

英語

(医学部)

— 2月7日 —

1

次の英文を読み、下の問いに答えなさい。

A remarkable feature of Australian English is its relative uniformity, compared to English spoken in other regions. Australia, a continent roughly the size of Europe, has almost no regional variation of accent. A citizen of Perth can sound much like a citizen of Sydney, or like a cattle rancher in Alice Springs. In contrast, an outsider can probably hear the regional difference between the accent of a person from Liverpool and London in England, or New York and Texas in the United States.

Many Australians, however, believe that the country *does* have local varieties. They report in conversation that they can distinguish a South Australian from a North Australian through vocabulary use. For example, North Australians tend to use *port* for suitcase, while a *pusher* (baby carriage) in South Australia is usually called a *stroller* in North Australia. In addition, some South Australians are said to be identifiable from their pronunciation of *school*, but this hardly compares with the breadth of regional variation found elsewhere in the English-speaking world.

The range in the pronunciation of Australian English that *does* exist cannot be interpreted as regional variation. Linguists estimate that roughly a third of the population speaks what is known as **Broad** Australian, that just over half the country speaks a milder English called **General** Australian, and that about a tenth use **Cultivated** Australian. The interesting aspect of this widely accepted classification is that it does not follow strict class or occupational patterns. On the basis of pronunciation alone, there is, in Australia, no reliable means of identifying the Australian prime minister from a Northern Territory sheep farmer or a Geelong*¹ car salesperson. In Britain, (A), a trade union*² leader is expected to sound like someone from the working class. It would be unthinkable for an Australian prime minister to attempt to disguise his lower middle-class accent as some British prime ministers have been known to do.

Deeper investigation into the pronunciation of Australian English has shown that women and girls sometimes tend towards General or Cultivated Australian, and that men and boys, expressing friendship and manliness perhaps, tend towards Broad or General Australian, an observation that is generally true throughout English-speaking communities. Some teachers have suggested that Australian boys tend to be corrected for their speech in school more than girls although Australian schools tend to accept more variation than some schools in Britain. In Australia, an institution like Geelong Grammar School, one of the top private schools, contains the full range of Broad, General, and Cultivated Australian speakers, which certainly would not be the case at Eton, a top private school in England. In short, there is virtually no pressure to teach any "improvement" in pronunciation at Geelong Grammar School.

*¹ Geelong オーストラリア南東部のビクトリア州で2番目に大きい都市

*² trade union 労働組合

問1 次の1～8は問いに答え、9は文を完成しなさい。答えは最も適切なものを、それぞれア～エの中から一つ選びなさい。

1. Which two share the same pronunciation patterns?

ア. Geelong and Eton

イ. Sydney and Perth

ウ. New York and Texas

エ. Liverpool and London

2. Which statement is true about vocabulary use in Australian English?
- ア. There are some vocabulary differences in Australian English.
 - イ. There are many variations in vocabulary use in Australian English.
 - ウ. There is more variation in vocabulary use in Australian than in American English.
 - エ. There is completely different vocabulary use between Australian and British English.
3. What do Australians think of their English?
- ア. Australians hardly recognize the local differences.
 - イ. Only a few Australians feel that they have regional differences.
 - ウ. Many Australians think that they have regional differences.
 - エ. A lot of Australians encourage local differences.
4. Which type of Australian English is used by a third of people in Australia?
- ア. Southern イ. General ウ. Cultivated エ. Broad
5. Which statement is true about the pronunciation of Australian English?
- ア. There are a great number of varieties of Australian English.
 - イ. There are no criteria for guessing the jobs of Australian English speakers.
 - ウ. There are many ways to identify different speakers of Australian English.
 - エ. There are some secret ways to identify Australian English dialects.
6. Who, among the people below, is most likely to speak differently?
- ア. a Geelong car salesperson イ. the Australian prime minister
 - ウ. a student at Eton エ. a cattle rancher in Alice Springs
7. Which varieties of Australian English do men and boys tend to use?
- ア. Broad and Northern イ. General and Cultivated
 - ウ. Cultivated and Broad エ. Broad and General
8. Which statement best describes how Australian boys and girls learn to speak?
- ア. Both boys and girls are corrected equally for their speech.
 - イ. Boys are more likely to be corrected for their speech than girls.
 - ウ. Both teachers and parents are strict about correcting their children's speech.
 - エ. Girls tend to be corrected for their speech more than boys.
9. Geelong Grammar School has speakers of _____ Australian English.
- ア. Broad, General, and Cultivated イ. only Broad and General
 - ウ. General, Cultivated, and Formal エ. only Cultivated and Broad

問2 空所(A)に入る最も適切な語(句)を, ア~エの中から一つ選びなさい。

ア. as a result イ. nevertheless ウ. consequently エ. by contrast

問3 オーストラリア英語について本文の内容と最も一致しているものを, ア~エの中から一つ選びなさい。

ア. Australian English has a lot of variations in grammar.

