

英 語

注 意

1. 問題は全部で14ページである。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。**HB**の黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶしなさい。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答が1のとき)

1	●	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
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4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

問題 I 次の英文を読んで、設問に答えなさい。

Many Americans feared that victory in World War II would be followed by a return of 1930s-like hard times. Instead, postwar America experienced a dramatic economic expansion, sustained prosperity, and a huge population increase. Never before in U.S. history had the nation gone through such a boom. The United States led the world by almost any economic measure. It manufactured half the world's goods, got over 40 percent of the world's income, and had by far the highest standard of living. Moreover, the end of the war brought not only an economic boom but a "baby boom" as well. In 1946, 3.4 million babies were born, a 20 percent increase over 1945; this population explosion continued into the early 1960s. This remarkable growth was matched by a faith, shared by a large number of Americans, that society was moving forward and the future would see the continued progress of "free enterprise" and democracy, at home and abroad.

Economists saw these statistics as only the most measurable features of a new kind of economy. Whereas pre-World War II capitalism had gone through cycles of economic success and failure, which created great inequality in wealth and power, the postwar economy was stable, progressive, and democratic. It had not only created wealth but was eliminating rigid economic classes. In the United States the working class was quickly becoming a middle class. Moreover, this "people's capitalism," or "free enterprise" as it was often called, was democratic in nature, and it was flexible enough to be used by the nation to solve the country's social problems. To achieve this end, the government counted on the abilities of the American scientific and business communities. Further, it could embrace government-sponsored welfare measures such as Social Security as well as private welfare benefits provided by American businesses. American capitalism "works quite brilliantly," declared economist John Kenneth Galbraith in 1952. "When at full strength,"

said another economist a few years later, “our economy is a mighty engine of social progress.”

That this “mighty engine” was transforming American society is evident from the government images of the time. During the first few years after the war, photographers continued to capture small town America in photographs similar to those taken by Farm Security Administration (FSA) photographers in the 1930s. In 1946 Russell Lee, who worked for the FSA, took a series of photographs of coal-mining communities around the country for a project supported by the Department of the Interior and the United Mine Workers Union. One of these images, taken in 1946, shows a busy Sunday afternoon street in Welch, West Virginia. Welch was wealthier in 1946 than it had been during the Depression, and cars and fashions had changed, but otherwise Lee’s photo has the look of an earlier era. In contrast, by 1951, State Department photographer, Oliver Pfeiffer was recording a much different street scene. His photograph of Chicago highlights fast-paced urban living and the massive buildings that housed American corporations.

Photos from the postwar years emphasized other changes as well. Ed Latcham’s photograph of Levittown, Pennsylvania, for example, shows one of three suburban housing developments named after the developer William Levitt. Designed to meet the postwar demand for single-family housing, “Levittowns” featured affordable, quickly built homes, nearby shopping and recreation, and school and other community spaces provided by the developer. Critics charged that suburbs like the Levittown were uniform, had few trees, and were racially separated, but they proved very popular, especially among former soldiers returning to peacetime. Levittowns and similar suburban developments seemed to match the dreams of postwar couples who wanted to own their own home away from the city, keep a garden, and concentrate on raising a family.

Photographers also pictured life as it would ideally be lived in the suburbs.

The focus of suburban living was the nuclear family — father, mother, and children not only living under one roof, but relying on each other to meet their needs. This closely knit family, along with modern conveniences and wealth, would bring apparent fulfillment through what historian Elaine Tyler has called “an energized and expressive personal life.” The connection between consumer products and family life can be seen in a photograph, provided to the State Department by Westinghouse Electric Company, of a mother and daughter posing in their shining new kitchen surrounded by conveniently arranged modern equipment. Another scene, this one from the late 1950s, shows a suburban Washington D.C. family watching television together. They are attractive and well dressed, and their home is fashionably furnished. One daughter drinks Coca-Cola. The scene clearly shows domestic happiness.

