

