イ. The pronunciation in Australian English is based on class.

ウ. There are fewer varieties of Australian English than British English.

エ. It would be difficult for outsiders to understand Australian English.

問4 本文のタイトルとして最も適切なものを, ア~エの中から一つ選びなさい。

ア. The Relative Uniformity of Australian English イ. Vocabulary of Australian English

ウ. The Short History of Australian English エ. Grammar of Australian English

2

次の1～10の英文の空所に入る最も適切な語(句)を、それぞれア～エの中から一つ選びなさい。

1. The winners received a crown () from the branches of the sacred olive tree.
ア. made イ. making ウ. was made エ. to make
2. He behaves as () he were the boss.
ア. or イ. such ウ. but エ. if
3. Ancient people looked at the stars () could make predictions about the future.
ア. they イ. so ウ. so that they エ. that they
4. The breads with () contain a lot of sugars.
ア. the more energy イ. the most energy ウ. as much energy as エ. more energy than
5. Kate doesn't like cats. ().
ア. So does Bill イ. So Bill does ウ. Bill too doesn't エ. Bill doesn't either
6. Oats are () for animals.
ア. a mainly grown crop イ. a crop grown mainly ウ. grown a crop mainly エ. grown mainly a crop
7. The number of people () decide to go to Japan will increase.
ア. that イ. what ウ. whose エ. where
8. Your little sister will () college by the time you come back.
ア. have attend イ. be attended ウ. be attending エ. attending
9. Mr. Nakamura, () a prominent Japanese writer, grew up in Odawara.
ア. becomes イ. who became ウ. he becomes エ. he who became
10. Today margarine is made of different kinds of vegetable oils, () originally animal fats were used.
ア. on イ. if ウ. until エ. but

3

次の1～10の英文を読み、下線部の意味に最も近い語(句)を、それぞれア～エの中から一つ選びなさい。

1. She did not tell anyone how she came by the money to buy the car.
ア. obtained イ. lost ウ. saved エ. spent
2. She couldn't get over the loss of her husband for a long time.
ア. overstate イ. overdue ウ. overcome エ. oversee
3. How do you account for being late yesterday?
ア. prevent イ. explain ウ. allow エ. understand
4. The new plan calls for a great deal of money.
ア. makes イ. produces ウ. catches エ. requires
5. For the time being, she's going to work in the city.
ア. convenience イ. ages ウ. now エ. tradition
6. I love to visit the park now and then.
ア. occasionally イ. often ウ. always エ. constantly
7. She wants to do the cooking ahead of time.
ア. rapidly イ. in advance ウ. without fail エ. habitually
8. Kathy has lived overseas for many years.
ア. alone イ. abroad ウ. permanently エ. locally
9. That man standing by the door is one of my colleagues.
ア. enemies イ. fans ウ. co-workers エ. critics
10. Her boss complimented her on the quality of her work.
ア. praised イ. criticized ウ. tested エ. ignored

4

次の1～5の会話文の下線部に入る最も適切なものを、それぞれア～エの中から一つ選びなさい。

1. A: Look, it's starting to get cloudy.

B: _____

A: Oh no, I hope the weather is better for tomorrow's field trip.

B: Well, it'll be rescheduled if the weather is bad.

ア. The sky has cleared up.

イ. The rainy season seems to be over.

ウ. I always check the weather forecast.

エ. It looks like rain.

2. A: Tim, when did our biology teacher say the homework is due?

B: _____

A: What?! There's no way I can finish it by then.

ア. I don't know for sure.

イ. I believe it's tomorrow.

ウ. Didn't you know he changed the deadline?

エ. Which homework are you talking about?

3. A: What's the matter?

B: I lost my wallet. I've been looking for it everywhere.

A: _____

B: I think I took it out at the bank.

ア. Do you remember the last time you had it?

イ. You really should start to look for it.

ウ. You had a nice wallet, didn't you?

エ. I'm sorry, but we don't have any wallets.

4. A: Where are you from originally?

B: From Osaka.

A: _____

B: It's probably because my family moved many times.

ア. It's famous for octopus dumplings.

イ. I wish I could visit your hometown.

ウ. You don't speak with a local accent.

エ. That's why you go there quite often.

5. A: Excuse me, could you tell me where the nearest post office is?

B: Can you see that tall, shiny building over there?

A: Yes, is that the post office?

B: No, _____

A: Oh, I see it now.

ア. there is no post office in this area.

イ. the post office is opposite that building.

ウ. I'm actually a stranger here.

エ. the tall, shiny building is the post office.

5

次の問1と問2に答えなさい。

問1 次の会話の状況に合うように下線部に最も適切なものを、ア～エの中から一つ選びなさい。

Ken: I'm telling you for the last time. It's dark and it's raining. You shouldn't drive too fast.

