

平成 25 年度学力検査問題

外国語 (英語)

	ページ	解答用紙枚数
英語 II・リーディング	1 ~ 9	1 枚

解答時間 80 分

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てはいけません。
2. 本冊子のページ数は上記のとおりである。落丁、乱丁、印刷不鮮明の箇所などがある場合は申し出ること。
3. 解答はすべて別紙解答用紙のそれぞれの解答欄に記入すること。
4. 解答用紙の指定された欄(2箇所)に、忘れずに本学の受験番号を記入すること。
5. 試験場内で配布された問題冊子は、試験終了後持ち帰ること。

I 次の英文を読んで、下記の設問に答えなさい。（*印の付いた語句には注があります。）

One Sunday, I am sitting on the living room floor with my sister's two daughters in San Francisco, watching cartoons on T.V. On the screen there ^(A) appears a crowd of ants, busily transporting food back and forth under the hot sun, and next to them in the fields are some grasshoppers happily chirping away. When the season starts to change, I recognize the story — it is none other than one of the famous Aesop's Fables, *The Grasshopper and the Ants*.

Funny, I think, in the story I remember the singers are *cicadas rather than grasshoppers. Poor Aesop, the stories ascribed to him were only permanently recorded some two hundred years after the sixth century B.C., during which he *purportedly lived as a slave on the Greek island of Samos. For the Japanese, another one thousand years would pass before the *Jesuits brought the fables to their shores. As the story is handed down from ^(B) generation to generation, it is not surprising that a grasshopper would become a cicada, or a cicada a grasshopper.

I continue to watch the cartoon version of the tale. (^(C) keep / of grain / on / store / the ants / their / winter / working), and (as / autumn / fall / keep / leaves / singing / the / the grasshoppers). Then, in a telling scene of snow, a lone grasshopper hops listlessly over to the ant mound. There, it calls down to the ants for some food.

One ant, bigger than the rest, steps out and asks the grasshopper what happened to his own store of food for the winter. The grasshopper says that it doesn't have a store because it was busy singing during the summer. To this, the ant responds: "Since you were so busy singing this summer, I guess you'll have to dance for your food this winter!" All the ants laugh, and the grasshopper goes off hungry.

At this point, my two nieces double over with laughter, not in the least

bothered by the implication that the grasshopper will die from starvation. But I sit there *stunned, not just because of the cruel lesson delivered in the fable, but also because I feel tricked. The ending of the story I remember is completely different. (D)

In the version my grandmother read to me as a child, the ants invite the hungry cicadas in when they show up at their mound, and the story ends with the moral: "All summer long, the ants worked as hard as they could and the cicadas sang with all their might. Now it was time for the ants and the cicadas to join together in a winter feast."

Two stories derived from the same source, but two entirely different *allegories. Or were they? The American cartoon story shows the (ア) for the hardworking ants, and the (イ) for the grasshopper's laziness. The Japanese tale from my childhood memory illustrates the (ウ) of both groups' efforts: The ants' hard work at storing food, and the cicadas' *boisterous songs that cheered the ants on. Aesop can rest easy, then, because both stories commend hard work, which is thought to be the original moral of his story.

But a closer look shows that each story about hard work really teaches a different lesson. The American story demonstrates the importance of fending for yourself. As the ant tells the grasshopper to go away, he says, "Tough luck for you if you fooled around all summer. Now you have to pay the price." The point of (エ) is that each person is responsible for his or her own destiny. On the other hand, (オ) about hard work shows how everyone has a role in society, and encourages the idea of depending on each other in times of need. As my grandmother repeated the moral of the Cicadas and the Ants, it was as if she was telling me that the only way to make it through hard winters was to help others out and count on them for their support. The lesson in (カ) is that each person is responsible for everyone else. The two stories then, differ in the kind of relationships each *endorses. (キ)

promotes independence, but (ク), interdependence.

(Haru Yamada, *Different Games, Different Rules*)

注

cicada セミ

purportedly 伝えられるところによると

Jesuit イエズス会(カトリック男子修道会)所属の修道士

stunned あげんとして

allegory 寓話, たとえ話

boisterous 騒々しい

endorse 支持する

1. 下線部(A)を日本語に訳しなさい。
2. 下線部(B)を日本語に訳しなさい。
3. 下線部(C)が「アリは穀物の冬への蓄えに励み続け、そしてキリギリスは秋の木の葉が落ちる頃にも歌い続ける」という意味になるように、それぞれの()内の語句を並べ替えなさい。(文頭は大文字にすること。)
4. 下線部(D)について、テレビで見た話と記憶している話とでは、結末がどう違うのか、本文に即して日本語で説明しなさい。
5. 文中の空欄(ア)～(ウ)のそれぞれに入る最も適切な語を①～③から選んで番号で答えなさい。
① merits ② punishment ③ rewards
6. 文中の空欄(エ)～(ク)のそれぞれに入る語句を(a), (b)から選んで記号で答えなさい。
(a) the American story (b) the Japanese story

四 は次頁につづく

11

II 次の英文を読んで、下記の設問に答えなさい。（*印の付いた語句には注があります。）

Sharing can be hard. Every kid knows that, and mathematicians do, too. So (about / a lot of / easier / have / how / make / mathematicians / sharing / spent / thinking / time / to).

Mathematicians are particularly fond of sharing birthday cake. Not just any birthday cake, but one with lots of *icing and various decorations, with nuts here and coconut there. Then they ask, if two people like different parts of the cake better, how can they divide the cake into two pieces so that they're both satisfied with the piece that they each get?

