

英 語

注 意

1. 問題は全部で15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	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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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。

I 次の英文を読み、続く設問文1～10について、内容から考えて最も適切な選択肢を①～④の中からひとつずつ選びなさい。

A woman walks into the Kings Church Centre, her hands thrust deep into the pockets of a sports jacket twice her size. She's only been in the city for two weeks and she's hungry. The only clue about what the centre offers is the sight of some volunteers sorting through tins behind a counter, indicating that Kings Church Centre is hosting a kind of public facility that is spreading across Britain: a food bank.

More people are visiting food banks every day. There are now over 200 operating across the UK, serving everywhere from the densely concentrated poverty of inner city London to the rural poverty of Okehampton and the isolated highlands around Inverness. The biggest is in Coventry, where over 7,000 people have walked away with free packs of tinned food, sugar and tea since it launched last year. In a time of economic decline, the number of people visiting food banks doubled to 128,967 last year. With no sign of the economy recovering, experts predict that they will be serving over half a million people by 2015. Two more open every week.

“Inflation in food prices, rising living costs and falling wages all push people to count their pennies, and a huge volume of people are finding that they can't make it to the end of the week,” says Chris Mould, executive chairman of the Trussell Trust which operates the only network of food banks in the UK.

The first food bank appeared in Salisbury in 2000. It was the initiative of Paddy and Carol Henderson, who had returned to Britain after years of working with children leaving state orphanages in Bulgaria. They were surprised when a Salisbury mother — having read about their work in the local paper — complained to them that while she was pleased they were helping hungry children in eastern Europe, she didn't have any food for her own family

that night. Today, the Salisbury food bank is a busy centre in a church building. Clients munch baked beans on toast at tables with cheery gingham cloths and silk flowers. Volunteers joke and clatter about in a small kitchen area. It's the opposite of the Dickensian image of poverty.

Everyone has their own story about why they came to a food bank and many factors come into play, but the Trussell Trust estimates 29% of all those referred to the food bank are there because of a benefit stoppage. Some of the most vulnerable are left with nothing. But benefits are not the only reason. A further 20% come after the refusal of a crisis loan. Low pay is more commonly cited as a reason for seeking help than unemployment, with some 19% of food bank visitors finding that their wages cannot meet basic costs. Visitors have been let down by the market as well as the state.

Portsmouth food bank operates on the same principle to those across the UK. Those in need are given vouchers by partner agencies — Sure Start centres, social services, schools etc. — and that entitles you to a free bundle of soup, beans, rice pudding, tinned tomatoes, tea, cereal and other basics. The food is nutritionally balanced, but the supply isn't endless. Each voucher entitles you to three days worth of food, and each guest is only allowed three vouchers. Food banks are supposed to provide help in a crisis, not a long-term supply.

Although the need for food banks might be dark, their existence offers hope. With no government funding, they are a fantastic example of community action. According to the Trussell Trust, some 1,225 tonnes of food were donated last year, distributed by some 4,360 volunteers in partnership with 1,423 schools and 2,025 churches. The organization is religious, but their help comes with no ties, and most of the food comes from local donations.

Dotted around Portsmouth's supermarkets you'll see donation points where you can give away one or two items from your weekly shop. Volunteers stand outside shopping centres with lists of particular things they'd love you to pick up.

“Local communities are really bothered about the impact of the recession,” says Chris Mould, who eventually wants to see some 700 food banks across the country. “As soon as you highlight that their neighbours are suffering, people want to do something. It’s very heartwarming. They will help if there’s something practical they can do.”

They call it a food “bank” for a reason. They can be viewed as a form of give-and-take as volunteers are encouraged to leave a deposit today, because tomorrow they might need to make a withdrawal. People who have relied on food banks to get them through a crisis often come back when they’re on their feet, walking in with overflowing bags of shopping and smiling because they want to give something back. This builds ownership. When a community is asked to help it makes them think about the poverty on their doorstep. It forces them to engage with poverty and take responsibility for it in a way that blind state services might not. This is important.

1. Where are food banks in the UK generally found?

- ① Mostly in inner cities.
- ② Mostly in isolated regions.
- ③ Mostly in the countryside.
- ④ Spread throughout all UK regions.

2. Which of these figures is true about food banks?

- ① Around 1.3 million people visited them last year.
- ② By 2015 around 500,000 people will be using them.
- ③ There are 200 food banks in London.
- ④ There are 2,000 food banks in Salisbury.

