

① A 2012年度 英語 (医学部医学科)

問題冊子 (1～6ページ)

注意事項

- (1) 試験開始の合図があるまで、この問題冊子の中を見ないこと。
- (2) 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に申し出ること。
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- (4) 解答用紙上部に印刷してある志望学部・学科コード、受験番号、氏名(カタカナ)を確認し、氏名欄に氏名(漢字)を記入すること。もし、印刷に間違いがあった場合は、手を挙げて監督者に申し出ること。

〔解答用紙記入例(選択式の場合)〕

例 1. [語群]が二桁で 11 大阪 12 佐賀 13 長崎 14 東京 とある場合

	A		B		C	
問 X	16	17	18	19	20	21
	/	2	/	4	/	/

Aの解答が佐賀の場合 → (18) → (19)

Bの解答が東京の場合 → (20) → (21)

Cの解答が大阪の場合 → (16) → (17)

例 2. [語群]が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

	a	b	c
問 X	51	52	53
	/	4	2

aの解答が大学の場合 → (51)

bの解答が小学校の場合 → (53) → (52)

cの解答が中学校の場合 → (52)

〔 I 〕 次の英文の下線部を和訳せよ。

Tropical rainforests may cover only two percent of the planet's surface but they're home to half of all its species, including humans. Nevertheless, surviving in this hostile environment demands both skill and an intimate understanding of the jungle ecology. In the last 50 years alone, half the planet's tropical forest has been cleared with as many as 100 species becoming extinct every day, often before they have even been discovered by science. Unless something is done to stop it, much of the world's tribal knowledge and customs will inevitably go the same way.

注 ecology 生態系(生物と環境との関係)

tribal 部族の；種族の

〔 II 〕 次の英文の内容と合致するものを下の 11～20 の中から四つ選び、その番号を記入せよ。

Robert Johnson, a black American blues guitarist and singer from the early twentieth century, is considered one of the most influential figures in the development of American popular music. The rock and blues star Eric Clapton called him “the most important blues singer that ever lived,” and to Rolling Stones guitarist Keith Richards, Johnson's songs are the finest in all of the blues. Yet the most interesting thing about Robert Johnson is how much of his fame is based on things we don't know for sure.

Johnson was born in Mississippi in 1911 — or maybe it was 1912. He played several musical instruments in his childhood, but could not play the guitar well. When he was about 18 he went away to practice the guitar with a blues musician named Ike Zimmerman, who was rumored to have learned the instrument by playing in graveyards at midnight. When Johnson returned a short time later, he amazed everyone with his improved technique. This inspired the legend that he had sold his soul to the Devil in order to become a

great blues musician.

During the Great Depression of the 1930s, Johnson traveled around the American South, usually playing popular songs rather than his own compositions, which were darker and more disturbing. He used different names in different places and never stayed anywhere for long. Then, in 1936 and 1937, he finally recorded the songs that people today remember him by — songs that have supported the legend of his deal with the Devil. With their mysterious high singing and mournful guitar, songs like “Cross Road Blues” (made famous by Clapton as “Crossroads,” which he performed with the band Cream), “Me and the Devil Blues,” and “Hellhound on My Trail” sound strange and exciting even today.

Johnson died in Mississippi in 1938, when he was still in his twenties. There was a rumor that someone gave him a poisoned drink. But there is as much agreement about this as there is about the location of his grave: in Mississippi there are three different spots where people think he is buried.

It may seem foolish to believe that Johnson sold his soul to the Devil. When we look more closely at his story, there are simple explanations for some of its mysteries. Ike Zimmerman, for example, liked to play the guitar in graveyards because they were quiet places where no one would bother him. Johnson lived at a time when most black music was connected to the church, and religious black people thought that playing non-religious music was “evil.” It is also worth remembering that the story of a man who makes a deal with the Devil for special power is an old one in the West, going back to the sixteenth-century German legend of Faust. In nineteenth-century Italy, the violin player Niccolò Paganini was also thought to have received his famous musical ability from the Devil. But Paganini died years before the invention of recording technology, so his skills are as much a part of legend as their source. This is the paradox of Robert Johnson: for all the mystery surrounding his life, his amazing recordings are preserved for anyone to hear.

But it may be foolish to look for truth even there. Music experts now say that when Johnson's songs were put on LP records, someone changed their speed, and made them 20% faster. No one knows whether this was an accident or on purpose, and the original recordings are now gone. So the high, mysterious voice of Robert Johnson is as uncertain as everything else about him.

Perhaps the one truth of Johnson's story is about humanity, not about him. When we are faced with a man whose talent seems magical, it is easy for us to suspect that he must have paid a secret, terrible price for it. It is not so easy to believe that something could simply be a gift.

11. Thanks to Eric Clapton and Keith Richards, Robert Johnson's life is now well understood.
12. Johnson's talent for playing the guitar appeared very suddenly.
13. American audiences became familiar with Johnson's original songs during his travels around the South in the Great Depression.
14. It is generally agreed that Johnson died from poisoning.
15. Ike Zinnerman's personal habits contributed to Johnson's mysterious reputation.
16. There are cultural reasons that explain people's belief in Johnson's deal with the Devil.
17. Because Johnson's legend was so well known, people also began to believe that Niccolò Paganini had made a deal with the Devil.
18. Johnson's ability on the guitar is easier for people today to judge than Paganini's technique on the violin.
19. Johnson's recordings were made slower when they were put on LP records, so they do not sound exactly the way they did when he played them.
20. Johnson's legend shows our tendency to believe that people with bad luck have done something evil to deserve it.

〔Ⅲ〕 次の(a)~(h)の下線部に入れるのに最も適当な語(句)を1~4の中から一つずつ
選び、その番号を記入せよ。

(a) The continuing heavy rain is _____ increasingly difficult to rescue the
people floating in the river.

1. making 2. making it 3. made 4. made it

(b) We should also consider such cases where people do not use this tool
_____ they should.

1. that 2. as though 3. whether 4. the way

(c) With all the money we spent on this failed project, we _____ a few more
buildings and made additional profit by renting them.

1. could have built 2. could have been built
3. will build 4. must be building

(d) We put the paper in an envelope, handling it very carefully _____ no one
could see what was written on the paper.

1. except 2. whether 3. so 4. concerning

(e) When I started talking about art, he offered _____ me his collection.

1. to show 2. showing 3. showed 4. shows

(f) In its efforts to appear strong, the government applied more force _____
to stop the demonstrators.

1. no matter how 2. if they did
3. that they could 4. than was necessary

(g) It is her smile, her charming smile, _____ her an advantage over the
other actresses who tried to win the role.

1. which is made 2. which has thought
3. that has given 4. that she found

(h) Using smartphones, you can access the Internet _____ you are.

1. in which 2. wherever 3. as regards 4. when

〔IV〕 次の(a)~(f)の各組の語のうち、最も強く発音される音節の位置が他と異なるものがある場合はその番号を、すべて同じ場合は6を記入せよ。

- | | | | |
|-----|-------------------|-------------------|-----------------|
| (a) | 1. ne-glect | 2. con-trol | 3. ad-vice |
| | 4. bal-ance | 5. oc-cur | |
| (b) | 1. dis-tance | 2. prof-it | 3. con-science |
| | 4. mod-ern | 5. pur-chase | |
| (c) | 1. in-ter-pret | 2. suc-cess-ful | 3. ef-fi-cient |
| | 4. mu-si-cian | 5. con-cen-trate | |
| (d) | 1. in-ter-est | 2. ro-man-tic | 3. fu-ner-al |
| | 4. at-ti-tude | 5. op-er-ate | |
| (e) | 1. am-bi-tion | 2. de-li-cious | 3. per-cent-age |
| | 4. re-sist-ance | 5. pho-to-graph | |
| (f) | 1. in-flu-en-tial | 2. mys-ter-i-ous | 3. ex-ec-u-tive |
| | 4. com-mu-ni-cate | 5. sig-nif-i-cant | |

[V] 次の日本語の意味を伝えるように英文の(a)~(f)の空欄を1~7の語(句)で埋め、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。

A. 誰も何も言わない気まずい一瞬が生じた。

There was (a) (b) when (c) (d) (e) (f).

- | | | | |
|-----------|------------|---------------|-------------|
| 1. said | 2. without | 3. one | 4. anything |
| 5. moment | 6. no | 7. an awkward | |

B. 一人ぼっちにされて、その少年はどうしたらいいのか分からなかった。

(a) (b) (c), the boy did not know (d) (e) (f).

