

平成 22 年度 入学試験問題

外 国 語

英 語

2 月 25 日(木) 10:00—11:45

(全学部共通)

注 意 事 項

1. 試験開始の合図があるまで、この冊子と答案紙を開いてはいけない。
2. 問題冊子のページ数は、11 ページである。
3. 問題冊子とは別に答案紙が 4 枚ある。
4. 落丁、乱丁、印刷不鮮明の箇所などがあつたら、ただちに申し出よ。
5. 解答にかかる前に答案紙左端の折り目をていねいに切り離し、答案紙のそれぞれの所定の 2 箇所に受験番号を記入せよ。
6. 解答は答案紙の所定の欄に記入せよ。所定の欄以外に書いた答案は無効である。
7. 答案紙の右寄りに引かれた縦線より右の部分には、受験番号のほかは記入してはいけない。
8. 問題冊子の余白は草稿用として使ってもよい。
9. 試験終了後退室の許可があるまでは、退室してはいけない。
10. 答案紙は持ち帰ってはいけない。問題冊子は持ち帰ってもよい。

I 次の英文を読み、設問に答えよ。

(*の付いた語句は注を参照すること)

It is known as the globe skimmer or wandering glider, but no one ever knew just how far this remarkable dragonfly could actually travel. Now a British naturalist living in ⁽¹⁾ *the Maldives has claimed that *Pantala flavescens may hold the record for the longest migration of any insect. If it is confirmed, his theory would mean that this dragonfly, which measures no more than 5 cm, migrates from southern India to Africa and then back.

“It’s an amazing story,” said the naturalist Charles Anderson, speaking by telephone from his home in Male, capital of the Maldives. “But what is beautiful is that the pieces of the puzzle fit together.”

Mr. Anderson first started thinking about the dragonflies after he arrived in the Maldives in 1983. Every year in October, millions of the creatures arrive in swarms, a phenomenon that is well known to local people and which they say (A) the beginning of the northeast monsoon.

What the naturalist found particularly strange was that the Maldives — a string of more than 1,200 coral *atolls located off the southwest coast of India — possessed only a tiny amount of fresh water on its surface. Fresh, rather than salt, water is essential for the breeding and life-cycle of dragonflies. (B) by the appearance of these creatures, he began collecting data and maintaining records about the dragonflies’ arrival and departure.

He discovered that the dragonflies in the Maldives arrived somewhat after similar swarms of the insects appeared in southern India. On the more southerly atolls of the Maldives, they appeared later still. The numbers peaked in November and December.

Mr. Anderson believes the dragonflies are heading to southern and east Africa, slowly making their way westwards on the tradewinds. In the northern Seychelles, around 1,700 miles from India, the dragonflies appear in November.

In Uganda they appear twice a year—in March and April and again in September—while in Mozambique and Tanzania they arrive in December.

Mr. Anderson, who has published his findings in the *Journal of Tropical Ecology*, believes the creatures are (C) the most of the weather system of the so-called *Intertropical Convergence Zone (ITCZ) that moves southwards by way of the Maldives every year. It follows those winds at a height of more than 3,000 feet. “Circumstantial evidence suggests that the dragonflies fly with northeasterly *tail winds, within and behind the ITCZ,” he writes.

The naturalist said he had also collected circumstantial evidence to suggest the dragonflies returned to the Maldives in the spring en route back to Africa. In all, the journey would total around 12,000 miles and would involve the dragonflies passing through four generations.⁽²⁾

Mr. Anderson said not only did the dragonflies’ journey make use of rain-providing weather systems that would create temporary pools of fresh water for the *larvae to grow, but that the life-cycle of the insect had been modified to allow it to make this journey.⁽ⁱ⁾ Whereas the life-cycle of most dragonflies involves a larval stage in which they live underwater for up to a year, the globe skimmer is able to climb out of the water and *metamorphose within just six weeks. “These guys take a different approach to the typical dragonfly,” he said.

As they make their way westwards to Africa, the dragonflies attract company. Mr. Anderson says that many medium-sized migratory birds including ⁽ⁱⁱ⁾ falcons, cuckoos, and nightjars make a similar journey as they head for their wintering grounds. He said that these birds probably flew at about the same altitude as the dragonflies, made use of the same winds, and ate the insects as they went. The significance of the birds’ journey had not previously been noticed, he said.

