

# 英 語

## 注 意

1. 問題は 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	<input checked="" type="radio"/>	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
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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。

1 次の英文を読んで、設問に答えなさい。

By the time a poor child is 1 year old, she has most likely already fallen behind middle-class children in her ability to talk, understand and learn. The gap between poor children and wealthier ones widens each year, and by high school it has become a chasm<sup>(a)</sup>. American attempts to close this gap in schools have largely failed, and a consensus<sup>(b)</sup> is starting to build that these attempts must start long before school — before preschool, perhaps even before birth.

There is no consensus, however, about what form these attempts should take, because there is no consensus about the problem itself. What is it about poverty that limits a child's ability to learn? Researchers have answered the question in different ways: Is it exposure to lead<sup>1</sup>? Character issues like a lack of self-control or failure to think of future consequences? The effects of high levels of stress hormones? The lack of a culture of reading?

Another idea, however, is creeping into the policy debate: that the key to early learning is talking — specifically, a child's exposure to language spoken by parents and caretakers from birth to age 3, the more the better. It turns out, evidence is showing, that the much-ridiculed stream of parent-to-child baby talk — “Feel Teddy's nose! It's so soft!” “Cars make noise, look, there's a yellow one!” “Baby feels hungry? Now Mommy is opening the refrigerator!” — is very, very important.

The idea has been successfully put into practice a few times on a small scale<sup>(A)</sup>, but it is about to get its first large-scale test, in Providence, Rhode Island. In Providence, only one in three children enter school ready for kindergarten reading. The city already has a network of successful programs in which nurses, mentors, therapists and social workers regularly visit pregnant women, new parents and children in their homes<sup>(C)</sup>, providing medical attention and advice, therapy, counseling and other services. Now Providence

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<sup>1</sup>A harmful chemical often contained in household paint

will train these home visitors to add a new service: creating family conversation.

The Providence Talks program will be based on research by Betty Hart and Todd R. Risley at the University of Kansas. Hart and Risley were studying how parents of different socioeconomic backgrounds talked to their babies. Every month, the researchers visited the 42 families in the study and recorded an hour of parent-child interaction. They were looking for things like how much parents praised their children, what they talked about, whether the conversational tone was positive or negative. Then they waited till the children were 9, and examined how they were doing in school. In the meantime, they transcribed and analyzed every word on the tapes — a process that took six years. “It wasn’t until we’d collected our data that we realized that the important variable was how much talking the parents were doing,” Risley told an interviewer later.

All parents gave their children directives like “Put away your toy!” or “Don’t eat that!” But interaction was more likely to stop there for parents on welfare<sup>2</sup>, while as a family’s income and educational levels rose, those interactions were more likely to be just the beginning.

The disparity was staggering. Children whose families were on welfare heard about 600 words per hour. Working-class children heard 1,200 words per hour, and children from professional families heard 2,100 words. By age 3, a poor child would have heard 30 million fewer words in his home environment than a child from a professional family. And the disparity mattered: the greater the number of words children heard from their parents or caregivers before they were 3, the higher their IQ and the better they did in school. TV talk not only didn’t help, it was detrimental.

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<sup>2</sup>Monetary assistance from the government

Hart and Risley later wrote that children's level of language development starts to level off when it matches that of their parents — so a language deficit is passed down through generations. They found that parents talk much more to girls than to boys (perhaps because girls are more sociable, or because it is Mom who does most of the care, and parents talk more to children of their gender). This might explain why young, poor boys have particular trouble in school. And they argued that the disparities in word usage correlated so closely with academic success that kids born to families on welfare do worse than professional-class children entirely because their parents talk to them less. In other words, if everyone talked to their young children the same amount, there would be no racial or socioeconomic gap at all. (Some other researchers say that while word count is extremely important, it can't be the only factor.)

While we do know that richer, more educated parents talk much more to their children than poorer and less educated ones, we don't know exactly why. A persuasive answer comes from Meredith Rowe, now an assistant professor at the University of Maryland. She found that poor women were simply unaware that it was important to talk more to their babies — no one had told them about this piece of child development research. Poorer mothers tend to depend on friends and relatives for parenting advice, who may not be up on the latest data. Middle-class mothers, on the other hand, get at least some of their parenting information from books, the Internet and pediatricians. Talking to baby has become part of middle-class culture; it seems like instinct, but it's not.