Of course, not all Americans shared in the economic boom or lived in suburban happiness. The positive spirit of the postwar blinded many to the country’s problems. While most Americans earned more money and lived more comfortably by the late 1940s, millions still struggled in Depression-style poverty. Wealth had especially skipped over southern states such as West Virginia and Kentucky. Photographs made during Russell Lee’s trip to coal-mining regions reveal the depth of this poverty. His portrait of Mrs. John Whitehead, wife of a miner, in the kitchen of her three-room house, reflects the same despair found in the photographs of the camps for temporary workers in the 1930s. Whitehead’s company-owned home had neither running water nor electricity. She and her children were dirty, poorly fed, and without hope of improving their lives. She was not alone. In 1947 one-third of all American homes had no running water, two-fifths had no toilets, and three-fifths had no central heating.

設問 本文の内容から考えて、下線部の空欄を埋めるのに最も適切なものを、
a, b, c, dの中から一つ選んで、解答欄のその記号をマークしなさい。
解答用紙(その1)使用。

1. Many Americans expected that following World War II life would be _____.
 - a) much the same as it was before the war
 - b) quite dramatic and exciting
 - c) unlike any other period in U.S. history
 - d) very wealthy

2. After the war, America _____ in the world.
 - a) bought half of the goods produced
 - b) had far from the highest standard of living.
 - c) had the largest population
 - d) received over a third of the money made

3. The baby boom lasted from _____.
 - a) the 1930s to 1946
 - b) 1945 to 1946
 - c) 1945 to the 1960s
 - d) 1946 to the 1960s

4. One effect of the postwar American economy was to cause _____.
 - a) a narrowing of the difference between the working and middle classes
 - b) greater interest in democracy
 - c) large differences in wealth and power between people
 - d) severe cycles of economic success and failure

5. The photographs taken of coal-mining communities in 1946 by Russell Lee show _____.
- a) cars and fashion had changed but not much else
 - b) fast-paced lifestyles and large skyscrapers
 - c) great changes since the 1930s
 - d) that nothing had changed since the 1930s
6. One criticism of the postwar suburban housing developments was that _____.
- a) the houses all looked similar to each other
 - b) the houses were too expensive
 - c) there weren't enough schools nearby
 - d) they were too far from the major cities
7. Photographs of happy family life in the suburbs of America in the 1950s show _____.
- a) family members surrounded by new kitchen equipment, televisions and furniture
 - b) parents, grandparents, and children living happily together
 - c) that everyone drank Coca-Cola
 - d) that no one was well dressed
8. The wealth of the postwar years in America was _____.
- a) not shared by many living in southern states
 - b) only shared by a few people
 - c) restricted to those living in closely knit families
 - d) shared by everyone

9. Mrs. Whitehead and her family _____.
- a) could not afford to pay for electricity
 - b) lived in housing provided by a company
 - c) owned their own three-room house
 - d) were temporary workers
10. In postwar America, in 1947, _____.
- a) a third of American homes had no electricity
 - b) everybody lived very comfortably
 - c) less than half the homes had toilets
 - d) more than half the homes had no central heating

問題Ⅱ 次の英文を読んで、下線部(1)、(2)を日本語に訳しなさい。解答用紙(その2)使用。

The question still puzzles scientists, but there are now several interesting theories that explain our need for a daily nap. A growing body of evidence from both science and history suggests that the eight-hour sleep may be unnatural. Some people need eight hours. Others can exist on four. But the bottom line is that everybody needs sleep — it is as essential as breathing and eating. Yet, despite decades of study, scientists still do not know why we do it.

However, there are some interesting clues and theories. One obvious clue is that we all feel better after a good night's sleep, and much worse without a decent night's rest. In humans the need for sleep gets so strong after a few days that nothing will keep one awake — with reports of people falling asleep standing up on the subway, or listening to very loud music on their headphones. Within days of having no sleep, people report confusion and forgetfulness. (In case you are wondering, the world record for going without sleep is eleven days.)

But saying that we sleep because we are tired is rather like saying we eat because we are hungry — it is why we sleep, but not necessarily why we need it. One theory that has emerged in recent years is that sleep helps us to process and maintain new memories. Our memory system is a psychological wonder, and several studies have suggested that sleep provides some behind-the-scenes maintenance. For instance, Matthew Walker and colleagues from the University of California gave volunteers tests like remembering sequences of patterns fired at them on a computer. Half the volunteers learned these patterns in the morning, and half in the evening. To test their memories he got them back into the lab — the morning learners returned after a full day of being awake, the evening learners came back after a night's sleep. Sure

enough, those who were allowed to sleep had better recall of the test patterns.