There's an old solution known as "I cut, you choose." You start by cutting the cake into two pieces that you like equally well. Then your friend picks the one that she prefers. The two pieces don't have to be the same size. If you particularly like nuts, for example, you might make the piece with fewer nuts bigger, so that you'd be happy no matter which piece your friend chose. You'd end up with either () or ().

But Steven Brams of New York University doesn't think that's fair. When you're done, you get a piece that you might think is worth half the value of the cake. But your friend might think that she got much more than half the value of the cake.

For example, suppose that your friend really likes coconut, and the bigger, less nutty piece has lots of coconut. Then she'll think that she's gotten a really great deal. She got not only more cake but also the best part!

Brams says that a division should be considered fair only if two people think they both got pieces of the same value. He's worked out a new procedure for cake-cutting that makes this happen.

Here's how it works. You and your friend would each tell your *mom where you would divide the cake into two pieces. If the two of you happen to pick the same spot, she'd simply divide the cake at that spot. Both of you would be equally happy with your shares.

But suppose the two spots are different. If your spot were to the left of your friend's spot, you'd get the piece to the left of your spot. Your friend would get the piece to the right of her spot. And there'd be a piece left over in the middle. Your mom would then split the middle section between you and your friend.

That way, you each get a piece that you value equally — plus a bonus!^(E)

It's a neat idea, but is such a procedure practical? Would you use it?

"I don't know if anyone other than me has actually brought a cake in and tried to divide it," says James Tanton, a mathematics teacher at St. Mark's School in Southborough Mass. Such schemes often don't work in practice. "Human beings are too fuzzy," he says. "They change their minds."

(*Science News for Kids*)

注

icing 菓子などの糖衣

mom お母さん

1. 下線部(A)が「数学者たちは、分け合うことをより容易にする方法について、長い時間をかけて考えてきた」という意味になるように()内の語句を並べ替えなさい。
2. 下線部(B)は、どのような問題に対する解決法なのか、本文に即して日本語で説明しなさい。
3. 下線部(C)の2つの空欄に入るべき語句を、①～④から2つ選んで番号で答えなさい。
 - ① a smaller piece with lots of nuts
 - ② a smaller piece with fewer nuts
 - ③ a larger piece with lots of nuts
 - ④ a larger piece with fewer nuts
4. 下線部(D)を日本語に訳しなさい。
5. 下線部(E)の a bonus とは具体的に何を指すか、本文に即して日本語で説明しなさい。

III 次の英文を読んで、下記の設問に答えなさい。（*印の付いた語句には注があります。）

There is an old wives' tale that a cat brushing his paw past the tip of his ear is a forecast of rain. No one believes this harmless superstition any more... which is a pity.

This is a typical cat *quirk. Yes, cats have quirks just as people do, only the quirks which cats have are perhaps more sensible.

A typical cat quirk is a well-developed sense of curiosity. Curiosity is also a quirk of humans. (ア), cats are admirably designed to be curious. They have excellent hearing (except when you call them into the house). Their soft ^(A) *pads allow them to walk about softly with a minimum amount of disturbance (except when you are trying to sleep). (イ) cats can sneak up on all kinds of creatures without being observed. This allows cats to see things as they are, a fact which makes them wonderful naturalists. As naturalists, we humans have a rough time of it because of our big feet. Sooner or later, when we are sneaking up on some shy woodland creature, we are bound to step on a stick which gives the whole show away. (ウ) this were not enough, naturalists get lost; and they can't find their way around in the dark without a flashlight. Cats, on the other hand, have supersensitive eyes for seeing in the dark, and, even when they cannot see, whiskers that warn them of the presence of objects over which we stumble helplessly, if not break our necks. Some researchers have theorized that cats use their whiskers as a very elaborate compass system, taking a series of *bearings on the ends of these same whiskers to find their way home. This ^(B) must be reasonable, for cats rarely get lost when they go larking in the woods. In fairness to our cats, *meticulous care of these whiskers should be one of our prime considerations. They are the keenest barometer of his well-being. The *perkiness, *droop, *crinkle of his whiskers are symptoms of his physical and mental health.

(エ) his whiskers are gracefully curled, he will be at his fittest, as well as his *sanest.

Another problem which naturalists have is signaling to one another
(C) without making any unnatural noises. Some of these tricks have been learned from Tarzan films or from the Indians and might include hooting like an owl, screeching like a *loon (which may come naturally to some people), or, *in lieu of bird call proficiency, clicking rocks together.

Cats, on the other hand, are *adept at signaling each other with their tails, and mothers spend a considerable amount of time teaching their kittens this
(D) (). This is quite a task because of the dialects involved. It has even been said that a cat from the North cannot possibly understand a cat from the South. However, after considerable study I feel that cats have adopted a tail language much like Esperanto which, with sufficient effort, can be understood the world over.

(Eric Gurney, *How to Live with a Calculating Cat*)

注

quirk くせ

pad 足裏

bearing 方位, 方角

meticulous 細心の

perkiness ぴんと張っている状態

droop だらりと垂れている状態

crinkle ちぢれた状態

sane 機嫌がよい

loon アビ(アビ属の鳥の総称)

in lieu of ~の代わりに

adept ~に熟達した

1. 下線部(A)を日本語に訳しなさい。
2. 下線部(B)の This の示す内容を日本語で簡潔に述べなさい。
3. 下線部(C)で指摘されているもの以外に、人間に固有の問題を2つ、本文に即してそれぞれ15字以内の日本語で述べなさい。
4. 下線部(D)の()に入る語句を本文中から抜き出して、英語2語で答えなさい。
5. 文中の空欄(ア)~(エ)のそれぞれに入る最も適切な語句を①~④から選んで、番号で答えなさい。

① As if ② However ③ Thus ④ When