

英 語

注 意 事 項

- 1 「解答始め」の合図があるまでこの冊子は開かないこと。
- 2 この冊子は12ページである。
- 3 学部名と受験番号を、必ず2枚の解答用紙のそれぞれに記入すること。
- 4 解答は、必ず解答用紙の指定された所に記入すること。

1

次の英文を読み、設問に答えなさい。

I have a friend who likes to barbecue on his back deck. He puts charcoal in the grill, squirts some lighter fluid on the charcoal, and throws a match on it. The lighter fluid goes “BOOM,” but somehow his charcoal never starts burning. So he squirts more lighter fluid, lights another match, and watches it blow up again while his wife and I make fun of him. He makes frequent trips to the store for more lighter fluid. One day his wife commented, “Charlie’s charcoal grill runs on lighter fluid.”^(a)

In a way, muscle is like that grill. Muscle burns both fat and sugar: the sugar burns instantly like lighter fluid, yielding only a small amount of energy, but the fat continues to burn for a long, long time, like charcoal (b). You get lots more calories, or energy, from a fat molecule than you do from a sugar molecule. When you’re playing active sports you may run out of sugar; you never run out of fat.

We now know that even people who are starving never, never, never (c) all of their body fat. This may surprise you, since starving or anorexic people look so emaciated, but there is fat even on the bodies of people who weigh only seventy-five pounds. They look like skeletons when they die because they lose so much muscle, but autopsies show that they still have ten or fifteen pounds of fat hidden inside. These people do not, in fact, starve to death.^(d)

Nobody in the history of the earth has ever actually starved to death. At some point during starvation, as the body runs out of glucose it starts using protein for fuel.^(e) In the process of burning protein, it taps the immune system antibodies, which are proteins. Starving people become highly susceptible to bacteria and viruses; they die of infectious diseases precipitated by lack of protein in their bodies.

Like starving people, those who are very fit occasionally have lighter-fluid

problems. During long, rigorous sports events their muscles run out of sugar. When that happens, their energy drops abruptly because the burning of fat, triggered by sugar's spark, has ceased. Athletes think they run out of energy because their sugar has run out, but in reality, they have plenty of “fat energy” left (g). They constantly look for ways to store more sugar in their muscles, mistakenly thinking that sugar is their primary fuel. But it is only the starter fluid; fat is the primary fuel.

(Partially excerpted from *Smart Exercise; Burning Fat, Getting Fit* by Covert Bailey)

- | | |
|---------------------------------|-----------------------|
| (注) squirt : 吹きかける | lighter fluid : 液体燃料 |
| molecule : 分子 | anorexic : 拒食症の |
| emaciated : やせ衰えた | autopsy : 解剖 |
| glucose : ブドウ糖 | tap : 資源として活用する |
| immune system antibody : 免疫系の抗体 | |
| susceptible : 影響されやすい | precipitate : 突然引き起こす |
| abruptly : 突然, 不意に | |

設 問

- (1) 彼の妻(his wife)はなぜ下線部(a)のように言ったのか。理由を日本語で説明しなさい。
- (2) 文脈から考えて(b)に入れるのに最も適切なものを(ア)~(エ)から一つ選び、記号で答えなさい。
- (ア) because sugar does not need charcoal
 - (イ) even if it does not get started
 - (ウ) once it gets started
 - (エ) only when it burns easily

(3) 文脈から考えて(c)に入れるのに最も適切なものを(ア)~(エ)から一つ選び、記号で答えなさい。

(ア) make up (イ) put out (ウ) take in (エ) use up

(4) 下線部(d)のような状況が生じる医学的理由を 60 字程度の日本語で説明しなさい。句読点は字数に含みます。

(5) 文脈から考えて(g)に入れるのに最も適切なものを(ア)~(エ)から一つ選び、記号で答えなさい。

(ア) and know many ways to draw from it.

(イ) and try to find ways to avoid it.

(ウ) but cannot survive without it.

(エ) but no way to draw from it.

(6) 下線部(e), (f)を日本語に直しなさい。ただし、(e)は it の、(f)は that の意味がそれぞれはっきりわかるように訳すこと。

試験問題は次に続く。

2 次の英文を読み、設問に答えなさい。

To extend our study of multiculturalism in Canada we did a math activity that involved sorting and graphing. (A), we made a list of all the different cultures represented in our class. I wrote these along the bottom of a piece of chart paper. To help with the sorting and graphing, I wrote each in a different color.

(B) I brought out some unifix cubes that corresponded to the same colors that the cultures were written in. Each student had to decide what culture he or she belonged to and what color of unifix cube he or she should have. Once everyone had a unifix cube, they had to sort themselves. They walked around and found everyone else with the same color and (C) with the same cultural background.

The different groups sat down together and I gave a few minutes to allow them to talk. The conversations were interesting as many did not realize that^(a) we had so many different groups in our class and some had not noticed that there were other people the same as them. They all wanted to see who was in each group and they got very excited about it. It was amazing to see their innocence as I realized that they had not seen before the connection between hair and skin color and cultural groups. One of the children asked me if I was Vietnamese, which I am clearly not. We got into a discussion then about how^(b) different cultures look different and how beautiful it is to look around and see the different people.

Next, each child had a chance to come up and put his or her unifix cube on the graph. I used tape to stick the bottom cubes on the paper and taped every 3rd or 4th cube as needed. There was so much excitement as the children watched the towers grow. Giggles were heard and heads kept straining to see the results as each child had a turn.

