

解答はすべて別紙の解答用紙に記入しなさい

[I] 次の英文を読み、下記の設問 (A～D) に答えなさい。

(ア) Ice cream has been eaten for 3,000 years, originally as flavored snow or ice. Marco Polo found it in China, the Aztec* ruler Montezuma II is said to have liked his with hot chocolate poured on it (predating our chocolate sundae by some 400 years), and early colonists poured maple syrup (1) snow. Both Washington and Jefferson owned a “cream machine for making ice” and Dolly Madison’s White House dinner parties were talked about for the “large shining dome of pink ice cream” used as the centerpiece. Colonists had been talking about going to ice cream houses (2) the 1700s, which weren’t generally called ice cream parlors or ice cream stands until the late 1870s. By 1884 people were calling the cheap ice cream sold by street vendors hokey pokey and children looked for the hokey pokey man or listened for his yell “Hokey pokey, a penny a lump!” just as today’s children watch for the ice cream man and listen for his bells. But since (あ)immediately after the Revolutionary War, ice cream lovers had been (3) Philadelphia ice cream, originally made without eggs, and that city was famous for its ice cream parlors and factories for the next century and a half.

(イ) In 1846 Nancy Johnson (4) the hand-cranked ice cream freezer, but it was patented** by William Young. The first large ice cream manufacturer and wholesaler was a Baltimore milk dealer, Jacob Russel, (5) began (い)operation in 1851. Neapolitan ice cream, different flavored layers frozen together, and *tutti-frutti* ice cream (Italian “all fruits”), with candied fruits and nuts, were both first being talked about in the 1870s.

(ウ) People began to ask each other if they had tried one of the new ice cream sodas soon after they were introduced at the semicentennial celebrations of Philadelphia’s Franklin Institute in 1874. In the 1880s ice cream cake and floats appeared. Sometime in the 1890s the ice cream sundae (う)came into being. Sundae is merely a (6) of “Sunday” and the dish was originally sold only on that day. Some say this was because it was originally an ice cream soda without the soda water, which some areas would not allow to be sold on Sundays, while (7) say the chocolate syrup made it an expensive “only on Sunday” dish. *Frappés* (French *frapper*, to ice) appeared around 1900.

(エ) After the 1904 St. Louis World’s Fair people started asking for ice cream cones, which were invented at the fair when an ice cream vendor ran out of dishes and

a nearby vendor of the crisp pastry, salabria, twisted it into a cone to hold the ice cream. Double decker referred (8) a cone with two scoops of ice cream until the end of the 1930s, when the term double dip ^(え)replaced it. The chocolate-covered ice cream bar was introduced in 1921 under the trade name of Eskimo Pie, while it was around 1930 that most people first heard of a banana split (the first bananas were brought to the U.S. in 1804, the United Fruit Company was (9) in 1899, and we were using the term banana boat by 1906). Soon after World War II most people had heard of Howard Johnson's "28 flavors." (10), the new postwar mobility and the growing ^(お)suburbs saw a decrease in the importance of local ice cream parlors and the rise of drive-in ice cream and frozen custard stands and neighborhood ice cream trucks. Soon millions of children (A) to the nearest drive-in ice cream stand or waiting at the curb for the ice cream man.

*Aztec : アステカ (族) の

**patent : 特許権をとる

設 問

A. 本文中の空所 (1~10) に入れるのに最も適当なものを、それぞれ下記 (a~d) の中から1つ選び、その記号をマークしなさい。

- | | | | |
|-------------------|----------------|--------------|-----------------|
| (1) a. with | b. for | c. under | d. over |
| (2) a. since | b. for | c. until | d. at |
| (3) a. praising | b. complaining | c. denying | d. misusing |
| (4) a. bought | b. invented | c. eaten | d. exported |
| (5) a. whose | b. which | c. who | d. whom |
| (6) a. respelling | b. inventing | c. abusing | d. making |
| (7) a. both | b. others | c. another | d. other |
| (8) a. for | b. to | c. by | d. of |
| (9) a. altered | b. bankrupted | c. found | d. founded |
| (10) a. However | b. Therefore | c. Otherwise | d. Additionally |

