

公募制推薦入試 基礎学力検査(英語)

❖ 出題のねらい ❖

A方式①

Iは、最近発表された、高齢化を防ぎ長寿を促す働きをする遺伝子の発見と、その遺伝子研究の成果をアンチ・エイジングのための薬品開発に活用しようとする科学者たちの試みについて論じた科学的エッセイで、その遺伝子の特質や高齢化社会における発見の意義について正確に理解することが求められています。単なる正誤問題ではなく、「本文中に記述のないもの」という選択肢もあることから、文章を注意深く読む必要があります。

IIは、1990年代までは多く見られていたアメリカの高校における外国人留学生の数が、近年になって減少した問題を取りあげ、留学生受け入れの意義や留学生数の減少の背景にあるアメリカ社会の変化についても言及しています。平易な英語で分かりやすく書かれていますので、内容理解に関する問題は、文脈から正確に主旨を読み取ってください。文法問題の出題は、受験に際して知っておくべき成句や語句に関するものです。

A方式②

Iは、授業の予習をしているモトコが、テキストにあった英語熟語表現の意味をローガンに尋ねているという設定の会話です。よりネイティブらしい自然な英語を話すためには熟語や慣用表現を覚えることが大切だと言って、ローガンはいろいろな表現をモトコに説明するという一貫した話題から成っています。文脈もつかみやすく、使われている英語も平易なものですから、自然な流れの中で使用される適切な表現を選択してください。

IIは、基本的な文法の知識を問う設問です。標準的なレベルの文法問題を反復練習するなどして、基本的な文法を身につけておきましょう。

IIIは、日本語の文章の内容を表すように単語を並べ替える整序問題です。作文力を問う問題ですので、日頃から和文英訳問題集などを使って、英作文の練習をしておいてください。

B方式①

Iは、多くの国の代表者が列席する国際会議において、正確かつ明確に対話するためには多くの言語の使用が望ましいが、結論を容易に出すためには限られた言語を使うことが必要で、次第に英語が国際言語としての位置を占めるようになるという、英語の国際会議における国際言語としての役割の確立に至る歴史を簡潔にたどったものです。平易な英語で書かれていますが、単なる正誤問題ではなく「本文中に記述のないもの」という選択肢もあることから、注意深く正確に主旨を読み取ることが大切です。

IIは、絵画などに描かれているような洗練されたテーブル・マナーが、ヨーロッパで定着するようになる歴史をたどったもので、今日では当時のように複雑なものではなくなっていますが、その基本的なテーブル・マナーやその精神は現在の私たちにも受け継がれ続けていることを説明したエッセイです。スタンダードな英文で書かれていますので内容理解に関する問題は、できるだけ正確に理解するよう努めてください。文法問題の出題は、受験に際して知っておくべき成句や語句に関するものです。

B方式②

Iは、これからロンドンに出かけようとするレーナと、それを見送るジェニーという二人の東京に住む姉妹の対話です。空港まで送ってくれることになっているジョンを待ちながら、姉妹は雑談をしていますがその話題の中心は、キャリアを追求したい姉妹に対して早く結婚して子供を産んでほしいと願う母親のことで、使われている英語も平易ですので、話者の感情を考えながら自然なやりとりを構成するよう適切な表現を選択してください。

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公募制推薦入試

英一般入試語

日一般入試史

世一般入試史

生一般入試物

化一般入試学

数一般入試学

A現代社会学部入試語

音楽実技

国一般入試語

(国)公募制推薦入試語

基礎学力検査 英語〔A方式 11/16〕(時間：p.1 参照)

英語 ①

I 次の英文を読んで、(1)～(8)について、本文の内容と一致するものには①を、本文の内容に反するものには②を、本文に記述のないものには③をマークしなさい。 ～

Scientists have recently discovered the “Methuselah” genes, whose lucky human hosts have a much improved chance of living to 100 even if they have an unhealthy lifestyle. The genes seem to protect people against the effects of smoking and a bad diet, and can also delay the start of age-related illness such as cancer and heart disease by up to three decades. No single gene is a guarantee of everlasting youth. Instead, the secret of a long life probably lies in having the right mix of genes, according to new studies of centenarians (people aged 100 years or more) and their families. Such gene combinations are extremely rare — only one person in 10,000 reaches the age of 100.

The genes found so far appear to give a little extra protection against the diseases of old age. Centenarians seem to have a high chance of carrying several such genes in their DNA. “Long-lived people do not have fewer disease genes or aging genes,” says Eline Slagboom of Leiden University, who is leading a study into 3,500 Dutch nonagenarians (people in their nineties). “Instead, they have other genes that stop those disease genes from being switched on. A long life is strongly genetic and inherited.”