(1) 下線部(A)を日本語に訳しなさい。(解答用紙その2を使用すること)

(2) 下線部(B)を日本語に訳しなさい。(解答用紙その2を使用すること)

(3) 下線部(a)~(j)の意味に最も近い単語を下の①~④の中からそれぞれ1つずつ  
選び、解答欄  ~  にその番号をマークしなさい。(解答用紙その1を使  
用すること)

(a) chasm

- ① abbreviation    ② acquittal    ③ abyss    ④ approval

(b) consensus

- ① margin    ② contrast    ③ agreement    ④ complaint

(c) mentors

- ① priests    ② advisors    ③ salesmen    ④ clowns

(d) praised

- ① punished    ② reviewed    ③ complimented    ④ assisted

(e) transcribed

- ① wrote out    ② translated    ③ bought up    ④ sharpened

(f) variable

- ① factor    ② price    ③ belief    ④ release

(g) disparity

- ① certainty    ② similarity    ③ description    ④ contrast

(h) detrimental

- ① educational    ② dependent    ③ harmful    ④ fundamental

(i) correlated

- ① differed    ② copied    ③ matched    ④ varied

(j) persuasive

- ① convincing    ② constraining    ③ confounding    ④ contriving

(4) 次の1)~9)の各文について、本文の内容と一致するものには①を、一致しないものには②を選び、解答欄  ~  にその番号をマークしなさい。(解答用紙その1を使用すること)

- 1) Listening to television conversations doesn't help young children learn language.
- 2) Parents tend to talk much more to male children than female children.
- 3) Hart and Risley investigated how children of different socioeconomic backgrounds talked to their parents.
- 4) Parents should avoid talking to children under three years of age and focus more on 4 to 5 year-olds.
- 5) Children of parents receiving welfare tend to have stronger verbal skills and IQs.
- 6) When family income levels rise, children are likely to hear more spoken language in the house.
- 7) Silly comments such as: "Mommy is putting on your shoes!" are good to use with infants.
- 8) Meredith Rowe believes that poorer mothers purposely ignore valuable advice from experts.
- 9) Children should not be exposed to high amounts of lead.

2. 次の(1)~(10)の英文の下線部の意味に最も近い語句を下の①~④の中からそれぞれ1つずつ選び、解答欄 20 ~ 29 にその番号をマークしなさい。(解答用紙その1を使用すること)

- (1) I came across these old photos when I was straightening up the attic. 20  
① misplaced      ② developed      ③ found      ④ flashed
- (2) To get the company to consider our offer, we are going to have to iron out all of our tax problems. 21  
① resolve      ② realize      ③ return      ④ rejoin
- (3) While not illegal in most states, driving while not wearing shoes is frowned upon by most police officers. 22  
① supported      ② discouraged      ③ copied      ④ transformed
- (4) To really get ahead in the computer industry, one must hire a knowledgeable designer. 23  
① fashion      ② confuse      ③ delete      ④ succeed
- (5) If all your friends chip in, we can get the car washed by noon. 24  
① brighten      ② help      ③ authorize      ④ maintain
- (6) I don't know how my parents expect me to live off the small allowance they send me each month. 25  
① survive on      ② catch on      ③ bring on      ④ insist on
- (7) Due to a lack of space at the hotel, the brass band members had to double up. 26  
① leave early      ② play faster      ③ share accommodation      ④ steal sheets
- (8) Since we were running out of time, our hosts threw together a simple supper of salad and soup. 27  
① improvised      ② dropped      ③ encouraged      ④ pounded

(9) Despite the professor's schedule, she took pains to explain all of the exam's intricacies. 28

- ① drove            ② strove            ③ moved            ④ proved

(10) Though he had many successful years with the firm, he was repeatedly passed over for promotion. 29

- ① involved            ② issued            ③ inspected            ④ ignored



3

次の(1)~(10)の各組の最初の英文を参考にして、→以下の英文の( )の中に入る最も適当な単語を下の〈単語リスト〉から1つずつ選び、解答欄に記入しなさい。同じ単語を2度以上使用しないこと。(解答用紙その2を使用すること)

(1) As my uncle John was fond of saying: "Nothing beats a strong cup of coffee in the morning."