B. 本文中の下線部 (あ～お) の文中での意味に最も近いものを、それぞれ下記 (a～d) の中から1つ選び、その記号をマークしなさい。

(あ) immediately

- a. with delay b. at once c. indirectly d. particularly

(い) operation

- a. business b. surgery c. organization d. appointment

(う) came into being

- a. appeared b. caused c. sold d. disclosed

(え) replaced

- a. took place b. placed aside c. took the place of d. fell into place

(お) suburbs

- a. urban areas b. countryside c. business districts d. outskirts

C. 本文中の空所 (A) に入れるのに最も適当なものを下記 (a～d) の中から1つ選び、その記号をマークしなさい。

- a. were taken to be asking
b. were asking to be taken
c. taken to be asking were
d. asking to be taken were

D. 次の英文は、本文中の空所 (ア～エ) のどこに入れるのが最も適当ですか。最も適当な空所の記号をマークしなさい。

Early ice cream was prepared and hand beaten until it was frozen in a pot placed in a pan of ice and salt.

〔Ⅱ〕 次の英文を読み、本文の内容と一致するものを下記 (a～i) の中から3つ選び、その記号を各段に1つずつマークしなさい。ただし、その順序は問いません。

Eating habits have shifted dramatically over the last few decades—fast food has become a multibillion dollar industry that has widespread influence on what and how we eat. The original idea behind fast food is to increase efficiency, allowing people to quickly finish a meal so that they can move on to other matters. Researchers at the Rotman School of Management, however, have found that the mere exposure to fast food and related symbols can make people impatient, increasing preference for time-saving products, and reducing willingness to save.

“Fast food represents a culture of time efficiency and instant gratification,” says Chen-Bo Zhong, who co-wrote the paper with his colleague Sanford DeVoe to be published in an issue of *Psychological Science*. “The problem is that the goal of saving time is activated when exposed to fast food regardless of whether time is a relevant factor in the context. For example, walking faster is time-efficient when one is trying to make a meeting, but it’s a sign of impatience when one is going for a stroll in the park. We’re finding that the mere exposure to fast food is promoting a general sense of haste and impatience regardless of the context.”

In one experiment, the researchers flashed fast food symbols on a computer screen for a few milliseconds, so quick that participants couldn’t consciously identify what they saw. They found that this unconscious exposure increased participants’ reading speed in a subsequent task compared to that in a comparison group, even when there was no advantage to finishing sooner. In another study, participants who recalled a time when they ate at a fast food restaurant subsequently preferred time-saving products—such as two-in-one shampoo—over regular products. A final experiment found that people exposed to fast food logos exhibited greater reluctance for saving, choosing a smaller immediate return rather than opting for a much larger delayed return.

“Fast food is one of many technologies that allow us to save time,” says Sanford DeVoe, “but the ironic thing is that by constantly reminding us of time efficiency, these technologies can lead us to feel much more impatient. A fast food culture that praises saving time doesn’t just change the way we eat, but it can also fundamentally alter the way we experience our time. For example, leisure activities that are supposed to be relaxing can come to be experienced through the colored glasses of impatience.”

The researchers point out that it's impossible to know whether fast food in part caused the value for time efficiency in our culture or is merely a consequence of it—but it's clear from their findings that exposure to fast food reinforces impatience and instant gratification. “Given the role that financial impatience played in the current economic crisis,” says Chen-Bo Zhong, “we need to move beyond counting calories when we examine the consequences of fast food as it is also influencing our everyday psychology and behavior in a wider set of domains than has been previously thought.”

- a. Research above reveals how exposure to fast food symbols can induce impatient behaviors and choices outside of the eating domain.
- b. In all three experiments above, even an unconscious exposure to fast food symbols can automatically increase reading speed under no time pressure.
- c. Fast food is not only bad for your body as it has higher calories than slow food, but it may also harm your finances, as you may eat out more often.
- d. In one of the experiments, the subjects who were led to think about fast food increased preferences for time-saving products.
- e. The way we eat has far-reaching influences on behaviors and choices unrelated to eating, and is known to be one of the causes of the recent economic crisis.
- f. In an experiment the subjects who were exposed to fast food logos had a tendency to prefer a longer term return to a shorter one.
- g. Time-saving products, such as fast food and two-in-one shampoo, can seemingly lead us to feel much more patient and generous.
- h. The mere exposure to fast food symbols reduced people's willingness to save and led them to prefer immediate gain over greater future return in bank interest.
- i. Leisure activities and fast walking in a park for physical exercises are the result of propaganda by a multibillion dollar fast food industry.