Slagboom and her colleagues recently published studies showing how the physiology of people in long-lived families differs from that of normal people. Other studies, showing the genetic causes of those differences, will be published soon. “People who live to a great age use up fats and glucose in their body differently, the skin ages more slowly and they have lower rates of heart disease and high blood pressure,” she

comments. “These factors are all under strong genetic control, so we see the same features in the children of very old people.”

The so-called Methuselah genes are named after the father figure in the Bible who lived to the age of 969. They are thought to include the ADIPOQ gene, which is found in about 10% of young people, but in nearly 30% of people living past 100. The CETP gene and the ApoC3 gene are found in about 10% of young people, but in about 20% of centenarians. Some of those genes were discovered by a research group at Albert Einstein College of Medicine, New York, led by Professor Nir Barzilai, following an analysis of the genes of over 500 centenarians and their children and grandchildren. The studies show that tiny changes in the make-up of particular genes can sharply extend a person’s life. Nonetheless, environmental factors such as the decline in infectious diseases are an important factor in the steady rise in the number of centenarians. The human genome system contains about 28,000 genes, but they are controlled by a tiny number of so-called regulator genes.

Dr Barzilai told a Royal Society conference that the discovery of such genes gave scientists clear targets for developing drugs that could prevent or delay the start of age-related diseases, potentially lengthening people’s lives and keeping them healthier for longer. Dr David Gems, a researcher at University College London, believes that treatments to slow aging will become very common. “If we know which genes are responsible for a long life, we can find out what proteins they make and then reproduce them as drugs. That makes it possible to slow down aging. We need to reclassify aging as a disease rather than as a harmless, natural process,” he says. “Much of the pain and suffering in the world is caused by aging. If we can find a way to reduce that, then morally, we must do so.”

An anti-aging drug which might be taken by millions of people,

— 1 —

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— 2 —

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perhaps from middle age onwards, could be the greatest achievement of the pharmaceutical industry. Michelle Mitchell of Age UK, a registered charity, explains: “Aging is a natural part of life. The key to success is to ensure that we do not simply extend life but extend the years of healthy life so that people can enjoy, not suffer, their later years.”

[注1] physiology 生理機能

[注2] glucose ブドウ糖

[注3] human genome 人ゲノム

(1) Scientists have discovered that if you have the Methuselah genes, you will suffer from age-related illness such as cancer and heart problems by the time you become 100 years old.

(2) People who are aware that they have the Methuselah genes tend to be less concerned about leading a healthy life.

(3) New studies show that if you live to be 100 years old, you must have a specific gene which guarantees a long life.

(4) The number of centenarians in North America who have the Methuselah genes is increasing.

(5) According to the passage, the percentage of young carriers of the CETP and ADIPOQ genes is almost the same.

(6) The decline in infectious diseases contributes to the rise in the number of centenarians.

(7) Dr Barzilai states that scientists have developed drugs which prevent people from suffering from age-related diseases.

(8) Dr Gems thinks that aging should be regarded as a disease, instead of a natural process.

— 3 —

h26 A方式

— 4 —

h26 A方式

II 次の英文を読んで、(1)～(10)の問いに答えなさい。 9 ～ 20

High school foreign exchange students became so much part of American culture in the 1980s and 90s that, for a while, no Hollywood teenage movie was complete without one appearing in the story. But the number of international students at U.S. high schools has dropped significantly in the last decade, partly because schools and families are less willing to be hosts. "We don't really have a lot of research into why it is happening, but it is happening. There are fewer students," says John Hishmeh, executive director of a group organizing most of the country's best exchange programs.

Some of the decline may be due to visa rules that took effect in the late 1990s, which made it more difficult for international students to attend U.S. public schools, Hishmeh says. Security and political concerns may have played a part too, although the drop in numbers seems to have begun before the September 11 attacks in 2001. Hishmeh notes that it might be more likely that, with the end of the Cold War between the U.S. and the Soviet Union in the 1980s, busy American families and school districts in need of financial aid simply became less interested in hosting foreigners. "We see a lot of schools not wanting to take foreign students because of economic concerns. We see a harder time for programs trying to find host parents," Hishmeh comments. "Funding for the promotion of good international understanding really started to weaken in the late 1990s. We need to get back in the game of telling America's positive story to the world."

Last year, 27,742 foreign exchange students visited the United States through programs approved by the Council on Standards for International Educational Travel, the organization that Hishmeh leads. The numbers were 44,291 in the 1999-2000 school year and 62,005 in

1993-1994. The U.S. State Department has noticed a recent decrease in applicants too, although for a shorter time. About 39,000 foreign students were admitted to the United States on exchange program visas in the 1999-2000 school year, compared with 28,200 the year of the New York terrorist attacks and 24,600 in 2002-2003, according to the Bureau of Educational and Cultural Affairs. Unlike the figures from the Council on Standards, those numbers include students who come to study for less than six months.