→Upon ( ), my uncle John preferred coffee to other warm beverages.

(2) Dale has a reputation for laziness, but when the situation calls for it, he can work just as hard as the next guy.

→Though Dale is lazy by nature, he can come through when ( ).

(3) Two hurricanes in as many years finally convinced the Snyders' to move away from the coast.

→After two ( ) years of bad weather, the Snyder family moved inland.

(4) Repeated mechanical problems and bad customer service left the carmaker with a black eye.

→The company's ongoing mistakes resulted in it having a poor ( ).

(5) The middle-aged photographer held up a small, pink, toy monkey to get young children to smile.

→The children found the colorful doll more ( ) than the man operating the camera.

(6) Excessively strict new rules such as: no portable music players, no hats, and no jewelry, made the gym more like a prison and less a place to enjoy exercise.

→New gym management should ( ) the viewpoint of the customer when deciding policy.

(7) With the reality of terrorist attacks ever-present on the minds of the flying public, many now rely on train travel to get around.

→Trains are viewed by some as a safer ( ) to planes in dangerous times.

(8) It bothered Gary that, despite having well over ten different honorifics in their own native language, his English students rarely used “Mister” before his surname.

→Language is more than simply a tool for communication. It is also a set of cultural codes that, when adhered to, convey ( ) to the listener.

(9) With the judges watching her every move on the ice, the skater folded under the pressure.

→She was unable to maintain her ( ) due to the immense demands of a live performance.

(10) As there are only five new spots available per year, demand for the nursery school can really heat up.

→Parents invest a great deal of time and effort to ( ) a space in the popular learning institution.

〈単語リスト〉

<i>reputation;</i>	<i>deference;</i>	<i>consider;</i>	<i>interesting;</i>
<i>secure;</i>	<i>waking;</i>	<i>necessary;</i>	<i>alternative;</i>
<i>consecutive;</i>	<i>composure;</i>		

4 次の会話文について、設問に答えなさい。

*It's February 2014 and Tricia, Laura and Jessie are at the Eastern Georgia University cafeteria, discussing their first few days of the new semester...*

Tricia: I can't believe how many classes are already closed... I need to find two more courses to take or I'm not graduating this fall!

Laura: Don't even say that! If you don't graduate, your mom will kill you!

Tricia: I know, I know — 30 to take extra credits this semester, just in case!

Jessie: What about Lacrosse practice? Are you 31 ?

Tricia: Of course not. I'll just have to schedule my classes in the afternoons...

Laura: Good luck! Professor Murphy's 'Advanced Biology' 32 on Monday, Wednesday and Friday...

Tricia: No way! I took 'Human Anatomy' first period last spring and 33 !

Jessie: College students 34 wake up before eight...

Laura: You guys can't be so picky — required classes 35 last year.

Tricia: Yeah, but it's 36 around!

*Both friends laugh. Andrea, another friend, joins the conversation.*

Andrea: What's up, ladies?

Jessie: Tricia and Laura are about to repeat another year of college.

Andrea: I can't understand why you all don't 37 . I finished my science credits last July with Professor Taylor.

Jessie: Hello?! When do you want us to go to Italy?

Andrea: I'm just saying...

Laura: Are you taking Professor Bryant's 'Issues in Psychology' course on Tuesdays?

Andrea: Yes, and it's packed! If you want in, you'd better go to her office. I heard she 38 with 'A' averages in her class.

Laura: That's good to know. Jessie, Tricia, do you guys want to come with me?

Jessie: No, I'm taking Professor Lopez's 'Spanish 410' for my business minor and 39 to buy. I can meet you at my dormitory tonight for pizza, though!

Tricia: Does that work for everybody? We'll meet up later at Jessie's and trade stories!