- | | | | |
|---------------|---------|-----------|-------|
| 1. by himself | 2. what | 3. all | 4. to |
| 5. left | 6. do | 7. remain | |

C. 読み終わったら必ずこの本を私に返してください。

(a) (b) (c) give this book back to me when (d) (e) (f) with it.

- | | | | |
|------------|---------|--------|-----------|
| 1. through | 2. to | 3. be | 4. finish |
| 5. are | 6. sure | 7. you | |

D. 彼女は何が起きているのか気がつかず、気づいたときにはもう手遅れだった。

She did not realize (a) (b) (c) (d) (e) (f) late.

- | | | | |
|-------------|----------|--------------|-----------|
| 1. occurred | 2. was | 3. too | 4. it was |
| 5. what | 6. until | 7. happening | |

(下書き用紙)

試験問題は次に続く。

② A 2012年度 英 語

問 題 冊 子 (1～5 ページ)

注 意 事 項

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〔解答用紙記入例(選択式の場合)〕

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	A		B		C	
問 X	16	17	18	19	20	21
	/	2	/	4	/	/

Aの解答が佐賀の場合

Bの解答が東京の場合

Cの解答が大阪の場合

例 2. [語群]が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

	a	b	c
問 X	51	52	53
	/	4	2

aの解答が大学の場合

bの解答が小学校の場合

cの解答が中学校の場合

〔 I 〕 次の英文の下線部を和訳せよ。

Household robots are still limited to science fiction. The main lesson of thirty-five years of “artificial intelligence” (AI) research is that the hard problems are easy and the easy problems are hard. The mental abilities of a four-year-old that we take for granted — recognizing a face, lifting a pencil, walking across a room, answering a question — in fact solve some of the hardest engineering problems ever conceived. Do not be fooled by the assembly-line robots in the car commercials.

注 artificial intelligence 人工知能

〔 II 〕 次の英文の空所(A)～(F)を埋めるのに最も適当なものを下の 1～9の中から選び、その番号を記入せよ。

In one way or another I have (A) in the course of my life in my writings. Sometimes an experience I have had has served as a theme and I have invented a series of incidents to illustrate it; more often I have taken persons whom I have known slightly or intimately and used them as the foundation for characters of my imagination.

Fact and fiction are so mixed together in my work that now, looking back on it, I can hardly distinguish (B). It would not interest me to record the facts, even if I could remember them, especially if I have already used them in my stories. The facts would seem, moreover, very dull.

I have had an interesting life, but not an adventurous one. I have a poor memory. I (C) a good story till I hear it again, and then I forget it before I have had a chance to tell it to somebody else. I have never been able to remember even my own jokes, so that I have been forced to go on making new ones. This lack of the ability to remember, I am aware, has made being with

me less pleasant.

I have never kept a diary. I wish now that I had kept a diary during the year after my first success as a writer of plays. For I met then (D), and it might have turned out to be an interesting document.

At that period the confidence of the people in the aristocracy had been destroyed by the confusion they had brought about in South Africa, but the aristocracy had not realized this, and they preserved their old self-confidence. Some of those people I frequently visited still talked (E) to run the British Empire were their private business. It gave me a peculiar sensation to hear it discussed, when a national election was rumored, whether one friend should have the Home Office and whether another friend would be satisfied with something less important. I do not suppose that anyone today reads the novels of Mrs Humphry Ward. Although they may be dull, I think that some of them give a very good picture of what the life of the aristocracy was then. Novelists were (F), and even writers who had never known high-ranking people thought it necessary to write largely about persons of rank.

注 aristocracy 貴族

Mrs Humphry Ward (1851-1920) イギリスの小説家・社会事業家
the Home Office 内務省

1. cannot fail to remember
2. can never remember
3. used whatever has happened to me
4. whenever it happens to me I use
5. still much concerned with it
6. many important people
7. one from the other
8. as though
9. unless

〔Ⅲ〕 次の(a)~(h)の空欄に入れるのに最も適当な語(句)を1~4の中から一つずつ選び、その番号を記入せよ。

(a) “Will it () you if I come around at five tomorrow?”

1. suits 2. convenient 3. suitable for 4. suit

(b) The new employee came up () a crazy idea.

1. with what seemed like 2. to be seemed like
3. with what is thought like 4. to being what seems to be

(c) The author invited us to sit on the sofa, saying, “Please make () at home.”

1. you 2. themselves 3. all of you 4. yourselves

(d) The police kept on investigating the case and found evidence based () could conclude that the suspect was guilty.

1. on which they 2. on that 3. that it 4. it

(e) The committee has been () the advantages of the new plan.

1. considering of 2. discussing
3. discussing about 4. considered

(f) Such non-smoking campaigns save many adult lives, but () raise awareness among teenagers.

1. do few to 2. do much on
3. do little to 4. does little to

(g) The severe criticisms () close the theater.

1. forced the owner 2. made the owner
3. let the owner to 4. got the owner

(h) () be released next month.

1. The new album is possible to 2. The new album is probable to
3. It is possible that the new album will
4. It is probably that the new album will

〔Ⅳ〕 次の(a)~(f)の各語群の中で、最も強く発音する音節の位置が、他の3つと異なるものを一つ選び、その番号を記入せよ。

- | | | |
|-----|--------------------|-------------------|
| (a) | 1. con-di-tion-al | 2. dem-o-cratic |
| | 3. pro-fes-sion-al | 4. su-pe-ri-or |
| (b) | 1. ac-quaint-ance | 2. de-scend-ant |
| | 3. ex-cur-sion | 4. poli-tics |
| (c) | 1. ap-par-ent | 2. ex-pen-sive |
| | 3. fan-tastic | 4. pop-u-lar |
| (d) | 1. dra-matic | 2. hu-mor-ous |
| | 3. of-fi-cial | 4. pro-gres-sive |
| (e) | 1. am-bas-sa-dor | 2. en-vi-ron-ment |
| | 3. mel-an-chol-y | 4. tech-nol-o-gy |
| (f) | 1. ad-ven-ture | 2. as-tro-naut |
| | 3. at-mos-phere | 4. dif-fer-ence |

[V] 次の日本文の意味を伝えるように英文の(a)～(f)の空欄を1～7の語(句)で埋め、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。

A. 私が達した結論は、一部の人がいかに強くその計画に反対しようとも私たちはそれを行わねばならないということだ。

I have come to the conclusion that we should do it (a) (b) (c) (d) some (e) (f) the plan.

- | | | | |
|-------------|------------|--------|-----------|
| 1. strongly | 2. are | 3. how | 4. matter |
| 5. oppose | 6. against | 7. no | |

B. 好きなように使ってよいものとして親が子どもに渡すお小遣いの額は家庭によって異なる。

The amount of allowance that parents give their children to spend (a) (b) (c) (d) (e) (f) to family.

- | | | | |
|------------|---------|------------|---------|
| 1. various | 2. as | 3. family | 4. they |
| 5. from | 6. wish | 7. differs | |

C. その会社は通常は学歴にもとづいて従業員を雇うが、今回はそうではない。

The company usually hires employees (a) (b) (c) educational background, but it (d) (e) (f) this time.

- | | | | |
|--------------|-------------|--------|-------|
| 1. the basis | 2. the case | 3. for | 4. is |
| 5. not | 6. on | 7. of | |

D. あらゆる点ですばらしいと思ったので、彼はその映画が傑作だと断言した。

He declared the movie was a great work, (a) (b) (c) in (d) (e) (f).

- | | | | |
|--------------|----------|------------|-----------|
| 1. excellent | 2. all | 3. aspect | 4. single |
| 5. it | 6. every | 7. finding | |

③ A 2012年度 英 語

問 題 冊 子 (1～6 ページ)

注 意 事 項

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	/	2	/	4	/	/

Aの解答が佐賀の場合 → (17番目に2を記入)

Bの解答が東京の場合 → (19番目に4を記入)

Cの解答が大阪の場合 → (21番目に/を記入)

例 2. [語群]が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

	a	b	c
問 X	51	52	53
	/	4	2

aの解答が大学の場合 → (51番目に/を記入)

bの解答が小学校の場合 → (52番目に4を記入)

cの解答が中学校の場合 → (53番目に2を記入)

〔Ⅰ〕 次の英文の下線部を和訳せよ。

Today, at about 150 schools in the U.S., students are grouped not by age but by what they know. Students are separated in each class by their different levels of knowledge. This new system is called standards-based learning. The system is supposed to help increase each student's confidence. In a typical school, students can skip a grade if they're advanced or stay in the same grade if they fall behind. Both can be difficult for kids because of differences in age. Under this system, students have become more motivated and less involved in fights and other problems.