Set up soon after World War II, high school exchange programs have long helped to project a positive image of the American people to nations where the United States was trying to build a better relationship. Christina Pillot is hosting Chartraharn Chareonwong, a 16-year-old from Thailand. She sees her participation in a Rotary International program as a way to help improve America's image abroad. "I'm doing my small part to promote world-wide peace and international understanding," she says.

Seven of the 10 places that sent the most students to study in American high schools last year were countries that either fought the United States in a war or were a war zone for U.S. troops: Germany, Japan, South Korea, Vietnam, France, Italy and China. An eighth country was Russia, the U.S. Cold War opponent.

The State Department planned to expand on that tradition in 2003 by funding a \$10 million program aimed at encouraging student exchanges with Muslim countries. About 160 students from the Middle East, North Africa and South Asia attended U.S. high schools in the program's first year. This year, student intake increased to more than 400. Eventually, the State Department hopes to expand it to 1,000 students. The challenge may be finding enough American schools and families willing to act as hosts.



Utah State passed a law last year severely cutting money for exchange programs and requiring visiting students to pay school fees to attend public high schools there unless they came to the U.S. in a one-for-one swap for an American student. In recent years, some Pennsylvania high schools have hesitated to take exchange students, partly because they feared — incorrectly — that federal education regulations required them to place students with less-than-perfect English in costly special education programs, according to Jim Buckheit, executive director of the state Board of Education. School officials in New Brighton, Pennsylvania, about 25 miles northwest of Pittsburgh, are considering a plan to accept only one or two exchange students instead of their usual four or five. The reason is cost, Superintendent John Osheka explains. "They are wonderful, delightful people to have here," he notes, "but we want to make sure our services do not suffer financially."

Families are less likely to put up an international student these days in their home because they feel they lack time, says Carolyn Murphy, who was an exchange program coordinator for a decade at North Penn High School in Lansdale, outside Philadelphia. "I think it's more the American lifestyle, than anything," she adds. "I just think American families think they are too busy for exchange students. The families are just so rushed for time and so busy with their own activities that they can't think of anything else."

Program coordinators remain hopeful that a renewed interest will emerge. The American Field Service (AFS), one of the oldest and biggest exchange programs, saw a 6 percent increase in the number of U.S. families willing to host students last year. "Our expectation is that it will continue to grow," said Christine Vogel, an AFS vice president. "At this point in the world situation, it is easy to feel powerless. You feel

there is nothing you can do. But in actuality, this is something that American families can do."

(1) 下線部①に最も近い意味を表すものを①～④の中から一つ選び、番号をマークしなさい。 9

- ① Hollywood teenage movies did not deal with the story of American culture in the 1980s and 90s
- ② Hollywood teenage movies would have been complete even if a high school foreign exchange student had not appeared in the story
- ③ Hollywood teenage movies would have been complete if the story had dealt with American culture in the 1980s and 90s
- ④ Hollywood teenage movies would have been incomplete if a high school foreign exchange student had not appeared in the story

(2) 下線部②の説明として最も適切なものを①～④の中から一つ選び、番号をマークしなさい。 10

- ① the decrease in the number of international students at U.S. high schools
- ② the fall in the number of visa rules in the late 1990s
- ③ the lack of research into why there are fewer international students
- ④ the loss of interest in the exchange programs

(3) 下線部③の説明として最も適切なものを①～④の中から一つ選び、番号をマークしなさい。

- ① to admit that busy American families and schools cannot afford to spare time and money for international students
- ② to promote our reputation as a successful nation by hosting international students at American high schools
- ③ to remember the fact that visa rules came into effect in the late 1990s in the U.S.
- ④ to support the statement that the U.S. has a difficult time encouraging international exchange programs

(4) 下線部④に最も近い意味を表すものを①～④の中から一つ選び、番号をマークしなさい。

- ① the cost of exchange programs
- ② the image of the students
- ③ the number of foreign exchange students
- ④ the profit of exchange programs

(5) 下線部⑤の説明として最も適切なものを①～④の中から一つ選び、番号をマークしなさい。

- ① to admit exchange students from ten countries where the U.S. sends high school students
- ② to have exchange students in American high schools from countries that the U.S. wishes to have a better relationship with
- ③ to participate in a Rotary International program as a way of improving America's image abroad
- ④ to send students from American high schools to countries where the U.S. would like to create a positive image

(6) 下線部⑥に最も近い意味を表すものを①～④の中から一つ選び、番号をマークしなさい。

- ① have been eager to
- ② have been determined to
- ③ have been likely to
- ④ have been reluctant to