By the way, there is good news for nap lovers. Similar comparisons indicate that you can improve memory from a daytime nap. So, if you have been studying or working hard in the morning, do not be too hard on yourself if you want to close your eyes for a while.

One school of thought is that sleep aids our memories by refreshing and reorganizing them without interfering with our waking thoughts. This idea is supported by several studies using methods that record the brain directly. For instance, when rats were trained to find their way out of a complicated structure, their brains produced the same patterns during sleep as when they had carried out the task. This suggests that the brain was reconstructing the experience. A rest might help ease bad experiences, too. A study published last year by Walker's group has posed the interesting suggestion that the brain might also deal with the memory of unpleasant events during sleep.

問題Ⅲ 次の設問に答えなさい。解答用紙(その3)使用。

(1) 次の文を英語に訳しなさい。

最近のある研究によると、一週間に数回、30分くらいのジョギングをする人は、長生きする可能性が高いそうだ。

(2) ()内の語の順序を入れ替えて、それぞれ最も適切な英文を作りなさい。ただし、不要な語一語を除いて、すべての語を一度ずつ使うこと。

1. Do everything (can / for / make / most / of / the / this / to / you) chance.
2. Psychologists want to understand (aren't / control / how / people / power / to / use) others.
3. Passing by the department store, she (coats / in / looked / nice / noticed / the / window).
4. The prime urban locations of leading department stores (appealing / are / making / proving / shops / to) that have traditionally specialized in selling goods in suburban areas.

問題Ⅳ 次の設問について、50語程度の英文を書きなさい。解答用紙(その4)使用。

If you could start your own company, what would it be, and why?

次の **問題 V** は英米文学科 A 方式志願者のみ解答のこと。(フランス文学科 A 方式・日本文学科 B 方式・比較芸術学科・教育学科・心理学科受験者は 13 ページの **問題 V** に解答のこと。)

問題 V リスニング問題。聞き取った内容から考えて、下線部の空欄を埋めるのに最も適切なものを、a, b, c, d の中から一つ選んで、解答欄のその記号をマークしなさい。解答用紙(その 1)を使用。

1. Lawrence Page's father was a professor of _____.
 - a. business
 - b. computer science
 - c. journalism
 - d. mathematics

2. Larry Page completed his undergraduate degree in computer engineering at _____.
 - a. Michigan State University
 - b. Stanford University
 - c. the University of California
 - d. the University of Michigan

3. While he was an undergraduate student, Larry Page was also interested in _____.
 - a. publishing magazines
 - b. the World Wide Web
 - c. transportation technology
 - d. video games

4. Sergey Brin was _____.
- a. a fellow graduate student of Larry's
 - b. a fellow undergraduate student of Larry's
 - c. a friend of Larry Page's father
 - d. one of Larry's professors
5. While he was a graduate student, Larry Page became interested in _____.
- a. how to build computers
 - b. how to improve ways of searching the Internet
 - c. methods for counting how many people used web sites
 - d. methods for designing colorful and attractive web sites
6. One thing Larry Page and Sergey Brin had in common was that they both _____.
- a. attended the same kind of school as a child
 - b. grew up in northern Maryland
 - c. had a father called Michael
 - d. were immigrants from Russia
7. Sergey Brin made a web site that could be used to _____.
- a. determine which movies were popular
 - b. download scientific documents
 - c. forecast the weather
 - d. translate other languages into English

8. The name Larry and Sergey gave to the first version of their program was _____.
- a. BackRub
 - b. Google
 - c. HTML
 - d. PageRank
9. For a time, Larry and Sergey worked together in _____.
- a. Larry Page's family home
 - b. Larry Page's room at university
 - c. Sergey Brin's family home
 - d. Sergey Brin's room at university
10. Immediately after they had started their company in 1998, Larry and Sergey began to work in _____.
- a. a new office building
 - b. a parking space
 - c. Mountain View, California
 - d. someone's garage

8. He will be _____ odds for the first time with the hordes of his supporters who could not hide their disappointment over his comment on the news.
- a . at b . in c . of d . on
9. Please try to persuade anyone contemplating _____ this method in the future to seek advice from a doctor.
- a . had used b . to have used c . to use d . using
10. Now that the government has _____ the ban on going abroad, I'm off to America to see my old friend.
- a . laid b . lied c . lifted d . liken