〔Ⅱ〕 次の英文の空所(A)～(F)を埋めるのに最も適当なものを下の1～9の中から選び、その番号を記入せよ。

When I was eleven, I asked my mother if I could marry a black girl. There were no such girls in my school or neighborhood, but I had recently seen a strong and sexy African-American singer named Tina Turner perform on TV. My mother said that a wife of any skin color would be fine for me if I loved her. As I grew older, however, (A) in TV shows, movies, and magazines, I fell in love with a series of white girls. I did also fall in love with an African-American girl in my university French class, but I was too shy to ever ask her on a date. I'm thinking about all this now because of the great popularity of the *Twilight* vampire romance series.

The *Twilight* books (2005–2010) have been translated into thirty-eight languages and sold over a hundred million copies, and the movies (2008–2010) have earned nearly two billion dollars. The main character in *Twilight*, high-school student Bella Swan, loves Edward Cullen, (B). Both Bella and Edward are white. But wait — another boy loves Bella, too: Jacob Black, a

handsome Native American who can change into a powerful wolf. Despite being rivals for Bella's love, Jacob and Edward work together to protect the girl from evil vampires. Finally, although Bella loves Jacob as a friend, she loves Edward more deeply and will marry him. That Bella loves Jacob is a sign of increasing racial equality in America, but that the white girl chooses to marry the white vampire rather than the Indian wolf-boy could show (C).

According to the U.S. Census Bureau (the office that measures the population of the United States), there are about 309,000,000 Americans. Of these, about 63% are white, 16% Hispanic, 12% African American, 5% Asian, 3% mixed race, and 1% Native American. The Census data about interracial marriage (marriage between people of different races) is interesting. For example, interracial marriage happens most often in the west and least often with African Americans. The most important fact is that (D). Even though 60% of Americans say that they do not oppose interracial marriage, they usually marry people of their own race. My mother's two husbands were white like her.

Interestingly, while there are few interracial marriages in American society, there are even fewer in popular American movies, TV shows, books, newspaper comics, and so on. Although racial equality and interracial marriages have been slightly increasing in America ever since the 1950s and 60s, the number of interracial couples (E). From 1922 until 2010, for example, none of the novels that won the Newbery Medal (given each year to the best American children's book) has an interracial couple. There are some interracial couples in popular culture, like the two in the TV show *Heroes* (2006) and the one in the movie *Hairspray* (2007), but their number is quite small, much less than the 8% found in American society.

Why does American popular culture almost completely ignore interracial marriage? One reason may be that the makers of works of popular culture believe that to satisfy the most Americans they must show same-race

marriages like those of most Americans. It may be true that the main purpose of popular culture is to entertain people, not to challenge their worldviews and change their societies. But I still feel disappointed that books and movies like the *Twilight* series (F) in everyday American society. If racial equality is a good goal, American popular culture should do more to help achieve it.

注 vampire 吸血鬼
Hispanic ラテン系の人

1. as many as 60% of American marriages are interracial
2. in popular culture has not increased much at all
3. show more interracial relationships than are found
4. another student who happens to be a vampire
5. only about 8% of all American marriages are interracial
6. influenced by the many images of “beautiful” white women
7. show fewer interracial relationships than are found
8. in popular culture has greatly increased
9. that America has not yet achieved total racial equality

〔Ⅲ〕 次の(a)~(h)の空欄に入れるのに最も適当な語(句)を1~4の中から一つずつ選び、その番号を記入せよ。

(a) Her devotion will () you to finish the task in a week.

1. let 2. have 3. enable 4. make

(b) A number of foreign students () coming from Eastern Asia to our country.

1. is 2. being 3. are 4. doing

(c) No sooner () home than it began to rain.

1. I left 2. left I 3. I had left 4. had I left

(d) The man () we thought was a criminal turned out to be a detective.

1. which 2. of whom 3. who 4. whose

(e) America is () that it takes a long time to cross it.

1. so a large country 2. a so large country
3. so large country 4. so large a country

(f) Although Takuya was born in the United States, he can't speak English, () French.

1. much less 2. more less 3. less more 4. much more

(g) Mary's smile always () me happy.

1. makes 2. has 3. takes 4. gives

(h) Whether he did it on purpose or by accident is ().

1. of little important 2. little importance
3. of important 4. of little importance

〔IV〕 次の(a)~(f)の各組の語について、A欄の語の下線部と同じ音を含む語がB欄の中に一つずつある。その番号を記入せよ。

A 欄	B 欄		
(a) allow	1. walk 4. know	2. dawn 5. towel	3. aunt
(b) country	1. government 4. proud	2. novel 5. trousers	3. coast
(c) breast	1. feed 4. fever	2. feast 5. scheme	3. weapon
(d) alien	1. height 4. vague	2. feather 5. medium	3. amateur
(e) foot	1. mood 4. fruit	2. wolf 5. choose	3. youth
(f) rational	1. scholar 4. race	2. city 5. machine	3. chapter

〔V〕 次の日本文の意味を伝えるように英文の(a)～(f)の空欄を1～7の語(句)で埋め、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。

A. 彼らはいくつか主だった場所にくず入れを設置し、校内美化への協力を私たちに呼びかけたいと思っている。

They have placed trash cans at several key locations, (a) (b) (c) us to (d) (e) (f) the campus clean.

- | | | | |
|---------|--------------|-----------|---------|
| 1. for | 2. encourage | 3. hoping | 4. them |
| 5. help | 6. to | 7. keep | |

B. ありきたりな毎日の習慣があなたの健康に大いに影響があると彼は指摘した。

He (a) (b) that simple everyday habits can (c) (d) (e) (f) to your health.

- | | | | |
|--------|---------------|---------------|--------|
| 1. a | 2. influences | 3. difference | 4. big |
| 5. out | 6. make | 7. pointed | |

C. 私は大学1年生なので、取らなくてはならない科目はほとんど一般教育だ。

Since I am (a) (b) (c) year in college, I am (d) (e) (f) mostly general education courses.

- | | | | |
|-------------|--------------|-------|----------|
| 1. take | 2. necessary | 3. to | 4. first |
| 5. required | 6. my | 7. in | |

D. 最初の一カ月が過ぎる頃には、自分の悩みについてホストファミリーと率直に話しあえるほど打ち解けた。

(a) (b) (c) of the first month, I felt enough (d) (e) (f) my problems frankly with my host family.

- | | | | |
|------------|--------|---------|-------|
| 1. discuss | 2. end | 3. pass | 4. to |
| 5. at home | 6. the | 7. by | |

(下書き用紙)

試験問題は次に続く。

④ A 2012年度 英 語

問 題 冊 子 (1～6 ページ)

注 意 事 項

- (1) 試験開始の合図があるまで、この問題冊子の中を見ないこと。
- (2) 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に申し出ること。
- (3) 解答は別に配付する解答用紙の該当欄に正しく記入すること。ただし、解答に関係のない語句・記号・落書き等は解答用紙に書かないこと。
- (4) 解答用紙上部に印刷してある志望学部・学科コード、受験番号、氏名(カタカナ)を確認し、氏名欄に氏名(漢字)を記入すること。もし、印刷に間違いがあった場合は、手を挙げて監督者に申し出ること。

〔解答用紙記入例(選択式の場合)〕

例 1. [語群]が二桁で 11 大阪 12 佐賀 13 長崎 14 東京 とある場合

	A		B		C	
問 X	16	17	18	19	20	21
	/	2	/	4	/	/

Aの解答が佐賀の場合

Bの解答が東京の場合

Cの解答が大阪の場合

例 2. [語群]が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

	a	b	c
問 X	51	52	53
	/	4	2

aの解答が大学の場合

bの解答が小学校の場合

cの解答が中学校の場合

〔 I 〕 次の英文の下線部を和訳せよ。

Climate is, generally speaking, the average weather trend over long time periods. Natural processes have changed the Earth's climate dramatically over the last 4.6 billion years. Volcanoes, the energy output of the Sun, the tilt and orbit of the planet relative to the Sun, and the movement of the continents are some of the factors that influence the climate. Human activities such as burning coal and driving automobiles add greenhouse gases to the ones naturally present in the atmosphere and potentially warm the atmosphere more than normal. Scientists are currently trying to predict the extent of this man-made climate change.

注 tilt 傾き

〔 II 〕 次の英文の空所(A)～(F)を埋めるのに最も適当なものを下の 1～9の中から選び、その番号を記入せよ。

The recent death of the last speaker of an ancient language in the Indian Andaman Islands is a reminder that half of the world's 7,000 languages are in danger of disappearing. Linguist David Harrison (A) vanishing languages. He says that last speakers hold in their minds a significant part of humanity's intellectual wealth.