(7) 下線部⑦が意味しているものを①～④の中から一つ選び、番号をマークしなさい。

- ① American families
- ② American students
- ③ exchange students
- ④ school officials

(8) 下線部⑧の説明として最も適切なものを①～④の中から一つ選び、番号をマークしなさい。

- ① American families do not want to accept international students because they consider that the American lifestyle is the most important thing to protect
- ② an international student may be merely interested in the American lifestyle
- ③ more than anything else, it's the American lifestyle that enables American families to put up an international student
- ④ the American lifestyle is the main reason why American families are not willing to take in international students

(9) 下線部⑨に最も近い意味を表すものを①～④の中から一つ選び、番号をマークしなさい。

- ① arranged
- ② attacked
- ③ pressed
- ④ relaxed



(10) 本文の内容に合うように、下の1～3の与えられた部分に続く最も適切なものを、それぞれ①～④の中から一つずつ選び、番号をマークしなさい。

1. According to the third paragraph,

- ① among 39,000 foreign exchange students admitted to the U.S. in the 1999-2000 academic year, there were students who came to study for a short period of time.
- ② as there were so many foreign exchange students in 1993-1994, the U.S. State Department had to reduce the number of applicants accepted.
- ③ the number of foreign exchange students studying in the U.S. has risen since the year of the terrorist attacks.
- ④ the U.S. State Department reports that the number of applicants has continued to grow since 2001.

2. According to the sixth paragraph,

- ① about 160 exchange students took advantage of a \$10 million program set up for students from Muslim countries in 2003.
- ② it will not be difficult for the U.S. State Department to find enough American schools and families to host 1,000 exchange students.
- ③ more than 400 students came to the U.S. without an exchange program visa this year.
- ④ the U.S. State Department hopes to expand the program to include students from all over the world.

3. According to the last paragraph,

- ① The AFS cannot make an accurate estimate concerning the number of exchange students and families available to host them.
- ② The AFS expects that the number of U.S. families available for hosting exchange students will increase.
- ③ The AFS feels disappointed, although there is a slight possibility that the exchange programs will continue.
- ④ The AFS hopes that the number of exchange students will increase because of their growing interest in studying abroad.

(英語①問題 おわり)

英語 ②

I 次の会話の意味が通るように、31 ~ 38 に入れるのに最も適切なものを、①~⑥の中から一つ選び、番号をマークしなさい。

Motoko: Logan, what does the expression "better the devil you know" mean?

Logan: It means that it's better to trust something you are familiar with, even if it's something you don't like, than to try something new that could be even worse. 31 Is it something you've read or heard at school?

Motoko: It's in a reading passage I have to summarize for tomorrow's class with Dr Gardner. 32 She says foreign students need to learn these expressions to make their conversation sound more like native-speakers talk.

Logan: She's right. They're called idiomatic or colloquial English expressions, but they're very difficult to understand if you are not familiar with them. 33 There's no other way to learn them, really.

Motoko: I wish I had a better memory. 34 I find that very frustrating. For instance, what does "she blew her head" mean? I knew that one but I can't remember what it means anymore.

Logan: The idiom is "she blew her top", not her head. It means that someone got very angry. 35 It'll be fun for me explaining their meaning to you.

Motoko: Thanks, Logan. You're really kind to me. 36 I don't know how I would manage without your help and encouragement.

Logan: There's no need to thank me. You'd be just fine without me, but, as I say, you're very welcome to my help any time. 37 That's the best way to learn a foreign language. Just ask. Right now, however, I must fly. I think I may have missed my bus home already.

Motoko: But why must you catch a plane to go home? I don't understand. You told me before that you live only twenty kilometers away, right? 38 You can get back home in one hour or less, I think. You can return it to me any time. I don't need it so much now that I'm living on campus.

Logan: Thank you very much, Motoko, but you misunderstood me. "I must fly" means I must hurry. It's another useful and very common expression for you to remember.

- ① I keep forgetting many expressions I'm supposed to know already.
- ② Why do you want to know, anyway?
- ③ Whenever you have a question, please don't hesitate to ask me or anybody else.
- ④ Can I help you with any other idioms you've forgotten?
- ⑤ All you can do is memorize their meaning.
- ⑥ You're my best friend on campus.
- ⑦ She tries to teach us a new English expression every lesson.
- ⑧ You can borrow my bicycle tonight.

II 次の(1)~(8)の空欄 39 ~ 46 に入れるのに最も適切な語句を、それぞれ①~④の中から一つずつ選び、番号をマークしなさい。

(1) He felt 39 because he could not answer the question properly.

- ① embarrassed ② embarrassing
- ③ embarrassingly ④ to embarrass

(2) We must talk in a low voice, 40 the baby in the next room will wake up.