〔Ⅲ〕 次の英文の段落 (①～⑤) を読み、下記の設問 (A、B) に答えなさい。

【段落①】

When was the country we now know as the United States first settled? If we forget for a moment that Native Americans settled first in prehistoric times, the best answer might be 1526. In the summer of that year, 500 Spaniards and 100 black slaves founded a town perhaps near the mouth of the Pee Dee River in present-day South Carolina. Disease and ^(あ)disputes with nearby Indians caused many deaths in the early months of the settlement. In November the slaves rebelled, killed some of their masters, and escaped to the Indians. By then only 150 Spaniards survived; they retreated to Haiti (or Santo Domingo, as they had named the island). The ex-slaves remained behind and probably merged with nearby Indian nations.

【段落②】

This is cocktail-party ^(い)trivia, I suppose. American history textbooks cannot be faulted for not mentioning that the first non-native settlers in the United States were black. Educationally, however, the incident has its uses. It shows that Africans rebelled against slavery from the first. It points to the important subject of three-way race relations—Indian-African-European—which most textbooks completely omit. It teaches that slavery cannot readily survive without secure borders. And, symbolically, it illustrates that African Americans and the ^(う)attendant subject of black-white race relations were part of American history from the first European attempts to settle.

【段落③】

Perhaps the most pervasive theme in American history is the domination of black America by white America. Race is the sharpest and deepest division in American life. In 1834, the Whig Party was formed to oppose the Democratic Party, but issues of black-white relations propelled the Whig Party to collapse in 1856, prompted the formation of the Republican Party, and caused the Democratic Party to label itself the “white man’s party” for almost a century. One of the first times Congress ever overrode a presidential veto* was for the 1866 Civil Rights Act**, passed by Republicans over the wishes of Andrew Johnson, the 17th President. Senators ^(え)mounted the longest series of speeches in U.S. history, more than 534 hours, to oppose the 1964 Civil Rights bill.

【段落④】

Almost no genre of U.S. popular culture goes untouched by race. From the 1850s through the 1930s, except perhaps during the Civil War and Reconstruction, minstrel shows***, which derived in a perverse way from plantation slavery, were the (お) dominant form of popular entertainment in America. During most of that period *Uncle Tom's Cabin* was the longest-running play in the U.S., mounted in thousands of productions. America's first epic motion picture, *Birth of a Nation*; first talkie, *The Jazz Singer*; and the biggest hit ever, *Gone With the Wind*, were substantially about race relations.

【段落⑤】

In each of the last two centuries America's most popular novel was set in slavery—*Uncle Tom's Cabin* by Harriet Beecher Stowe and *Gone With the Wind* by Margaret Mitchell. The two books tell very different stories; *Uncle Tom's Cabin* presents slavery as an evil to be opposed, while *Gone With the Wind* suggests that slavery was an ideal social structure whose passing is to be lamented. A famous 1950 textbook by Samuel Eliot Morison and Henry Steele Commager actually said, "As for Sambo****, whose (か) wrongs moved those against slavery to (き) wrath and tears, there is some reason to believe that he suffered less than any other class in the South from its 'peculiar institution.'" *Peculiar institution* meant slavery, of course, and Morison and Commager here provided a picture of it that came straight from *Gone With the Wind*.

*veto : 拒否権

**Civil Rights Act : 公民権法

***minstrel shows : 顔を黒く塗った白人が演じた「黒人差別的」バラエティ・ショー

****Sambo : 黒人 (の差別的蔑称)

設 問

A. 本文中の下線部(あ～き)の文中での意味に最も近いものを、それぞれ下記(a～d)の中から1つ選び、その記号をマークしなさい。

(あ) disputes

a. doubts b. clashes c. agreements d. debates

(い) trivia

a. significance b. essentials c. daily details d. small talk

(う) attendant

a. accompanying b. assistant c. waitress d. resulting

(え) mounted

a. climbed b. organized c. overthrew d. decreased

(お) dominant

a. stubborn b. simple c. minor d. major

(か) wrongs

a. injustices b. shortcomings c. corruptions d. mistakes

(き) wrath

a. bad temper b. irritation c. outrage d. ill humor

B. 本文中の各段落の内容と一致するものを、それぞれ下記(a～e)の中から1つ選び、その記号を解答用紙の所定欄にマークしなさい。ただし、同じ記号を2度マークすることはできません。

a. Though U.S. textbooks rarely mention it, the relations between Europeans, Africans, and Native Americans are important to know if we want to understand American history.

b. According to a textbook, those against slavery were mistaken when they lamented the situation of the slaves in the South.

c. About 350 Spaniards were killed by disease and fights with Indians and their black slaves within a couple of months of their arrival.

d. For almost a century white comedians dressed up as and made fun of black people in popular shows throughout the United States.

e. The Republican Party was formed after the collapse of the Whig Party, which was destroyed by disputes about black-white relations.