What can we learn from these languages before they die out? And why should we help save them? As the last speakers speak, they spin threads in a giant web of knowledge. They tell (B) the passing of seasons without clocks or calendars or how humans could survive in environments as different as the Arctic and the Amazon.

We imagine discoveries being made in modern laboratories or classical

civilizations. But important discoveries in biology, medicine, genetics, and navigation were also made and passed on by word of mouth, in small, unwritten tongues. Finally, this web of knowledge contains achievements of human creativity — stories and myths that celebrate and interpret our existence.

Some scientists (C), that they are little more than minor variations in meaning and pronunciation. But that's like saying that the pyramids of Egypt differ from the cathedrals of Europe only by stone-cutting techniques.

All cultures record their achievements in spoken language, while far fewer do so in stone. For example, animals, plants, and landscapes unknown to science are well known to local people: what the Kallawayaya people of Bolivia know about plants for medicine, how the Yupik people of Alaska name 99 forms of sea ice, how the Tofa people of Siberia classify their animals. Whole spoken libraries of ancient knowledge are rapidly being lost.

The last speakers hold the fates of languages in their minds and mouths. Johnny Hill of the Native-American Chemehuevi people of Arizona is a big man, but he quickly (D). He is the last speaker of his language. Raised by his grandmother who spoke only Chemehuevi, Johnny learned English at school.

Now an old man, Johnny finds himself alone. "I have to talk to myself," he explains with a sigh. "There's nobody left to talk to, all the elders have passed on, so I talk to myself . . . that's just how it is."

But around the world, (E) to keep their threatened languages alive. An Aboriginal man in Australia recently said, "Our language is standing still, we need to make it useful to today's society. We need to create new words, because right now we can't say 'computer'."

Giving old languages new life will prove to be one of the most important social movements of coming decades. This challenge will deeply influence human intellectual life, deciding the future of ancient knowledge.

What allows us, sitting comfortably in our Internet world, (F)

speakers of these languages? What they know — which we've forgotten or never knew — may someday save us.

We hear their voices, now becoming silent, sharing knowledge in 7,000 different ways of speaking. Let's listen to them while we still can.

注 linguist 言語学者

thread 考えの流れ

word of mouth 口伝え

Aboriginal オーストラリアの先住民の

1. hundreds of languages are being lost every year
2. a growing number of people are working
3. how their ancestors calculated
4. tell of ancient human knowledge
5. makes people like him with his gentle nature
6. to think that we have nothing to learn from
7. argue that language differences are unimportant
8. because learning languages is important
9. argues that we still have much to learn from

〔Ⅲ〕 次の(a)~(h)の空欄に入れるのに最も適当な語句を1~4の中から一つずつ選び、その番号を記入せよ。

(a) Travelling into the city center is as convenient by subway () by bus.

1. instead of 2. than it is 3. as it is 4. compared to

(b) Despite () work experience, she couldn't easily find a new job.

1. she had 2. her having 3. she has had 4. she is having

(c) Your offer will not be considered until they () all the details of the contract.

1. will read 2. have read 3. had read 4. will have read

(d) It is sometimes possible to predict the weather () at the clouds in the sky.

1. to look 2. when looks 3. if look 4. by looking

(e) () for winning the money, she would not have been able to afford a new car.

1. Had it not been 2. If there is not
3. Not having had 4. If it has been

(f) In the final days of their holiday they visited India, where the food and culture were unlike any other they () during their trip.

1. experience 2. have experienced
3. had experienced 4. were experienced

(g) Passengers now have little room to move on the crowded subway, as the number of trains ().

1. would reduce 2. were reducing
3. to reduce 4. has been reduced

(h) An urban environment is () often lacks sufficient parks and gardens.

1. one which 2. that where 3. one where 4. where which

〔IV〕 次の(a)~(f)の見出しの各語と下線部の発音が同じものがそれぞれの組に一つずつある。その番号を記入せよ。

(a) guess

1. sweet

2. knee

3. early

4. wet

(b) roast

1. draw

2. below

3. calm

4. awkward

(c) court

1. shout

2. flour

3. journey

4. short

(d) seize

1. receipt

2. freight

3. vein

4. weight

(e) southern

1. cousin

2. loud

3. group

4. cloudy

(f) coward

1. knowledge

2. growth

3. crowd

4. low

[V] 次の日本文の意味を伝えるように英文の(a)～(f)の空欄を1～7の語で埋め、その番号を記入せよ。なお、使わない語が各問に一つずつある。

A. 彼がその実験で果たした役割をまったく認めてもらえなかった。

He was (a) (b) (c) for the (d) (e) (f) in the experiment.

- | | | | |
|-----------|-------------|----------|-------|
| 1. played | 2. approved | 3. no | 4. he |
| 5. credit | 6. part | 7. given | |

B. 彼女に誠実さを信じてもらおうと、彼はとても苦心した。

He (a) (b) (c) to (d) (e) (f) his sincerity.

- | | | | |
|---------|----------|---------|-----------|
| 1. of | 2. great | 3. her | 4. assure |
| 5. took | 6. pains | 7. many | |

C. その研究によると、その性格診断テストで点数の低い人は、仕事を頻繁に変えがちである。

The study shows that those (a) (b) (c) on the personality test (d) (e) (f) change their jobs frequently.

- | | | | |
|--------|----------|---------|-----------|
| 1. who | 2. to | 3. low | 4. likely |
| 5. are | 6. score | 7. tend | |

D. 聞いて驚くかもしれませんが、犬を楽しませるためのDVDさえ売られています。

You might be surprised to hear that even DVDs (a) (b) (c) dogs (d) (e) (f) shops.

- | | | | |
|---------|-------------|--------------|--------------|
| 1. sell | 2. designed | 3. are | 4. entertain |
| 5. in | 6. to | 7. available | |

(下書き用紙)

試験問題は次に続く。

⑤ A 2012年度 英語

問題冊子 (1～7ページ)

注意事項

- (1) 試験開始の合図があるまで、この問題冊子の中を見ないこと。
- (2) 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に申し出ること。
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〔解答用紙記入例(選択式の場合)〕

例 1. [語群]が二桁で 11 大阪 12 佐賀 13 長崎 14 東京 とある場合

	A		B		C	
問 X	16	17	18	19	20	21
	/	2	/	4	/	/

Aの解答が佐賀の場合 → (17)

Bの解答が東京の場合 → (19)

Cの解答が大阪の場合 → (21)

例 2. [語群]が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

	a	b	c
問 X	51	52	53
	/	4	2

aの解答が大学の場合 → (51)

bの解答が小学校の場合 → (53)

cの解答が中学校の場合 → (52)

〔 I 〕 次の英文の下線部を和訳せよ。

While temperatures can soar to 58°C in some of the hottest deserts, there are some deserts that are positively freezing. In Mongolia's Gobi Desert, winter temperatures can fall to -40°C. And yet, despite these contrasting temperatures, there is one challenge that is common to all desert inhabitants: finding water. Humans can live for weeks without food but only a few days without water, so the lives of desert inhabitants tend to be dominated by the search for this most precious of resources.

注 positively ほんとうに；まったく
Mongolia's Gobi Desert モンゴルのゴビ砂漠

〔 II 〕 次の英文の内容と合致するものを下の 11～20 の中から四つ選び、その番号を記入せよ。

Bob and his wife Susan had been looking forward to their vacation for months. Two weeks in Australia! This was their first long trip, requiring a 13-hour flight to Singapore and then another lasting 7.5 hours, but they knew it would be worth it. On the long flights they closed their eyes and imagined themselves walking hand in hand on a pure white beach beside a sparkling blue sea. When they finally arrived, however, although the beaches were indeed as white as sugar and the sea a lovely blue, they couldn't enjoy it because they felt tired all the time. They were sleepy during the daytime, but at night they lay in bed sleepless and wide-awake. They worried they had caught some tropical illness, but the hotel doctor explained that their problems would last only a couple of days and that they were caused by something most long-distance travellers experience in this age of jet travel: a mixture of travel fatigue and jet lag.

Travel fatigue is the tiredness and stress caused by the journey itself. This begins before you even leave home, with all the preparations for the trip. Then you must get up early to go to the airport, stand in line at the check-in counter and then again to go through immigration, security and customs. Then there is the long flight or maybe several flights, sitting in a narrow seat for many hours. When you finally arrive you must get through immigration and then collect your bags, after which you must find your way to your hotel while struggling to get used to foreign money and maybe a foreign language. No wonder you feel exhausted when you finally arrive at your hotel!