- ① and ② but ③ or ④ while

(3) The toy 41 the girl so much that she insisted on taking it home.

- ① gave ② liked ③ pleased ④ wanted

(4) Please tell me 42 the picture looks like, as I've never seen it myself.

- ① how ② that ③ what ④ why

(5) Mr. Takashima is not used to 43 like a VIP.

- ① being treated ② be treated
- ③ be treating ④ treat

(6) His English composition has 44 misspellings.

- ① few, if any, ② few, if none,
- ③ few, if not, ④ little, if some,

(7) I hope you will 45 the Johnsons into consideration next time you plan a party.

- ① have ② make ③ put ④ take

(8) 46 unfavorable reviews by theater critics appeared in several magazines, the play has enjoyed high ticket sales.

- ① Although ② Before ③ Until ④ When

Ⅲ 次の(1)～(6)の日本語の内容を表すように()内の語を並べ換えた場合、()の中で3番目と6番目にくる語の記号の組み合わせとして最も適切なものを、それぞれ①～④の中から一つずつ選び、番号をマークしなさい。

47 ～ 52

(1) なぜこの仕事に応募しようと決めたのですか。 47

What (A. apply B. decide C. for D. job E. made F. this G. to H. you)?

- ① AとE ② BとC ③ EとG ④ HとB

(2) ベスは着物をどう着たらよいか見当がなかった。 48

Beth (A. a B. had C. how D. idea E. no F. on G. put H. to) kimono.

- ① AとE ② CとH ③ DとG ④ FとA

(3) 開くように言われるまでは、教科書を開いてはいけません。 49

Don't (A. are B. open C. textbook D. to E. told F. until G. you H. your) do so.

- ① BとC ② CとA ③ EとB ④ FとH

(4) このプログラムは初心者要望に合うように作られている。 50

This (A. designed B. is C. meet D. needs E. of F. program G. the H. to) beginners.

- ① AとG ② CとE ③ FとD ④ HとB

(5) 彼の決定が単なる好みに基づいていると、誰もが考えているわけではない。 51

Not (A. based B. decision C. everyone D. his E. is F. on G. that H. thinks) simple preference.

- ① AとH ② BとF ③ DとA ④ GとE

(6) 結果が満足とは程遠いものだったので、彼は途方に暮れた。 52

He was (A. a B. as C. at D. far E. loss F. result G. the H. was) from satisfactory.

- ① AとD ② CとH ③ EとF ④ GとB

(英語②問題 おわり)



英語 ①

I 次の英文を読んで、(1)～(8)について、本文の内容と一致するものには①を、本文の内容に反するものには②を、本文に記述のないものには③をマークしなさい。 ～

When the representatives of international organizations meet, they need to be able to communicate clearly and precisely. One way such communication may be achieved is to allow participants to speak in their own languages and provide translations to the others. Although this procedure gives dignity to all, as the number of languages grows the translation of speeches and published agreements may become expensive and impractical. The European Union, for example, began with four official languages, but the addition of new members has raised the number to over 20. To avoid this situation, other organizations have recognized only a limited number of languages that may be used for official purposes. The United Nations, for example, began with only five official languages (Chinese, English, French, Russian, and Spanish). Despite the enormous growth in its membership, only Arabic has been added for official use in the larger UN committees. However, in many situations UN representatives use only one or two languages to arrive at decisions more easily. For instance, until 1983, the UN Security Council used only French and English as working languages.

Because the history of modern international relations grew out of the conflicts and partnerships of European states, and because European languages (as the United Nations illustrates) have great influence on modern global organizations, Europe is an ideal place for considering how English became so important for international relations. The use of English in Europe as a common language is a fairly recent phenomenon, just as it is in most of the rest of the world. Despite Britain's rising

importance as an industrial, military, and imperial power, few people in nineteenth-century France bothered to learn English, preferring German as a foreign language. In Germany, the study of French remained much more important than English throughout the 1800s, though students in some secondary schools studied English as a second foreign language. It was not until the twentieth century that English's growing importance as a "world language" led to its being promoted ahead of French in Germany.

The French statesman Georges Clemenceau (1841-1929) played a major role in making English more popular than French and German in European diplomatic usage. Unlike most people in his country, Clemenceau was very fond of Britain, a position shaped by his political opposition to Napoleon III and the Catholic Church. Clemenceau went into a voluntary exile in the United States, where he perfected his English and married an American. His successful political career, following his return to France in 1871, climaxed in his service as Prime Minister in 1906-09 and 1917-20.