3. What prompted Paddy and Carol Henderson to open the first UK food bank?
- ① They copied the idea from Bulgaria.
 - ② They had read about food banks in a local paper.
 - ③ They were responding to an appeal from a Salisbury mother.
 - ④ They were worried about Bulgarian orphans.
4. What is the atmosphere like in the Salisbury food bank today?
- ① It has a depressing atmosphere.
 - ② It has a happy atmosphere.
 - ③ It has a quiet atmosphere.
 - ④ It has a worrying atmosphere.
5. Which of these is the smallest factor in the current need for food banks?
- ① Low pay.
 - ② Rejected loans.
 - ③ The benefit system.
 - ④ Unemployment.
6. What limitation is mentioned with regard to the food bank in Portsmouth?
- ① People cannot rely on the food bank for permanent support.
 - ② The food bank does not receive enough vouchers from its partner agencies.
 - ③ The food that is given out only includes luxury items.
 - ④ The food that is given out is of low nutritional value.

7. What is true about the Trussell Trust?

- ① They are a useless example of community action.
- ② They are supported financially by the government.
- ③ They depend on voluntary contributions.
- ④ They provide help to anyone who is willing to become active in the church.

8. What is happening around Portsmouth's supermarkets?

- ① Hungry people are begging for food.
- ② Hungry people tell volunteers what they'd like to eat.
- ③ Volunteers ask the supermarket to donate one or two items per week.
- ④ Volunteers request specific donations from shoppers.

9. What effect of food banks can be seen in local communities?

- ① Local people are not bothered about food banks.
- ② Local people respond well to practical suggestions for help.
- ③ Local people do not want to help with a practical contribution.
- ④ The food banks have caused local people bother.

10. Why are food banks an example of give-and-take?

- ① Everyone is expected to pay for the food at some point in the future.
- ② Only people who have donated food in the past can receive food.
- ③ People who received food in the past often donate food later.
- ④ People who receive food must do voluntary work for the community.

II

下線部⑪～⑭と最も意味の近い単語や語句を選択肢①～④から選びなさい。

Are gadgets making us dumber? Two new studies suggest they might be. One found that people who are interrupted by technology score 20 percent lower on a standard cognition test. A second demonstrated that some students, even when on their best behavior, can't concentrate on homework for more than two minutes without distracting themselves by using social media or writing an email. ^⑪

We've known for a while that distractions hurt productivity at work. Depressing research by Gloria Mark at the University of California, Irvine, says that typical office workers only get 11 continuous minutes to work on a task before interruption. With the prevalence of smartphones, the problem of tech-driven multitasking — juggling daily tasks with email, text messages, social media etc. — is coming to a head. ^⑫

Multitasking has been the subject of popular debate, but among neuroscientists, there is very little of that. Brain researchers say that what many people call multitasking should really be called “rapid toggling” between tasks, as the brain focuses quickly on one topic, then switches to another, and another. As all economics students know, switching is not free. It involves “switching costs” — in this case, the time it takes to adjust your mind from one topic to another.

Researchers say only the simplest of tasks are candidates for multitasking, and all but one of those tasks must involve automaticity. If you are good at folding laundry, you can probably fold laundry and watch TV at the same time, for example. ^⑬

Despite this concern among brain scientists, many people overestimate their ability to multitask, such as the college student who thinks he can text and listen to a lecture simultaneously. He cannot, says brain expert Annie Murphy Paul, who writes “The Brilliant Blog.” ^⑭

“Multitasking while doing academic work — which is very, very common among young people — leads to spottier, shallower, less flexible learning,” Paul warned in a recent column. The two studies mentioned above emphasize this point.

In the first, Alessandro Acquisti and Eyal Peer at Carnegie Mellon University recruited 136 college students to take a standard test of cognitive abilities, and invented a controlled method of distraction. Test-takers were interrupted via instant message, which they were told contained important additional instructions, during the exam.

The interrupted group answered correctly 20 percent less often than members of a control group. The test might seem a bit artificial, however, because the control group was pretty unrealistic. It’s hard to find a group of college students who could take a test without being interrupted by gadgets.¹⁵

Larry Rosen, a professor at California State University-Dominguez Hills, attempted to quantify how often students are distracted by technology while studying. Even under ideal circumstances, the results were terrible.¹⁶

Rosen’s observers followed 263 students into their normal study environments — bedroom, library, den — and told them to work on an important school assignment for 15 minutes. Even knowing they were being watched, the students couldn’t resist texting or using social media. So-called “on-task” behavior started declining at about the two minute mark, and overall, only 65 percent of the time was used on schoolwork.