Jet lag is different from normal travel fatigue and is caused by flying across different time zones. Crossing two or even three time zones doesn't usually cause problems, but longer flights crossing many time zones often cause jet lag, especially if you are flying towards the east. Flying east from London to Australia, for example, Bob and Susan crossed eleven time zones, thus confusing their internal body clocks. The reason they felt sleepy during the daytime when they first arrived was that at 11:00 a.m. in Australia it was still midnight in London, so their bodies felt ready for sleep, not enjoying swimming and sunbathing. Similarly, they couldn't sleep at night because, although their hotel clock told them it was midnight, their bodies were still on London time, according to which it was 1:00 p.m. — lunchtime!

It is difficult to completely prevent travel fatigue and jet lag, but there are ways of reducing them. To lessen travel fatigue, make your travel arrangements well in advance, so that you are not tired when you begin your journey. On your flight, be careful what you eat and drink. Try to eat mainly fresh food such as fruit or salad, and don't eat too much. Avoid alcohol and drink plenty of water or fruit juice, as the air on planes is extremely dry. Get some exercise during the flight, such as walking down the aisle or doing simple exercises in your seat.

Reducing jet lag is more complicated. In the days before your flight, try

to adjust to the local time of your destination. If you are flying towards the east, like Bob and Susan, go to bed and get up two hours earlier than normal. If you are flying west, do the opposite. This will help your body clock prepare. As soon as you get on the plane, set your watch to the local time of your destination and try to eat and sleep according to that time. For example, try to take meals of the correct type — breakfast, lunch and dinner — and sleep only during the “night.” Once you arrive at your destination, go outside and be active during the daytime, even if you feel sleepy; at night, even if you cannot get to sleep, stay in bed and rest. After a few days, your body will adjust to the new time and you will feel fine and enjoy your holiday. Bob and Susan certainly did!

注 immigration 入国管理
body clock 体内時計

11. Although they had to fly for a total of more than 20 hours, Bob and Susan thought their trip to Australia would be worth it.
12. When they arrived, Bob and Susan were disappointed to find that Australia was not as beautiful as they had expected.
13. Unfortunately, travel fatigue and jet lag spoiled Bob and Susan’s entire holiday.
14. Some of the factors that can cause travel fatigue begin even before you get on the plane.
15. Travellers always experience jet lag no matter how many time zones they cross.
16. The fact that Bob and Susan flew from London to Australia meant that they suffered less jet lag than if they had flown towards the west.
17. Bob and Susan could not enjoy swimming and sunbathing in Australia because the clock in their hotel was wrong.

18. Since planes have a very dry environment, it is important to drink enough non-alcoholic liquids.
19. If you are flying towards the west, to lessen jet lag you should try to go to bed and get up two hours later than normal in the days before your flight.
20. When you arrive at your destination, if you cannot sleep at night it is best to get up and do something active until morning.

〔Ⅲ〕 次の(a)~(h)の空欄に入れるのに最も適当な語(句)を1~4の中から一つずつ選び、その番号を記入せよ。

(a) () the facts of the crime they already knew, the police did not believe what the criminal said.

1. Owing to 2. If 3. When 4. Because

(b) Much of the information in this case comes from people who () experts.

1. claimed being 2. claiming to be
3. did claim 4. claim to be

(c) It wasn't until after leaving home that he realized he () his wallet.

1. was forgetting 2. forgotten
3. had forgotten 4. has forgotten

(d) According to the driving instructor, it is () for someone to fail their first driving examination.

1. unusually 2. not unusual 3. uncommonly 4. usually

(e) Doctors were not sure () the new drug would be effective in older patients.

1. of 2. while 3. however 4. whether

(f) He () something was wrong with that machine.

1. said that 2. said me
3. told that 4. told to me that

(g) Of all the places I have visited, I consider the Grand Canyon ().

1. an impressive 2. it was impressive
3. was impressed 4. the most impressive

(h) Designer goods are sometimes copied so well that () impossible to tell that they are not original items.

1. it seems that 2. it is practically
3. in particular 4. becomes

〔IV〕 11～28 の中で、最も強く発音する音節の位置が、左から数えた場合に見出し語と同じ位置になる単語を六つ選び、その番号を記入せよ。

dis-cov-er-y

- | | | |
|-----------------------|---------------------|----------------------|
| 11. prof-it-a-ble | 12. ar-riv-al | 13. ag-ri-cul-ture |
| 14. res-o-lute | 15. per-ma-nent | 16. con-sist-ent |
| 17. in-de-pend-ent | 18. dis-cour-age | 19. rev-o-lu-tion |
| 20. im-por-tance | 21. ar-chi-tec-ture | 22. in-ter-est-ing |
| 23. dis-ap-point-ment | 24. in-vi-ta-tion | 25. in-tel-li-gence |
| 26. for-tu-nate-ly | 27. i-mag-in-a-ble | 28. sat-is-fac-to-ry |

[V] 次の日本語の意味を伝えるように英文の(a)～(f)の空欄を1～7の語(句)で埋め、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。

A. 飢えている子供たちの写真を見れば、心を動かされずにはいられない。

It's impossible to (a) (b) (c) (d) (e) (f) children.

- | | | | |
|-------------|-----------|-------------|------------|
| 1. by | 2. of | 3. starving | 4. unmoved |
| 5. pictures | 6. remain | 7. can't | |

B. 彼女は知らない男の人からお菓子を受け取るほど子供ではない。

She is old enough to (a) (b) (c) to (d) (e) (f) a strange man.

- | | | | |
|------------|-----------|---------|-----------|
| 1. know | 2. take | 3. than | 4. sweets |
| 5. a child | 6. better | 7. from | |

C. あんなにウソばかり書いてある記事は、私は今までめったに読んだことがない。

(a) (b) (c) an article that was so (d) (e) (f).

- | | | | |
|---------|-----------|------------|---------|
| 1. lies | 2. seldom | 3. written | 4. full |
| 5. read | 6. of | 7. have I | |

D. あそこで石油が見つかったおかげで、その地域の様相が変わった。

The (a) (b) (c) has changed the (d) (e) (f).

- | | | | |
|--------------|--------------|----------------|--------------|
| 1. whole | 2. of | 3. of the area | 4. oil there |
| 5. thanks to | 6. discovery | 7. character | |

⑥ A 2012年度 英 語

問 題 冊 子 (1～6 ページ)

注 意 事 項

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- (2) 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に申し出ること。
- (3) 解答は別に配付する解答用紙の該当欄に正しく記入すること。ただし、解答に係のない語句・記号・落書き等は解答用紙に書かないこと。
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〔解答用紙記入例(選択式の場合)〕

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	A		B		C	
問 X	16	17	18	19	20	21
	/	2	/	4	/	/

Aの解答が佐賀の場合 → (18) → (19) → (20) → (21)

Bの解答が東京の場合 → (18) → (19) → (20) → (21)

Cの解答が大阪の場合 → (16) → (17) → (20) → (21)

例 2. [語群]が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

	a	b	c
問 X	51	52	53
	/	4	2

aの解答が大学の場合 → (51) → (52) → (53)

bの解答が小学校の場合 → (51) → (52) → (53)

cの解答が中学校の場合 → (51) → (52) → (53)

〔 I 〕 次の英文の下線部を和訳せよ。

Recently, a study of 308 herds of cows was made using satellite photos from Google Earth. We have known for a long time that herds of cows usually face in the same direction, but it was assumed that this direction was random. A German researcher studied more than 8,000 cows on six continents. When he charted their direction onto a compass, he found that on average the cows face five degrees off geographic north or south. In other words, they have the ability to orient themselves with the earth's magnetic field. The real mystery, however, is why cows have this sense, because it seems to be of no practical use to them.

注 herd 群れ

magnetic field 磁場

〔 II 〕 次の英文の空所(A)～(F)を埋めるのに最も適当なものを下の 1～9の中から選び、その番号を記入せよ。

While walking down the street one day, a cold and greedy senator was tragically hit by a car and died. His soul arrived in heaven and was met by an angel at the entrance.

“Welcome to heaven,” said the angel. “Before you settle in, it seems there is a problem. We seldom see a high official like you around here, you see, so we’re not sure what to do with you.”

“No problem, just let me in,” said the senator.

“Well, I’d like to, but I have orders from the boss. What we’ll do is (A) and one in heaven. Then you can choose where to spend your eternal days.”

“Really? I’ve made up my mind. I want to be in heaven,” said the senator.

“I’m sorry, but we have our rules.” And with that, the angel escorted him to the elevator and he went down, down, down to hell.