In recognition of its courageous role in the First World War, France was given the honor of hosting the Paris Peace Conference called in 1919 to write the terms of the peace settlements, but the two English-speaking countries, the United States and Britain, were the leading players. In the main sessions, Prime Minister Clemenceau sat in the center of the head table, accompanied on the right side by President Woodrow Wilson and the American representatives, and on the left by Prime Minister David Lloyd George and the British delegation. Clemenceau readily accepted English as the Conference's second language, and in the smaller Council of Ten (two each from France, Britain, the United States, Italy, and Japan), he frequently addressed the participants in English. Following the passage of the Anglo-American sponsored League

— 1 —

h26 B方式

— 2 —

h26 B方式

of Nations Charter, the Conference's key sessions were held in the so-called Council of Four (Britain, France, the United States, and Italy). Since Italy's foreign minister rarely attended, English was used most of the time. The exclusion of Germany and Austria-Hungary as Conference members also reduced German's prewar status as a diplomatic language. The use of English in Paris happened as much from the fact that the combined importance of Britain and the United States in the war had made English the obvious common language for discussion as it did from Clemenceau's willing acceptance of English. Nevertheless, the Paris Peace Conference may be seen as marking the birth of a new international language of diplomacy, even if other languages remained important.

[注1] Georges Clemenceau ジョルジュ・クレマンソー (フランスの政治家)

[注2] the Paris Peace Conference パリ講和会議

[注3] (the) League of Nations 国際連盟

(1) Diplomatic representatives are always instructed by their government to use their mother tongue in negotiating with other nations.

(2) The European Union limits the number of official languages used in its meetings due to the high cost of translation.

(3) The United Nations has so far adopted six languages for official use.

(4) The extensive use of English in international conferences dates back to the 19th century.

— 3 —

h26 B方式

(5) Clemenceau taught French in the United States before marrying an American woman.

(6) When talking to the representatives in the Council of Ten, Clemenceau often used English despite the fact that France was the host country.

(7) German lost its influence as a diplomatic language because Germany and Austria-Hungary were not included as members of the Paris Peace Conference.

(8) Other than English, no languages were important in international relations immediately after World War I.

— 4 —

h26 B方式

II 次の英文を読んで、(1)～(4)の問いに答えなさい。 9 ～ 20

In a painting by the 18th-century French artist Jean-Baptiste Siméon Chardin, two young children are sitting down to eat. Their table is set elegantly in the kitchen of a great house, with pots and pans hanging on the walls. There is a cloth on the table, and two grand chairs for the children to sit at as they use their silver cutlery, such as knives and forks, under a servant's care. It is 1740, and they are learning to eat. Or rather, they are learning good table manners.

Where does food end and etiquette begin? Table manners define the meaning of a meal. Eating is a physical need, but meals are a social event. The 150th anniversary of Mrs Beeton's book *Household Management* this autumn draws our attention to this odd and wonderful world of manners. In many ways, it is a very modern book: Mrs Beeton's recipes and kitchen tips are the kind of thing you still get in cooking books today. Maybe, her language is a bit formal. But the one thing that truly places the book in the past is its advice on table manners.

At a dinner party, "the lady begins to help with serving the soup, beginning with the gentleman on her right and on her left, and continuing in the same order till all are served. As a rule, one should not ask for soup or fish twice, as in so doing, other guests may be kept waiting for the second course." The complex rules described by Mrs Beeton still exist, but even at the smartest restaurants, the strict order that Mrs Beeton's dining etiquette would expect at the table is rarely preserved nowadays.

It was, in fact, the result of hundreds of years of changing manners. The children learning their table etiquette in Chardin's 1740 painting are at the front of a cultural revolution, such as using cutlery, as opposed to eating with your fingers. Sitting up straight in a high-backed

chair, for example, was a new way people defined themselves at table in 18th-century Europe. New meals were even invented specifically as occasions to exhibit polite manners: the English tea time dates from the 1700s and offers the subject of famous paintings that show the sophisticated procedures for pouring the tea and holding the delicate cup correctly.

In the Middle Ages, Europeans used little ceremony when it came to food. Their manners consisted of making sure they didn't get too greasy when tearing meat apart with their fingers. Go back thousands of years to the early humans who lived in Cheddar Gorge, and study the bones found in the cave to understand what kind of mealtimes were enjoyed by those primitive beings there. Some of those bones are human, by the way. Also, a cup formed from a human skull has been found at the same location.

The ancient remains of a Saxon king found at Sutton Hoo, include a huge pot and drinking horns, suggesting that feasting was important to our ancestors. But there is nothing to indicate any elegance. Only in Renaissance Europe do paintings and other artwork show the birth of table manners: just admiring the extreme beauty of a delicate 16th-century Venetian wine glass, we realise how educated the people were who used such wonderful tableware.