The two studies, published closely together, generated strong reaction, particularly from students. “Yes, we text in class, but if my grade in that class is an A or a B, I don’t see why it’s a problem,” wrote one student to Paul.¹⁷

It’s a big problem for both students and adults, Paul counters, for plenty of reasons. Assignments inevitably take longer when learners split their time between tasks, she says. All that task-switching wears out the brain and makes learners more tired and less competent. Most important, several¹⁸

14. ① at the same time ② one after another
 ③ one at a time ④ time after time
15. ① believable ② improbable
 ③ manageable ④ reasonable
16. ① conditions ② discussions
 ③ ideas ④ outcomes
17. ① broke up ② brought about
 ③ gave up ④ took away
18. ① capable ② educated
 ③ ignorant ④ useless
19. ① hold on ② let out
 ③ put off ④ speed up
20. ① contradiction ② experiment
 ③ opposition ④ proof

III

A. 次の会話文を読み、空所に最も適した選択肢を①～④の中からひとつずつ選びなさい。

Tom: One of the most intelligent people I know is a ten-year-old boy from Egypt. He doesn't go to school and he works on a street in Cairo, in one of the touristy areas. And he sells things like small statues of the pyramids, things like that, to tourists. Now, the reason I say he's intelligent is that he can sell you something in about fifteen languages. I once (21) an afternoon watching him and it was incredible.

Lucy: (22) did he learn the languages?

Tom: I asked him that and he said he learned them by talking to tourists.

Lucy: That is quite amazing.

Tom: So anyway, that's my example. Like I said, he doesn't go to school but, for me, he's super-intelligent. What about you?

Lucy: I can think of loads of people who don't have any qualifications but are able to do really difficult things. I've got a friend, for example, who built his own house. He just taught himself how to do it, bought a piece of land, bought the materials and the equipment and just did it. No qualifications, no certificates, no university degree. In my view, that's a real (23) kind of intelligence.

Tom: I couldn't do that.

Lucy: Let me give you another example. I've got another friend who takes parts of old cars and makes new cars from them. He does it on the weekend as a way to relax. And the new car actually (24)!

Tom: I couldn't do that either.

Lucy: I wouldn't know where to start. But, you know, having said that, I do think qualifications are useful in some ways. I mean, for one thing,

B. 空所に最も適切な単語を選びなさい。ただし同じ単語を2回以上用いてはいけません。

26. A : Are you looking for a particular book?

B : It's OK. I'm just ().

27. A : I would like to ask a () of you, George.

B : Sure. What can I do for you?

28. A : So you are going to spend the summer vacation in Hawaii. Are you going to leave your apartment in Tokyo vacant?

B : No, we are going to () it to a family from Finland.

29. A : I'm () up with this hairstyle.

B : Oh, you must be ready for a change.

30. A : What shall I wear to () the wedding? I have no formal wear.

B : Why don't you get a tuxedo? I am sure you will look good.

31. A : Have you read all the series of *Harry Potter* already?

B : Oh, yes! You can't stop reading them until the last page. They are all () stories.

32. A : May I () the deer in Nara Park?

B : Yes. Purchase the special cookies named *shika-senbei*.

33. A : What () is the soup of this *ramen*?

B : It is *tonkotsu*, pork bone broth.

34. A : What did your doctor say?

B : Well, () easy on fatty foods, walk for half an hour every day,
and don't smoke.

35. A : Do you get () before having breakfast?

B : No, usually I just bite on some toast in my pajamas.

- ① arresting ② attend ③ browsing ④ dressed ⑤ favor
⑥ fed ⑦ feed ⑧ flavor ⑨ go ⑩ rent

IV

次の空欄に入る最も適切な語句を1つ選び、記号をマークしなさい。

36. Ancient Mexican culture is renowned () its architecture.
① after ② down ③ for ④ over
37. Why don't you take a nap? I know you stayed () late last night.
① at ② for ③ up ④ with
38. The man gave his wife a gorgeous () of earrings.
① cake ② loaf ③ pair ④ slice
39. The town is still recovering from the () heavy rainfall.
① future ② forthcoming ③ recent ④ soon
40. The doctor asked Mary to refrain () eating fast food as part of her diet.
① about ② from ③ under ④ with
41. I don't want to () you, but someone went into your car last night and stole the GPS.
① above ② alarm ③ anxious ④ surprising
42. One religion in India will not () cows, because it believes that they are sacred.
① harm ② protest ③ resemble ④ worship
43. Could you call a taxi () me at 7 tomorrow morning?
① along ② for ③ of ④ up