The door opened and he found himself in the middle of a green golf course. In the distance was a clubhouse and (B) were all his friends and other politicians who had worked with him. Everyone was very happy and in evening dress. They ran to greet him, shook his hand, and remembered the good times they had had while getting rich at the expense of the people. They played a friendly game of golf and then dined on lobster, caviar and the finest wine.

Also present was the Devil, who really was a very friendly guy who was having a good time dancing and telling jokes. They were all having (C) that before the senator realized it, it was time to go. Everyone gave him a sincere farewell and waved while the elevator was rising.

The elevator went up, up, up and the door opened again in heaven where the angel was waiting for him. “Now, it’s time to visit heaven. . .” So, 24 hours passed with the senator joining a group of happy souls moving from cloud to cloud, playing music and singing. They had a good time and, before he realized it, the 24 hours had gone by and the angel returned. “Well, then, you’ve spent a day in hell and (D). Now choose your eternal life.”

The senator reflected for a minute, and then he answered, “Well, I would never have said it before, I mean heaven has been delightful, but I think I would be better off in hell.” So the angel escorted him to the elevator and he went down, down, down to hell.

Now the door of the elevator opened and he was (E) covered with waste and garbage. He saw all his friends, dressed in old and dirty clothes, picking up the trash and putting it into black bags as more trash fell to the ground.

The Devil came over to him and put his arm around his shoulders.

“I don’t understand,” said the senator in a weak voice. “Yesterday I was here and there was a golf course and clubhouse, and we ate lobster and caviar, drank wine, and danced and had a great time. Now there’s just a wasteland full of garbage and my friends look miserable. What happened?”

The Devil smiled at him and said, “Yesterday, (F), today, you voted!”

注 caviar キャビア

trash ゴミ

wasteland 荒地

1. another in heaven
2. to have you spend one day in hell
3. in the middle of a horrible land
4. regretting our past
5. standing in front of it
6. such a good time
7. to get out of this world
8. used to freeze in horror
9. we were campaigning

〔Ⅲ〕 次の(a)~(h)の各文の()内から最も適当な語句をそれぞれ一つずつ選び、その番号を記入せよ。

(a) It is worth (1. to spend money 2. spending money 3. for spending money 4. spend money) to travel abroad while you are young.

(b) (1. Considering 2. Considered 3. Consider 4. Being considered) his passion for golf, I can hardly believe that he quit the golf club.

(c) Mary says she will keep reading the book until her mother (1. finish 2. is finishing 3. will finish 4. finishes) her work.

(d) I liked the house so much, (1. except which 2. except for 3. except that 4. except from) it faces the busy road.

(e) If you access their webpage, you will find what time (1. the museum will open 2. does the museum open 3. will the museum open 4. the museum opening).

(f) Babies are (1. enable 2. able 3. impossible 4. capable) of reading their mothers' minds from the look on their faces.

(g) I cannot even imagine leaving my hometown, (1. after all 2. beside 3. let alone 4. nor) going abroad on my own.

(h) The passengers were asked to (1. reject using 2. refrain from using 3. hesitate using 4. prevent from using) their mobile phones on the plane.

〔IV〕 次の11～30の単語のうち、最初の音節が最も強く発音される語を六つ選び、その番号を記入せよ。

- | | | |
|----------------------|---------------------|--------------------|
| 11. ad-mi-ra-ble | 12. bi-ol-o-gy | 13. cer-tif-i-cate |
| 14. con-sid-er-a-ble | 15. cu-ri-os-i-ty | 16. hu-man-i-ty |
| 17. mag-nif-i-cent | 18. mag-ni-tude | 19. mar-vel-ous |
| 20. per-cent-age | 21. pre-lim-i-nar-y | 22. pros-per-ous |
| 23. re-fus-al | 24. rep-u-ta-tion | 25. se-vere |
| 26. suc-ces-sion | 27. tes-ti-mo-ny | 28. tra-di-tion-al |
| 29. va-ri-e-ty | 30. veg-e-ta-ble | |

[V] 次の日本語の意味を伝えるように英文の(a)～(f)の空欄を1～7の語(句)で埋め、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。

A. 実のところ、プレゼントの箱が彼女に踏まれたのは偶然ではなかった。

In fact, it was (a) (b) that the present box (c) (d) (e) (f) her.

- | | | | |
|------------|-----------|-------------|-------|
| 1. was | 2. chance | 3. accident | 4. by |
| 5. stepped | 6. no | 7. on | |

B. 子どもの頃、太陽が電球のように突然消えてしまったらどうしようかと思ったものだった。

When I was a child I used to (a) (b) (c) (d) (e) (f) suddenly like an electric light bulb.

- | | | | |
|------------|----------|-----------|-------|
| 1. went | 2. doing | 3. wonder | 4. if |
| 5. the sun | 6. out | 7. what | |

C. あなたの言いたいことはわかりますが、調査結果をより細かく見てみると、貧困の問題は社会システムの深いところに根があると言えます。

I (a) (b) (c), but (d) (e) (f) at the findings shows that the problem of poverty is deeply rooted in the social system.

- | | | | |
|---------|----------|-----------|---------|
| 1. your | 2. point | 3. a | 4. look |
| 5. see | 6. if | 7. closer | |

D. 残念ながら、ここ10年間で当初の予定の4倍ものお金がその改革のために費やされている。

In the (a) (b), unfortunately, (c) (d) (e) (f) has been spent for the reform than was originally planned.

- | | | | |
|----------|-----------|---------|---------|
| 1. times | 2. decade | 3. more | 4. four |
| 5. money | 6. ten | 7. last | |

(下書き用紙)

試験問題は次に続く。

⑦ A 2012年度 英 語

問 題 冊 子 (1～7ページ)

注 意 事 項

- (1) 試験開始の合図があるまで、この問題冊子の中を見ないこと。
- (2) 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に申し出ること。
- (3) 解答は別に配付する解答用紙の該当欄に正しく記入すること。ただし、解答に関係のない語句・記号・落書き等は解答用紙に書かないこと。
- (4) 解答用紙上部に印刷してある志望学部・学科コード、受験番号、氏名(カタカナ)を確認し、氏名欄に氏名(漢字)を記入すること。もし、印刷に間違いがあった場合は、手を挙げて監督者に申し出ること。

〔解答用紙記入例(選択式の場合)〕

例 1. [語群]が二桁で 11 大阪 12 佐賀 13 長崎 14 東京 とある場合

	A		B		C	
問 X	16	17	18	19	20	21
	/	2	/	4	/	/

Aの解答が佐賀の場合

Bの解答が東京の場合

Cの解答が大阪の場合

例 2. [語群]が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合

	a	b	c
問 X	51	52	53
	/	4	2

aの解答が大学の場合

bの解答が小学校の場合

cの解答が中学校の場合

〔 I 〕 次の英文の下線部を和訳せよ。

Do monkeys really know how their groupmates are related to each other, and, more impressively, do they realize that different pairs of individuals like brothers and sisters can be related in the same way? A group of researchers hid a loudspeaker behind a bush and played tapes of a two-year-old monkey screaming. The females in the area reacted by looking at the mother of the infant who had been recorded, which shows that they not only recognized the infant by its scream but recalled who its mother was.

注 loudspeaker スピーカー

〔 II 〕 次の英文の内容と合致するものを下の 11～20 の中から四つ選び、その番号を記入せよ。

For years Jamie Moscovitz suffered from insomnia — lay awake in bed every night, often for hours. There, in the dark, her mind would spin. She stopped drinking coffee and even took sleeping pills to see if that would ease her insomnia, but neither remedied the problem. Then, about a year ago, Jamie, who lives in New York City, attended a workshop offered by yoga-for-sleep specialist, Ann Dyer. Participants were asked to examine their eating patterns that might affect sleep and to describe how they typically spent the last few hours of the day. Jamie emerged with a new understanding of how her habits — such as staying up late working on the computer or falling asleep in front of the television — were fueling her sleeplessness. And she discovered something that sleep scientists have proved: Insomnia can be managed, even cured, with relaxation techniques such as yoga and changes in behavior.

The key to healing sleep disorders, Dyer says, is to cultivate healthy

habits. “Regularity and rhythm are friends to sleep.” She explains. “Going to sleep and waking up the same time each day, eating at the same time each day, doing yoga at the same time each day. The more rhythmic your life is, the easier it is to sleep well.” Jamie now follows these rules. At 9 p.m., she turns off the computer and, for the next hour, focuses only on relaxation, staying away from the TV and telephone. She heads to bed at the same time every night and practices a yoga sequence designed to calm the nervous system and turn her attention inward. At last, Jamie is sleeping through the night.