〔IV〕 次の英文 (1~10) の空所に入れるのに最も適当なものを、それぞれ下記 (a~d) の中から1つ
 選び、その記号をマークしなさい。

- (1) () of the two candidates could win in the electoral district.
 a. Some b. Every c. All d. Either
- (2) () traffic jams, we will arrive a little later than expected.
 a. Despite b. Due to c. Without d. During
- (3) Ms. Lee sends reports every month to let the manager () the profits from sales.
 a. to know b. know c. knowing d. known
- (4) The local government recently () a survey about the way citizens live.
 a. conducted b. has been conducted c. conducts d. conducting
- (5) She did not know () documents were on the desk.
 a. whereabouts b. whom c. whose d. who
- (6) Oil prices are expected () throughout the world.
 a. to rise b. rise c. rising d. to rising
- (7) If you have any questions concerning this case, please don't () to ask.
 a. afraid b. change c. hesitate d. refrain
- (8) Water pollution is () of a problem now than it used to be.
 a. less b. lesser c. the most d. least
- (9) He ran () a rare book at a secondhand bookstore.
 a. fast b. across c. away d. about
- (10) The market situation last month remained largely () from the previous month.
 a. unchanging b. is unchanging c. unchange d. unchanged

[V] 次の日本文(1~4)に相当する意味になるように英文を完成させたとき、空所に入れるのに最も適当なものを、それぞれ下記(a~d)の中から1つ選び、その記号をマークしなさい。

- (1) 若いときに何の特別な技術も身につけなかったことを後悔する人が多い。

There are ().

- a. many people regret of learning no special skills when they were young
- b. not a few people who regret to have acquired any special skills in the young days
- c. a lot of people who regret not having acquired any special skills in their youth
- d. not a few youth who regret to having learned any skills in the young days

- (2) シアトルに住んでいる友人が5年ぶりに私に会いに来る。

A friend of mine who lives in Seattle ().

- a. is about to get together half a decade ago
- b. is coming to see me for the first time in five years
- c. has been to me every five years
- d. is going to meet me five years later

- (3) このパソコンは何度修理に出したか分からない。1年前に買ったばかりなのに。

I can't tell you (), in spite of the fact that I got it only one year ago.

- a. how much I had repaired this computer
- b. whether I have repaired this computer or not
- c. how many times I have got this computer to repair
- d. how often I have had this computer repaired

- (4) 彼は仕事で忙しくて、休暇を取るひまがない。

He is ().

- a. working up busily so as to take a vacation
- b. very busy in his work enough to get leave
- c. so busy that he has no time to wait for his vacation
- d. too busy with his work to take a holiday

[VI] 次の会話文を読み、空所(1~7)に入れるのに最も適当なものを、下記(a~g)の中から1つ選び、その記号をマークしなさい。ただし、同じ記号を2度マークすることはできません。

Interviewer: Good morning. I'm calling from WB Radio. I'd like to speak with the lady of the house, if I may.

Ryo: That's my mom. (1)

Interviewer: Is your father at home now?

Ryo: Yes, but he's busy, too. (2)

Interviewer: We're conducting a survey of people's news preferences at WB. May I ask, are you an adult member of the household?

Ryo: (3)

Interviewer: And would you be willing to answer a few questions regarding your family's news preferences?

Ryo: Well, yes, I guess so.

Interviewer: Fine. Does anyone in the household watch news on television?

Ryo: (4)

Interviewer: Oh, fine. And does anyone read a daily newspaper?

Ryo: Yes, my dad does, every day.

Interviewer: Does anyone read a weekly newsmagazine?

Ryo: My mom does.

Interviewer: (5)

Ryo: I get sports news on-line on my computer. That's what I was doing when you called.

Interviewer: (6) Just one more question. Does anyone in the household listen to WB Radio news?

Ryo: Oh, yeah. My dad sets his radio alarm so that he wakes up to the six o'clock news every morning. I guess you could say our family likes to keep up on the news.

Interviewer: (7) Thanks for your cooperation.

- a. Well, I'm a university freshman.
- b. And what is your personal preference for news?
- c. I'm sorry I interrupted you.
- d. Yes, that's what my parents are doing right now.
- e. Sorry, she's busy right now.
- f. So it seems.
- g. Can I take a message?