Today, it might seem as though we have returned to the messy ways of medieval feasting, or even to Cheddar Gorge. The finger foods of the world, such as burgers and pizza, become a great casual dining banquet, often eaten in front of the TV. Only at restaurants can we see that some kind of high dining etiquette is still maintained. And yet, in truth, the rise of table manners shapes our lives as firmly as it did those of the children painted by Chardin. We still think that straight-backed chairs and carefully arranged cutlery are necessary for a "proper"

meal. We still drink out of individual glasses. We may go to Starbucks instead of rushing home for a traditional English tea, but the consumption of a caffè latte is also a sophisticated act.

As Mrs Beeton said, all creatures eat, but "only man dines." Etiquette changes a great deal, but it always exists. In manners as in recipes, we are not so far from her highly controlled world as we might think.

[注1] Cheddar Gorge チェダー峡谷 (イングランド南西部に位置する峡谷)

[注2] Sutton Hoo サットン=フー (イングランド東部にある遺跡)

(1) 下線部①に最も近い意味を表すものを①～④の中から一つ選び、番号をマークしなさい。 9

- ① as a servant is well cared for
- ② because a servant cares to help them
- ③ when a servant cares about the painter
- ④ while a servant takes care of them

(2) 下線部②に最も近い意味を表すものを①～④の中から一つ選び、番号をマークしなさい。 10

- ① avoids ② directs ③ paints ④ teaches

(3) 下線部③の例として最も適切なものを①～④の中から一つ選び、番号をマークしなさい。 11

- ① Only female guests must eat soup as a first course.
- ② The lady must keep others waiting for the second course as long as possible.
- ③ You should eat as much soup as the gentleman on your right does.
- ④ You should not request a second serving of soup.

(4) 下線部④に最も近い意味を表すものを①～④の中から一つ選び、番号をマークしなさい。 12

- ① most comfortable ② most crowded
- ③ most economical ④ most fashionable

(5) 下線部⑤に最も近い意味を表すものを①～④の中から一つ選び、番号をマークしなさい。 13

- ① created ② discouraged
- ③ praised ④ represented

(6) 下線部⑥に最も近い意味を表すものを①～④の中から一つ選び、番号をマークしなさい。 14

- ① Europeans became familiar with new kinds of imported food
- ② Europeans' behaviour at mealtimes was anything but formal
- ③ Europeans carried out a special ceremony when they had meals
- ④ Europeans practised using good manners with their guests at a party

(7) 下線部⑦に最も近い意味を表すものを①～④の中から一つ選び、番号をマークしなさい。 15

- ① fine pieces of artwork change the meaning of table manners
- ② paintings are often used to teach children table manners
- ③ table manners begin to appear in various forms of art
- ④ table manners start to influence the way people look at paintings

(8) 下線部⑧に最も近い意味を表すものを①～④の中から一つ選び、番号をマークしなさい。 16

- ① discovery ② growth ③ jump ④ result

(9) 下線部⑨に最も近い意味を表すものを①～④の中から一つ選び、番号をマークしなさい。 17

- ① it is a matter of regret that our lifestyle is very different from Mrs Beeton's well-ordered world
- ② it might be wrong to think that Mrs Beeton's world is always in order, because it has changed with time
- ③ Mrs Beeton's advice still has an influence on our life, although we might think otherwise
- ④ we have good reason to think that Mrs Beeton came from a well-disciplined family

(10) 本文の内容に合うように、下の1～3の文に続く最も適切なものを、それぞれ①～④の中から一つずつ選び、番号をマークしなさい。

1. According to the second paragraph, 18

- ① *Household Management* was published at the beginning of the twentieth century.
- ② Mrs Beeton considers both food and etiquette essential for physical health.
- ③ Mrs Beeton's book consists only of appropriate advice on table manners.
- ④ recipes shown in modern cookbooks can be similar to Mrs Beeton's.

2. According to the fourth paragraph, 19

- ① people were allowed to eat with their fingers during tea time in the past.
- ② some famous paintings portray a scene where people enjoy the elegance of tea time.
- ③ the English people needed tea time in order to satisfy their physical needs.
- ④ the origin of the English tea time can be traced back to the 17th century.



3. According to the seventh paragraph, 20

- ① finger foods, including burgers and pizza, have become so popular that they are often featured on TV.
- ② people tend to think that a "proper" meal is old-fashioned because it always requires the use of straight-backed chairs.
- ③ the rules of dining etiquette continue to survive in the modern world, although our table manners sometimes may be quite casual.
- ④ we should enjoy a traditional English tea as often as possible in order to avoid returning to our ancestors' lifestyle.