According to the National Center on Sleep Disorder Research at the National Institutes of Health, 10 to 15 percent of American adults suffer from chronic insomnia, which is defined as sleeplessness lasting for more than a month. An estimated 30 to 40 percent of the U.S. population experiences some form of insomnia each year, most commonly chronic-intermittent insomnia, in which periods (days or weeks) of insomnia alternate with periods of good rest.

Researchers have discovered that changes in behavior, including relaxation techniques designed to increase body-mind awareness, can be a help for restless sleepers. Unfortunately, sleep medicine is not widely taught in medical schools, says Sat Bir Khalsa, an assistant professor of medicine at Harvard Medical School and a yoga and sleep disorders researcher at Brigham and Women’s Hospital in Boston. Khalsa is troubled by the tendency of many doctors to prescribe insomnia medicine. “Drugs may not treat the root problem; when people stop taking pills, often the insomnia returns,” Khalsa says. “Pills are appropriate in certain situations, but treatment based on changing the patient’s behavior often leads to a permanent cure.”

Many roads lead to insomnia. Often the cause is obvious, such as the stress brought on from relationship problems or the loss of a job. Taking some medicines or drinking too much coffee can also keep us awake at night. And other factors, such as diet, lifestyle and room temperature can, contribute as

well. During a period of chronic insomnia, our senses are in a high state of arousal. People typically experience this in the form of whirling thoughts, short or irregular breathing, and muscle tension.

After attending Dyer's workshop, Jamie says she immediately felt the effects of the simple lifestyle changes she made. She began to feel less anxious, and her body felt more open and relaxed. Even if she did wake up, she didn't worry as much. "I remember the first time I went to bed at 10 p.m. and slept through 5 a.m. I felt so proud of myself!" Keeping to her new schedule isn't always easy, but Jamie knows it holds the cure for her insomnia. "If I don't keep to it, I really feel the difference."

注 chronic 慢性的な
intermittent 断続的な
arousal 覚醒すること

11. Jamie は、一年程前に Ann Dyer という医者に睡眠障害について相談し、症状が改善された。
12. Jamie がパソコンを夜遅くまで使ったり、テレビを見ながらうたた寝してしまうことはその後の睡眠とは全く関係がないことがわかった。
13. 普段の行動を変えることとヨガなどのリラックス効果のある運動をすることで不眠症が改善されることに Jamie は気がついた。
14. Dyer によれば、毎日同じ時間に起き、同じ時間に食事をし、同じ時間にヨガを取り入れ、同じ時間に就寝するといった規則正しい生活をすれば我々は快適な睡眠を取ることができる。
15. 夜9時になると、Jamie はヨガで神経を落ち着かせつつも、今日一日の出来事について考え事をするので眠れなくなった。
16. アメリカの睡眠障害に関する研究機関の調査によると、30% から40% のアメリカ人が一ヶ月以上続く不眠に悩まされている。

17. 不眠症の患者には薬を与えることで不眠の症状も改善されるほか、その原因までも断ち切ってしまうため、多くの医者が睡眠障害には薬を使うことにしている、と Khalsa は述べている。
18. 睡眠障害は、日常のストレスのほか、コーヒーや薬などによっても、食生活、室温の変化などによっても起きうる。
19. 睡眠障害に陥ったとき、人は脳が興奮状態にあるので、呼吸が苦しくなるほか、身体に突発的な発作が起きやすくなる。
20. Dyer のワークショップに参加した後、Jamie はたとえ夜中に目が覚めることがあったとしても以前ほど不安にかられることがなくなり、身体も解放され、リラックスした状態になることを実感した。

〔Ⅲ〕 次の(a)~(h)の空欄に入れるのに最も適当な語(句)を1~4の中から一つずつ選び、その番号を記入せよ。

(a) The product is said to () after a famous engineer who founded the company.

- | | |
|--------------|--------------------|
| 1. was named | 2. be naming |
| 3. name | 4. have been named |

(b) Mary began to feel () during the official's boring explanation.

- | | | | |
|-----------|-----------|-------------|----------|
| 1. asleep | 2. sleepy | 3. sleepily | 4. slept |
|-----------|-----------|-------------|----------|

(c) My father fixed my chair and made it ().

- | | |
|------------------------------------|-------------------------------------|
| 1. much more comfortable to sit on | 2. become more comfortable to sit |
| 3. more comfortable to seat | 4. to be more comfortable to sit on |

(d) Promise me () your cell phone while driving.

- | | | | |
|------------------|--------------|----------------|-----------------|
| 1. you won't use | 2. not using | 3. never using | 4. not to using |
|------------------|--------------|----------------|-----------------|

(e) Tom has been having () along with neighbors.

- | | |
|-----------------------------|-------------------------------|
| 1. many difficulties to get | 2. difficulty getting |
| 3. many difficulty getting | 4. some difficulty to getting |

(f) The large company is increasing production, which results in it () offer jobs.

- | | | | |
|---------------|---------------|------------------|---------------|
| 1. to be made | 2. is made to | 3. being able to | 4. is able to |
|---------------|---------------|------------------|---------------|

(g) What () was the originality of the dancer's performance.

- | | |
|---------------------------|--------------------------------|
| 1. impressed the critics | 2. the critics were impressing |
| 3. to impress the critics | 4. the critics were impressed |

(h) () from a different perspective, the economic situation was lucky for the government.

- | | | | |
|---------|----------------|-----------|-----------|
| 1. View | 2. Having seen | 3. Seeing | 4. Viewed |
|---------|----------------|-----------|-----------|

〔IV〕 次の(a)~(f)の各組の語について、最も強く発音する音節の母音がA欄と同じものをB欄の中から一つ選んで、その番号を記入せよ。

A 欄	B 欄		
(a) op-po-site	1. ho-ri-zon 4. rec-og-nize	2. con-tin-ue 5. ob-vi-ous	3. op-po-nent
(b) tech-nique	1. em-pha-sis 4. en-er-gy	2. es-ti-mate 5. del-i-cate	3. Eu-ro-pe-an
(c) im-age	1. sub-sti-tute 4. a-gen-cy	2. fas-ci-nat-ing 5. hos-tage	3. in-stru-ment
(d) mes-sage	1. sec-re-tar-y 4. re-fer	2. sur-face 5. cal-en-dar	3. fe-male
(e) cul-ti-vate	1. pa-rade 4. sep-a-rate	2. com-fort 5. in-dus-try	3. dirt-y
(f) de-lib-er-ate	1. ef-fort 4. in-no-cent	2. ul-ti-mate 5. sen-si-ble	3. hes-i-tate

〔V〕 次の日本語の意味を伝えるように英文の(a)～(f)の空欄を1～7の語で埋め、その番号を記入せよ。なお、使わない語が各問に一つずつある。

A. コンピューターの使用によって、より多くの人々が在宅勤務できるようになった。

The use of computers has (a) (b) (c) for more people to (d) (e) (f).

- | | | | |
|---------|-------------|---------|-----------|
| 1. from | 2. possible | 3. made | 4. enable |
| 5. it | 6. home | 7. work | |

B. 私はサービスの早さが自慢の良いレストランを知っています。

I know a good restaurant that (a) (b) (c) (d) (e) (f).

- | | | | |
|------------|-----------|-----------|-------|
| 1. service | 2. speed | 3. itself | 4. of |
| 5. on | 6. prides | 7. proud | |

C. 彼が主催者だったから、誰を招くべきか私は口をはさむ立場にはなかった。

He was the host, so it (a) (b) (c) (d) (e) (f) who should be invited.

- | | | | |
|---------|---------|-----------|----------|
| 1. to | 2. him | 3. my | 4. speak |
| 5. tell | 6. part | 7. wasn't | |

D. 来年の利益はさらに増加する自信があります。

(a) (b) (c) that next year's profits will (d) (e) (f).