(1) 下線部 30 ~ 39 に入る最も適当なものを次の選択肢①~⑩の中から1つずつ選び、解答欄 30 ~ 39 にその番号をマークしなさい。ただし、同じ文は1度しか使用してはならない。(解答用紙その1を使用すること)

- ① only allows graduating seniors
- ② was absolutely dead in the afternoons
- ③ are super full since E.G.U. went coed
- ④ going to quit the team
- ⑤ she made me promise
- ⑥ much more fun to have boys
- ⑦ just take classes over summer term
- ⑧ is only offered first period
- ⑨ aren't supposed to
- ⑩ I need to find out what books

(2) 会話文の内容に合致するように、1)～5)の各設問に対して最も適当なものを①～④の中からそれぞれ1つずつ選び、解答欄40～44にその番号をマークしなさい。(解答用紙その1を使用すること)

1) Who is most likely to participate in a sport? 40

- ① Andrea            ② Tricia            ③ Laura            ④ Jessie

2) Which of the following teachers' classes is hardest to get into? 41

- ① Professor Murphy's            ② Professor Lopez's  
③ Professor Bryant's            ④ Professor Taylor's

3) What is the reason Jessie gives for not wanting to follow Andrea's advice about scheduling? 42

- ① Early wake-up time            ② Jealous boyfriend  
③ Part-time job            ④ Travel abroad

4) Until the previous year, Eastern Georgia University had none of which of the following? 43

- ① Foreign students            ② Handicapped students  
③ Male students            ④ Poor students

5) Who seems least bothered with the idea of attending summer classes? 44

- ① Laura            ② Tricia            ③ Jessie            ④ Andrea

5 次の日本語 1)～5) の意味を表わすように、①～⑩内の単語を並べ替えて正しい英文にすると、(4)と(7)にそれぞれ入れる最も適当な単語を下の①～⑩の中から1つずつ選び、解答欄 45 ～ 54 にその番号をマークしなさい。(解答用紙その1を使用すること)

1) 母親が入院中の子供たちの面倒を近所の人が見るのはごく普通に期待されていたものでした。

= Looking after children while ( 1 ) ( 2 ) ( 3 ) ( 4 )  
( 5 ) ( 6 ) ( 7 ) ( 8 ) ( 9 ) ( 10 ) of a neighbour's duty.

- ① hospital      ② to      ③ normal      ④ be  
⑤ the      ⑥ used      ⑦ expectation      ⑧ were  
⑨ in      ⑩ mothers      (4)の解答欄 45, (7)の解答欄 46

2) ヘンリーがシカゴに着くと、自分が6月に受けたのと同じ訓練を新人がやっていることを知りました。

= Henry arrived in Chicago to ( 1 ) ( 2 ) ( 3 ) ( 4 )  
( 5 ) ( 6 ) ( 7 ) ( 8 ) ( 9 ) ( 10 ) done in June.

- ① the      ② new      ③ his      ④ same  
⑤ had      ⑥ colleague      ⑦ training      ⑧ doing  
⑨ he      ⑩ find      (4)の解答欄 47, (7)の解答欄 48

3) 学校の予算が削られたので、家庭が支払わないかぎり子供たちを遠足に連れていくのはむずかしくなりました。

= As school budgets were cut, it ( 1 ) ( 2 ) ( 3 ) ( 4 )  
( 5 ) ( 6 ) ( 7 ) ( 8 ) ( 9 ) ( 10 ) could pay.

- ① to      ② families      ③ trips      ④ unless  
⑤ on      ⑥ became      ⑦ children      ⑧ take  
⑨ their      ⑩ harder      (4)の解答欄 49, (7)の解答欄 50

4) マーガレット・サッチャーの経済政策は英国の経済を発展させるのにそれほど成功したわけではありません。

=Margaret Thatcher's ( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 )  
( 6 ) ( 7 ) ( 8 ) ( 9 ) ( 10 ) economy.

- ① successful      ② developing      ③ economic      ④ in  
⑤ very            ⑥ the            ⑦ were            ⑧ not  
⑨ British        ⑩ policies            (4)の解答欄 51, (7)の解答欄 52

5) その国では教育を受けていない人びとがきちんとした生計をたてられる機会はほとんどありません。

=There are ( 1 ) ( 2 ) ( 3 ) ( 4 ) ( 5 ) ( 6 )  
( 7 ) ( 8 ) ( 9 ) ( 10 ) in that country.

- ① for              ② people            ③ a                  ④ fewer  
⑤ earn            ⑥ decent            ⑦ opportunities    ⑧ to  
⑨ uneducated    ⑩ living            (4)の解答欄 53, (7)の解答欄 54