This activity would not have been complete without a good discussion

about the results. We talked about the cultures with the most children in our class and those with the fewest. We also noticed that some had the same number of people. We talked about how we are all friends and how neat it is to have so many different kinds of friends. Everyone agreed that our class was certainly special for having so many different people!

(D), each child drew a picture of some of his or her friends. We wrote down the names of the friends and the culture of each friend. The children kept this page in their Canada research booklets.

(Information source: <http://www.canadaproject.ecsd.net/multiculturalism.htm>)

(注) unifix cubes つないで遊ぶブロック

設 問

(1) 空欄A～Dを埋めるのに最も適切なものを(ア)～(ク)から一つずつ選び、記号で答えなさい。ただし、選択肢はそれぞれ一度しか使えません。選択肢は文頭で始まるものもすべて小文字にしてあります。

- | | | |
|-------------------|-----------------|-----------------------|
| (ア) conclusively | (イ) in addition | (ウ) on the other hand |
| (エ) then | (オ) there | (カ) therefore |
| (キ) to begin with | (ク) to sum up | |

(2) 下線部(a), (b)を日本語に直しなさい。

(3) unifix cubes を使った活動から得られた結果について話し合われたことが五つあります。そのうち一つを例として示します。それ以外の四つの内容をそれぞれ日本語で説明しなさい。(解答の順番は問いません。)

(例) クラスに多数派の子どもたちの文化と少数派の子どもたちの文化があること。

(4) この文章のタイトルとして最もふさわしいものを(ア)~(エ)から一つ選び、記号で答えなさい。

- (ア) Cubes in Multiculturalism
- (イ) Multicultural Color Research
- (ウ) Multicultural Math Activity
- (エ) Unifix Cubes in Canada

試験問題は次に続く。

3 次の各文の()内に入れるのに最も適切なものを(A)~(D)の中から一つ選び、**大文字の記号**で答えなさい。ただし、(7 i)~(7 ii)と(8 i)~(8 iv)はそれぞれ連続した会話になっています。

- (1) Hurry up! The train's leaving () a minute.
(A) after (B) every (C) in (D) later
- (2) The children just stared nervously ().
(A) at each other (B) each other
(C) straight (D) to them
- (3) I () to be a swimmer, but I'm not any more.
(A) hoped (B) liked (C) used (D) wanted
- (4) When he rang home, his cousin () the phone.
(A) answered (B) picked (C) reached (D) talked
- (5) I've () too much tea recently.
(A) been drunk (B) been drinking
(C) being drunk (D) had drunk
- (6) I can't finish this coffee. It's () for me to drink.
(A) hot (B) much too hot
(C) too much hot (D) very hot

(7 i) *John:* What's the matter, Mary?

Mary: () terrible cold.

- (A) I catch (B) I catch a (C) I got (D) I've got a

(7 ii) *John:* () see a doctor?

- (A) Why do you (B) Why don't you
(C) Will you (D) Won't you

(8 i) *Susan:* Ken, can you () me to the airport?

- (A) bring (B) lift (C) show (D) take

(8 ii) *Ken:* OK. Have you () any luggage?

- (A) fetched (B) had (C) held (D) got

(8 iii) *Susan:* Yes. Can you get ()? —

- (A) it for me (B) it to me (C) some (D) them

(8 iv) *Susan:* — it's () there.

- (A) been (B) never (C) other side (D) over

(9) The fact that he's been consuming large numbers of bananas () worry me in the least.

- (A) doesn't (B) don't (C) hasn't (D) haven't

(10) John was seriously injured in an accident. When he woke up on a bed in a small room after the operation, he didn't recognize his () at all.

- (A) atmosphere (B) environment (C) place (D) surroundings

(11) The () in London is now fifteen degrees centigrade.

- (A) fever (B) prediction
(C) temperature (D) weather forecast

- 4 下の(1)~(3)の英語が次の日本語の文章に対応するように下の語群から単語を選び、英文を完成させなさい。

夕べはすばらしい送別会でしたね。

日本でできた友達と離れるのが寂しくなりそうです。

空港で会えるといいですね。

- (1) Last (①) (②) (③) a wonderful (④) (⑤).
- (2) I'm (①) (②) (③) all (④) (⑤) I (⑥) (⑦)
in Japan.
- (3) I hope (①) (②) (③) (④) meet (⑤) (⑥)
(⑦) (⑧).

<i>able</i>	<i>airport</i>	<i>at</i>	<i>be</i>	<i>farewell</i>
<i>friends</i>	<i>going</i>	<i>had</i>	<i>have</i>	<i>made</i>
<i>miss</i>	<i>night</i>	<i>party</i>	<i>the</i>	<i>the</i>
<i>to</i>	<i>to</i>	<i>up</i>	<i>we</i>	<i>we'll</i>

5 教師と生徒の会話を読み、下線部(1)～(3)を英語に直しなさい。

生徒：先生、英語がすらすら話せるようになるにはどうしたらいいですか？

教師：うーん、そうだね．．．まず文法の基礎を学んで、きちんと英文が読める
ようになることだね。

生徒：あの一、私は英会話の力をつけたいんですが。

教師：文法を学ぶことも読む能力をつけることも、話す際に大いに役立つんだ
よ。話せるようになることだけを急がないようにね。ほかに音読の練習も
話す力を伸ばすのには効果的だよ。

(問題文は 2009 年 8 月 1 日付け朝日新聞「オピニオン」を参考に作成)

6 What do you think is the most important thing for young people to bear in mind when they communicate with much older people? Explain your view and give two reasons to support it (80-100 words).