While remarkable, the journey postulated by Mr. Anderson is not without precedent in the insect world.⁽³⁾ For years, there was a mystery about *monarch butterflies, which are found in large numbers in the northeast of the US and

southern Canada during the summer. It was not until 1975 that scientists were able to confirm that — unable to winter in a northern climate — the butterflies migrated south to Mexico. Again, this remarkable journey of up to 4,500 miles takes place over four generations of the insect.

Professor Karen Oberhauser, a monarch butterfly specialist at the University of Minnesota, said that when the monarch's journey was confirmed, people were astounded. "It was beyond (D) that they could do it," she said.

While she said she had not yet studied Mr. Anderson's theory in detail, she was ready to keep an (E) mind. "Animals and plants do amazing things," she added. "This is another example of wonderful things they can do to evolve to make their way in the world."

(出典：Andrew Buncombe, "From India to Mozambique, the insect world's greatest migrant," *The Independent*, Tuesday, July 21, 2009 より。出題の都合上、原文の一部に変更を加えている。)

注

the Maldives モルジブ共和国, モルジブ諸島

Pantala flavescens ウスバキトンボ(全世界の熱帯・温帯に広く分布するトンボ)

atoll 環礁

Intertropical Convergence Zone 熱帯収束帯

tail wind 追い風

larvae larva(幼虫)の複数形

metamorphose 変態する

monarch butterfly オオカバマダラ(チョウの一種)

設 問

- 1 下線部(1)に述べられている仮説の発想のきっかけとなったのは, the Maldives のどのような特徴か。日本語で答えよ。
- 2 下線部(2)を日本語に訳せ。
- 3 下線部(3)を日本語に訳せ。
- 4 下線部(i)が意味する内容を, 具体的に本文に即して日本語で答えよ。
- 5 下線部(ii)が意味する具体的内容を, 漢字を1文字だけ使って答えよ。
- 6 空欄(A)～(E)に入るもっとも適切な1語をそれぞれの語群から選び, イ～ホの記号で答えよ。

- | | | |
|------------------|-----------------|-------------|
| (A) イ marks | □ provides | ハ unleashes |
| ニ feels | ホ breaks | |
| (B) イ Intrigued | □ Blinded | ハ Drafted |
| ニ Made | ホ Sketched | |
| (C) イ traveling | □ studying | ハ making |
| ニ living | ホ climbing | |
| (D) イ impression | □ detail | ハ passion |
| ニ interest | ホ comprehension | |
| (E) イ uneasy | □ artificial | ハ easy |
| ニ open | ホ ambitious | |

II 新任の小学校教師の体験を描いた次の英文を読み、設問に答えよ。

(*の付いた語句は注を参照すること)

The chaos in their classes *demolished Mr. Levin's and Mr. Feinberg's assumptions that their charm, intelligence, and energy would guarantee their success. *Anarchy reigned. Children raced up and down the halls. Few of them did their homework. Noise was a constant problem. Students were unimpressed with the new teachers' *Ivy League degrees and clever talk.

Quincy, for instance, was in Levin's class at Bastian Elementary School. He was a sixth grader but didn't look it. Five feet ten inches tall, he was often angry and mean. He teased, taunted, and slapped other children. He paid no attention (A) teachers who told him to stop. He saw no reason to do anything asked of him by Levin, who had almost no experience disciplining children. (1)

Levin sought advice from his principal and the mentor teacher assigned to him. Much of what they told him was (ア) or didn't work. The general disorder at the school convinced him that the principal, despite her good heart and (イ) desire to make things better, was not going to be much help with Quincy.

It occurred to Levin and Feinberg, in their weary conversations, that they were trying too hard to be what they thought teachers should be, and not trying hard enough to be themselves. (2) They had good instincts in other parts of their life. Why not in their classes? On a particularly (ウ) day, Levin responded disastrously to this insight without considering that it might conflict with rules for teacher behavior, and with the law. As usual, Quincy was wandering around the room, harassing other students. "Sit down, Quincy," Levin said.

Quincy acted as if Levin did not exist.

"Sit down now!"

No response.