(英語①問題 おわり)

英語 ②

I 次の会話の意味が通るように、31 ~ 38 に入れるのに最も適切なものを、①~⑧の中から一つ選び、番号をマークしなさい。

Jenny: John will be here soon. Have you packed everything you need for the trip to London, Reina? 31 I feel bad about it.
 Reina: Don't worry about it, Jenny. 32 Do you want me to bring back anything special from London? Mother always asks me that, as though she doesn't realise we can buy everything we need here in Tokyo.
 Jenny: Oh, that's just because she can't stop worrying about her daughters, even though we are grown-up women. 33 I know she loves you very much, too. She knows it can be difficult at times living in a different culture and wants you to be safe and happy living abroad.
 Reina: I know she does, and I appreciate her love very much. 34 Don't they?
 Jenny: I know what you mean. It's in a woman's nature to have such protective feelings for her children.
 Reina: Mother wants us to get married before too long. 35 How do you feel about it?
 Jenny: I'm not ready to get married, either, Reina. 36 At age twenty-six, starting a family is far from my mind.
 Reina: Well, then we're in complete agreement, Jenny. 37 My greatest fear when flying is to get to the airport and discover I've left my passport at home.
 Jenny: While you do that, I'll give John a call on his mobile phone and find out how far away he is. I hope he's not caught in heavy traffic.

Reina: I think I can hear him coming up the driveway.
 Jenny: You're right. I just heard a car door shut. 38 I think you have plenty of time to get there, now that John is here a little ahead of schedule.

- ① It's part of a woman's biological instinct to think like that.
- ② I think I'll go upstairs and have one last look around to make sure I haven't left anything important behind.
- ③ Right now, I'm far too young to consider getting married and having children.
- ④ I'll let him in and make us all a quick cup of tea before you leave for Narita Airport.
- ⑤ I'm sorry I can't drive you to the airport this time.
- ⑥ I have carefully prepared career plans.
- ⑦ As you say, mothers always want what's best for their children.
- ⑧ I know you would, if you didn't have to finish marking all those exam papers by tomorrow.

II 次の(1)~(8)の空欄 39 ~ 46 に入れるのに最も適切な語句を、それぞれ①~④の中から一つずつ選び、番号をマークしなさい。

- (1) Let's take a taxi 39 we can get to the station in time.
 ① for fear ② in case ③ in order to ④ so that
- (2) 40 his kind help, I would have missed the deadline.
 ① As for ② But for ③ Contrary to ④ Owing to
- (3) The tickets are 41 at every travel agency.
 ① available ② capable ③ enable ④ possible
- (4) This phenomenon can be analyzed 42 a psychological point of view.
 ① at ② from ③ since ④ to
- (5) There is 43 familiar about his face.
 ① any ② anything ③ some ④ something
- (6) You are one of 44 believe that hard work alone will bring happiness.
 ① that which ② them ③ those who ④ what
- (7) Do you want to stay home and study now or would you rather 45 to the library?
 ① go ② going ③ than going ④ to go
- (8) 46 busy you may be, you had better go out for a walk because you need the exercise.
 ① How ② However ③ What ④ Whatever

III 次の(1)~(6)の日本語の内容を表すように()内の語を並べ換えた場合、()の中で3番目と6番目にくる語の記号の組み合わせとして最も適切なものを、それぞれ①~④の中から一つずつ選び、番号をマークしなさい。

- (1) 新しい制度のおかげで親は子どもの学校を選ぶことが可能になります。 47 ~ 52
 The new system (A. a B. choose C. enables D. for E. parents F. school G. their H. to) children.
 ① BとD ② EとA ③ EとG ④ HとF
- (2) 時にはやりたいと思うことを後回しにすることも必要です。 48
 It is sometimes necessary for you to (A. do B. off C. put D. to E. want F. what G. you).
 ① AとF ② BとE ③ FとD ④ GとC
- (3) できるだけすぐに虫歯を抜いてもらつてもります。 49
 I will (A. as B. decayed C. have D. my E. out F. pulled G. soon H. tooth) as possible.
 ① BとE ② CとD ③ FとB ④ GとH
- (4) その事故がどのように起こったかを知りたいのです。 50
 I'm (A. accident B. finding C. how D. happened E. in F. interested G. out H. the).
 ① AとC ② BとH ③ DとC ④ GとF

(5) 彼の同僚は、銀行との会議をうまく調整できないことで彼を批判した。

51

His colleagues (A. a B. arrange C. criticized D. failing
E. for F. him G. meeting H. to) with the bank.
① BとC ② EとB ③ FとG ④ HとA

(6) その美術館では絵画の3分の2を収集するのに10年かかった。

52

It took (A. collect B. of C. paintings D. ten E. the
F. thirds G. to H. two I. years) in the museum.
① BとD ② EとF ③ GとF ④ HとC

(英語②問題 おわり)