Shawn: Why not? Don't tell me what to do. I know what I'm doing.

Shawn _____.

- ア. stops the car to let Ken drive
- イ. didn't realize he was driving too slowly
- ウ. doesn't think he needs to slow down
- エ. is grateful for Ken's advice

問2 次の場面の状況に合うように下線部に最も適切なものを、それぞれア～エの中から一つ選びなさい。

1. A secretary prepares a report of the company meeting and gives it to the manager. The manager looks at it, shakes his head and says, "This just won't do."

The manager is _____.

- ア. disappointed
- イ. tired
- ウ. excited
- エ. satisfied

2. Andy is having a barbecue party with his friends. They are enjoying the food and conversation. When he offers his friend Steven another serving, Steven says, "I'm full, thank you."

Steven _____.

- ア. accepts the food
- イ. turns down the food
- ウ. complains about the food
- エ. asks for more food

6

次の問1～3の英文を読み、意味が通るように並べ替えた場合、最も適切なものはどれか。それぞれア～エの中から一つ選びなさい。

- 問1
1. After rinsing them, he put them in the dishwasher and turned the switch on.
 2. First, he took the dishes from the table and placed them in the sink.
 3. Last night, it was Ken's turn to clean up the dirty dishes after dinner.
 4. A couple of hours later when the dishes were dry, he put them away.

ア. 2 → 3 → 1 → 4

イ. 2 → 4 → 3 → 1

ウ. 3 → 2 → 1 → 4

エ. 3 → 1 → 2 → 4

- 問2
1. Although many people enjoy playing in the sun, parents should limit the number of hours that children play outside.
 2. This disease is a direct result of the sun's harmful ultraviolet rays.
 3. This is because too much time in the sun can cause severe skin damage, especially in young children.
 4. The most serious example of this is skin cancer.

ア. 1 → 3 → 4 → 2

イ. 1 → 4 → 2 → 3

ウ. 4 → 1 → 3 → 2

エ. 4 → 2 → 1 → 3

- 問3
1. However, he decided to go to work because he had an important meeting with a customer at 1 p.m.
 2. After the meeting, he rushed to the nearest hospital.
 3. By noon, he started to feel dizzy and could not concentrate on his work.
 4. One morning, Jim was not feeling well when he woke up, so he wanted to stay home.

ア. 3 → 4 → 1 → 2

イ. 3 → 2 → 4 → 1

ウ. 4 → 3 → 2 → 1

エ. 4 → 1 → 3 → 2

7

次の表を見て、問1～4の下線部に入る最も適切なものを、それぞれア～エの中から一つ選びなさい。

World Population Aged 60 or Older

Regions or areas	Number of people aged 60 or older		Percentage of people aged 60 or older	
	1999	2050	1999	2050
World total	593,111,000	1,969,809,000	10	22
More developed regions	228,977,000	375,516,000	19	33
Less developed regions	364,133,000	1,594,293,000	8	21
Least developed regions	30,580,000	180,983,000	5	12

1997年国連ホームページより抜粋し改写

- 問1 The table shows the estimated population _____ 1999 of people aged 60 or older.
ア. growth before イ. growth after ウ. decline before エ. decline after
- 問2 In the least developed regions, it is estimated that _____ of the people will be 60 years or older in 2050.
ア. 12 percent イ. 21 percent ウ. 22 percent エ. 33 percent
- 問3 Between 1999 and 2050, the percentage of the total world population aged 60 years or older will more than _____.
ア. decrease イ. increase ウ. double エ. triple
- 問4 By 2050, in the more developed regions, the number of people aged 60 or older will be greater than _____ regions.
ア. both the less and the least developed イ. neither the less nor least developed
ウ. the less developed エ. the least developed

8

次の英文を読み、下線部(1)と(2)を日本語に訳しなさい。

The Slow Food movement started in the 1980s in Italy and uses the snail, which is a small, soft and slow-moving creature with a hard round shell on its back, as its symbol. As the Italian Francesco Angelita wrote in 1607, the snail is a creature "of slow motion, to educate us that being fast makes man inconsiderate and foolish." The founders of the Slow Food movement felt that the snail's habit of slowness provided an important message for people today. They realized that⁽¹⁾ because the snail seems so unaffected by the temptations of the modern world, it has something to teach modern people,⁽²⁾ who are often too rushed to even remember what they have eaten.

9

次の日本文(1)、(2)を読み、それぞれを英語に訳しなさい。

- (1) 3歳位までに、子供達は親の話し方を模範としながら言葉を発達させ学習していくらしい。
- (2) パンダを救うことに人生をささげたその科学者にとって、その一頭のパンダの誕生は忘れられない瞬間であった。