Levin walked up to the boy in the middle of the classroom, grabbed him under both armpits, picked him up, and carried him back to his seat. Levin had never lifted a child that heavy. He wondered, in a panic, if he could make it all the way to Quincy's chair without dropping him. His strength gave (B) just as he got there. Instead of gently lowering the boy into his place, he dropped him into it, with more force than he had intended. *Mortified, Levin retreated to his desk and began to wonder exactly when he would be fired.

He had been told, more times than he could count, not to touch kids. It was a huge no-no, an invitation to lawsuits and a cause for dismissal. He worried about his job. He worried about Quincy. What did it say to a child who had probably been mistreated from an early age that a teacher could slam him into his chair?

But Levin noticed that the class quieted noticeably after Quincy had been put (C) his place. The boy was a bully. Levin wondered if his failure to protect other children from Quincy had contributed to the sour mood that usually enveloped his class.⁽³⁾

Levin decided to visit Quincy's parents and apologize, even though home visits were another thing he had been told not to do. The rule was that contact with parents had to be limited to the telephone and their visits to the school.

Levin didn't care. He felt bad about what he had done and could see no alternative to making a personal visit and apology. He found the small wood-frame house where Quincy lived, not far from the school. He knocked. Quincy's mother came to the door. She was heavysset, shorter than her sixth-grade son. She looked weary. "Good evening, ma'am," he said. "I am Mr. Levin, Quincy's teacher. May I come in?"

She looked (工) to find him on her doorstep. She seemed apprehensive. Conversations with teachers about her son were rarely (才). But she invited him in. Levin sat down on the couch and gave her an honest look of sadness. "Ma'am," he said, "I feel really bad. Something came (D) today in class. I don't know if you know that your son has been slapping other kids."

“I know my boy,” she said in a neutral tone.

“Well, today he wouldn’t listen to me, so I had to carry him back to his chair.”

She nodded.

“I hope you don’t mind me doing that. I hope I don’t have to do it again.”

“Do whatever you have to do,” she said. She saw the relief in his face. “Listen,” she said, “you’re the first teacher that ever came to the house. Do whatever you have to do to my son. He doesn’t listen to me. Do whatever you have to do.”

(出典：Jay Mathews, *Work Hard. Be Nice: How two inspired teachers created the most promising schools in America*, Algonquin Books of Chapel Hill より。出題の都合上、原文の一部に変更を加えている。)

注

demolished: destroyed

anarchy: chaos

Ivy League: a group of elite US universities

mortified: very embarrassed and ashamed

設問

1 空欄(ア)～(オ)に入るもっとも適切な単語を次の1～5から選び、番号で答えよ。各番号は1回だけ使用すること。

1 sincere 2 pleasant 3 surprised 4 tense 5 vague

2 空欄(A)～(D)に入るもっとも適切な単語を次の1～6から選び、番号で答えよ。各番号は1回だけ使用すること。

1 out 2 with 3 in 4 on 5 up 6 to

3 Levinが「教師として、やってはいけない」と言われていた2つの事柄を、本文に即して日本語で述べよ。

4 下線部(1)～(3)を日本語に訳せ。

Ⅲ 次の英文を読み、設問に答えよ。

*Dennis is sitting on a bench outside the university library reading a book.
Jennifer approaches and begins to speak with him.*

Jennifer: Hi, Dennis. I haven't seen you around for a (A). What have you been up to?

Dennis: Not much. Right now I'm just trying to get ready for exams next week. How about you?

Jennifer: Me too. How many exams do you have?

Dennis: I've got a lot. I've got five exams, and one is for a history class with Professor Frost.

Jennifer: Professor Frost? Aren't his classes supposed to be really difficult?

Dennis: They definitely are, so I expect the exam is going to be pretty (ア). How many exams do you have?

Jennifer: I've only got three, but ^(a) [(1) 20-page (2) also have (3) term papers (4) two (5) due (6) I (7) that are] next week.

Dennis: Wow. It sounds like you're pretty busy.

Jennifer: Yeah. I'm just glad that they keep the library open 24 hours each day during exam week. I'll probably be here (イ) late every night for the next seven days.

Dennis: What are you going to do over the summer?

Jennifer: Well, my uncle is a partner in a law firm, and he (ウ) me for a summer job there starting in June.

Dennis: Are you planning on going to law school?