- | | | | |
|---------|----------|--------------|-----------|
| 1. much | 2. are | 3. be | 4. higher |
| 5. we | 6. there | 7. confident | |

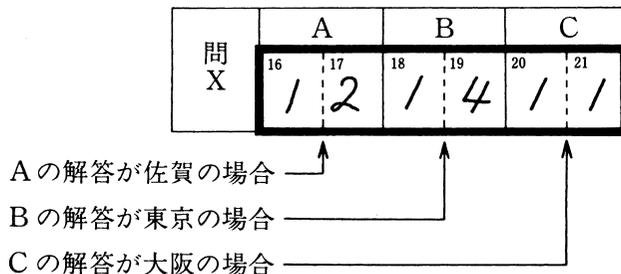
問題冊子 (1～6ページ)

注意事項

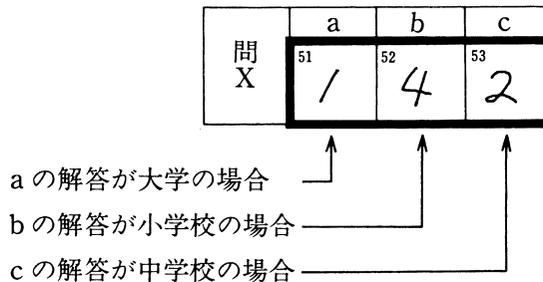
- (1) 試験開始の合図があるまで、この問題冊子の中を見ないこと。
- (2) 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に申し出ること。
- (3) 解答は別に配付する解答用紙の該当欄に正しく記入すること。ただし、解答に関係のない語句・記号・落書き等は解答用紙に書かないこと。

〔解答用紙記入例(選択式の場合)〕

例 1. [語群]が二桁で 11 大阪 12 佐賀 13 長崎 14 東京 とある場合



例 2. [語群]が一桁で 1 大学 2 中学校 3 高校 4 小学校 とある場合



〔 I 〕 次の英文の下線部を和訳せよ。

An American psychologist has recently shown that five-month-old babies can do a simple form of mental arithmetic. She used a technique common in infant perception research. Show a baby a bunch of objects for long enough, and the baby gets bored and looks away; change the number of objects, and if the baby notices the difference, he or she will regain interest.

注 arithmetic 計算

〔 II 〕 次の英文の空所(A)～(F)を埋めるのに最も適当なものを下の 1～9の中から選び、その番号を記入せよ。

Black and white, young and old, highly-paid and low-wage workers, all looked up at the tall and elegant woman standing before the microphones on the stage. With eyes closed and head held high, her impressive and beautiful voice rose above the crowd as she sang. The name of the singer was Marian Anderson, praised by presidents and kings for her exceptional voice. But, for much of her life she was (A).

She was born in South Philadelphia in 1897. At a church where her father worked on Sundays, Marian first demonstrated her incredible musical talents and extraordinary abilities as a singer. Performing with the junior choir, Marian was most comfortable singing in the lowest female voice, but her vocal range extended across nearly three octaves.

Because her father died early, Marian left school at fifteen, and earned a significant amount of money for many of her performances as a singer. Even though she loved to sing, she also (B). By now her musical talent was well-known throughout Philadelphia's African-American community. One day

when she was performing, Marian's talent was noticed by Roland Hays, an internationally known African-American tenor, and he encouraged Marian to perform in out-of-town concerts. Aware of the Anderson family's difficult financial situation, the church they belonged to raised \$17.02 (more than \$300 by today's standards) for Marian. Furthermore, they tried (C).

Even though she faced racial discrimination while she was looking for a music school, Marian never gave up her dream to become a professional singer. Luckily, she could find several voice teachers and studied a range of music. She learned new melodies, operatic arias, music from Germany, France, and Italy. Having concerts in various places in America, Marian began to learn more about the depth of professionalism (D). "You cannot say, 'Tonight I don't feel good and I won't appear'," she later wrote. "You have to be prepared to carry on even on nights when you would rather do anything else but perform."

Despite her many concerts throughout the United States, Marian felt that her lack of foreign language study and therefore the ability (E) were blocks to her career. Then in 1927, she sailed for England, and studied not only there but in France and Germany. Even after coming back home, she traveled back and forth between American and European shores to give concerts.

In 1938, Marian agreed to perform at a concert given by Howard University. Because of her popularity, the officials of Howard University looked for a big enough concert hall and contacted the management of a hall with nearly four thousand seats. However, the hall was available only to white performers. Then, it was decided for Marian (F). On the day of the concert, an estimated 75,000 people came to hear Marian Anderson sing, and millions of people coast-to-coast listened to the radio broadcast of the concert. The concert not only marked a turning point in the lives of countless African

Americans but also transformed the attitude of many whites toward racial discrimination.

注 octave オクターブ, 8度音程

tenor テノール歌手

operatic aria オペラの独唱

1. required for an artist appearing in public
2. required for a singer to be able to cancel unpleasant performances
3. to find a way to pay for formal voice lessons for “their Marian”
4. to truly appreciate and understand the meaning of the words she was singing
5. to give a free outdoor concert on the steps of the Lincoln Memorial in Washington D.C.
6. to make her give up her dream to become a singer
7. felt a responsibility to contribute to her family’s income
8. not well-known outside America even though she was popular in Europe
9. prevented from performing in public halls because of the color of her skin

〔Ⅲ〕 次の(a)～(h)の下線部に入れるのに最も適当な語(句)を1～4の中から一つずつ選び、その番号を記入せよ。

(a) Of all the problems discussed in today's meeting, this one was the most difficult _____.

- | | |
|-----------------|--------------------|
| 1. dealing with | 2. that deals with |
| 3. to deal with | 4. be dealt with |

(b) Though _____ in haste, his speech was excellent.

- | | | | |
|-------------|-------------|-----------------|----------------|
| 1. prepared | 2. prepares | 3. has prepared | 4. preparation |
|-------------|-------------|-----------------|----------------|

(c) Talking on the cell phone _____ on the train or bus is generally considered rude.

- | | | | |
|-------------|-----------|----------|----------|
| 1. in which | 2. during | 3. where | 4. while |
|-------------|-----------|----------|----------|

(d) Thousands of documents _____ for a long time have recently been made available to the public.

- | | |
|---------------------|---------------------|
| 1. were kept secret | 2. they kept secret |
| 3. who kept secret | 4. have kept secret |

(e) We think the company should have given more information about the accident _____ they actually did.

- | | | | |
|---------|--------|--------|---------|
| 1. that | 2. how | 3. why | 4. than |
|---------|--------|--------|---------|

(f) He is a brilliant guitarist, but his sound varies _____ which guitar he is playing.

- | | |
|-----------------|------------------|
| 1. depends on | 2. depended on |
| 3. depending on | 4. dependence on |

(g) Given their responses to the accident, _____ natural that people should be so angry.

- | | | | |
|-------------|-------------|---------------|-----------|
| 1. there is | 2. it seems | 3. it happens | 4. we are |
|-------------|-------------|---------------|-----------|

(h) Since this cheese is now sold at supermarkets, you must check it out _____ you go shopping.

- | | | | |
|--------------|---------------|--------|------------|
| 1. next time | 2. with which | 3. who | 4. whoever |
|--------------|---------------|--------|------------|

〔IV〕 次の(a)~(f)の各語群の中で、下線部の発音が、他の三つと異なるものを一つ選び、その番号を記入せよ。

(a) 1. ceiling 2. sailing 3. reign 4. faint

(b) 1. gentle 2. Japanese 3. leisure 4. major

(c) 1. phrase 2. cease 3. disease 4. phase

(d) 1. hire 2. hive 3. hydrogen 4. hymn

(e) 1. monkey 2. logic 3. none 4. tongue

(f) 1. abroad 2. boast 3. loan 4. throat

[V] 次の日本語の意味を伝えるように英文の(a)～(f)の空欄を1～7の語(句)で埋め、その番号を記入せよ。なお、使わない語(句)が各問に一つずつある。

A. 私が英国にいた時、英国人の友人は私をタカシと呼ぶことで好意を示してくれた。

When I was in England, my English friends (a)(b)(c)
(d) me (e)(f) me Takashi.

- | | | | |
|------------|-----------------|---------|--------------|
| 1. their | 2. toward | 3. by | 4. expressed |
| 5. calling | 6. friendliness | 7. like | |

B. 私の家族は、祖母と両親と兄弟3人と私の7人です。

(a)(b)(c)(d)(e), (f) my grandmother,
my parents, three brothers and me.

- | | | | |
|-----------|--------------|--------------|-------------|
| 1. of | 2. including | 3. my family | 4. composed |
| 5. people | 6. consists | 7. seven | |

C. 写真を始めた頃、彼の写真はかなりお粗末だった。もちろんカメラに問題があったわけではないが。

His photographs were rather poor when he was first (a)(b)
photography; it had (c)(d)(e)(f) the camera, though.

- | | | | |
|-----------|-------|------------|-------------|
| 1. do | 2. up | 3. nothing | 4. problems |
| 5. taking | 6. to | 7. with | |

D. 朝早く起きて2時間ほど勉強をして、その後試験会場に向かうまで、ただのんびり過ごした。

Getting up early in the morning, I studied for a couple of hours, (a)
(b) I just relaxed until (c)(d)(e)(f).

- | | | | |
|----------|-------------------------|----------|--------|
| 1. went | 2. I | 3. which | 4. for |
| 5. after | 6. the examination site | 7. left | |