Jennifer: I haven't decided, yet. That's one reason why I want to work at the law firm this summer. I want to get an idea about whether or not the profession (エ) me.

Dennis: And what's on your calendar until June?

Jennifer: A bunch of us have rented a place on the beach for a week. So, after exams, we're all going down there to lie on the beach, go swimming and water skiing, and take it easy. Also, we plan on having a big barbecue on the beach.

Dennis: That sounds like fun. How many people will be there?

Jennifer: We think that about 15 people will (オ). What are you going to do this summer?

Dennis: I want to be a journalist after graduating, (B) I'm going to spend the summer working at the local newspaper in my hometown. It's not going to pay very much, (C), and I have to start next week. It looks like I'll [(1) to (2) be (3) straight through (4) the (5) working (6) of (7) end] August.

Jennifer: It sounds like you're in for a pretty busy summer.

Dennis: That's right. (D), I'm going to have to work six days a week, but it's a great opportunity to get experience in my chosen field.

Jennifer: And it'll look good on your resume when you're job hunting next year.

Dennis: That's what I've been hearing. I certainly hope so.

Jennifer: Well, I've got to start studying. It was great to see you again, Dennis. Good luck on your exams.

Dennis: Thanks, good luck on yours, too. And if I don't see you before you leave, have a great summer.

Jennifer: You too.

設問

- 1 空欄(A)～(D)に入るもっとも適切な語句を以下の(1)～(6)より選んで番号で答えよ。なお、文頭にくる文字も小文字にしてある。各番号は1回だけ使用すること。

- | | | |
|------------|-----------------|-------------|
| (1) so | (2) even though | (3) in fact |
| (4) though | (5) while | (6) time |

- 2 本文に照らしてもっとも適切な記述はどれか。次のA群とB群から、それぞれ1つ選び、番号で答えよ。

A

- 1 Dennis is thinking of becoming a lawyer.
- 2 Jennifer's uncle is a journalist.
- 3 Dennis will be looking for a job next year.
- 4 Jennifer will spend time with friends in the mountains.

B

- 1 Jennifer knows what she wants to do in the future.
 - 2 Dennis will work at his hometown magazine this summer.
 - 3 Dennis will join Jennifer this summer at the beach.
 - 4 Jennifer will be at the library each night during the exam week.
- 3 空欄(ア)～(オ)に入るもっとも適切な語句をそれぞれの語群から選び番号で答えよ。

- | | | |
|-----|----------------|---------------|
| (ア) | 1 bright | 2 easy |
| | 3 light | 4 tough |
| (イ) | 1 rather | 2 still |
| | 3 terrible | 4 wither |
| (ウ) | 1 recognized | 2 recommended |
| | 3 reclaimed | 4 reprimanded |
| (エ) | 1 fills | 2 minds |
| | 3 suits | 4 wears |
| (オ) | 1 show around | 2 show off |
| | 3 show through | 4 show up |

- 4 (a)と(b)の括弧[]内の語句を並べ変え、もっとも適切な内容の英文にせよ。
解答は番号のみを記入せよ。
- 5 Dennis は給料が高くないのに、なぜその夏の仕事を選んだのか。理由を日本語で述べよ。

IV 次のAとBの文章を読み、下線部(1)～(4)を英語に訳せ。

A

近年、コンピューターや携帯電話など、先端技術によって生まれた製品が私た
(1)ちの生活をより快適にしてきたことは確かである。しかし、文明の発展とともに
人々は、衣食住など本当に必要なものだけで満足するのではなく、本来生活に不
必要なものまで求めるようになった。とくに20世紀後半になり、企業が私たち
(2)の生活にさほど必要ではないものまで生産するようになると、この傾向はより顕
著になった。私たちのまわりには、それがなくても生きていけるような物品があ
ふれている。

B

子どものころに習っていたピアノをもう一度始めたい。中高年が胸に抱くひそ
(3)かな希望をちらほら耳にする。ニーズに応える大人のための音楽教室もあちこち
にできてきたようだ。何年も鍵盤にさわっていないのに、椅子に座ると指が動
く。そんな体験をした人もいるにちがいない。身体(4)の記憶には、英単語の暗記と
違い、思った以上の持続力があるらしい。

(Bの出典：毎日新聞「余録」2009年7月19日より。出題の都合上、原文の一部に
変更を加えている。)