

平成19年度 崇城大学 薬学部 一般入学試験(前期日程)2日目
英語I・II・リーディング・ライティング(平成19年2月1日)60分

I. 次の(1)~(15)の単語のなかで、第2音節(左から2つ目の音節)を最も強く発音するものを五つ選び、番号で答えなさい。

- | | | |
|----------------------|---------------------|---------------------|
| (1) ex-ag-ger-a-tion | (2) tech-ni-cal | (3) ma-ture |
| (4) op-er-ate | (5) anx-i-e-ty | (6) re-al-is-tic |
| (7) con-ti-nen-tal | (8) or-tho-dox | (9) i-de-al-ist |
| (10) bank-rupt-cy | (11) com-pe-ti-tion | (12) lav-en-der |
| (13) nu-mer-ous | (14) or-gan-ic | (15) in-ev-i-ta-ble |

II. 次の各組の英文がほぼ同じ意味になるように()内に適当な1語を入れなさい。

1. As soon as the boy was left alone, he burst out crying.
= The () the boy was left alone, he burst out crying.
2. You should come to the meeting tomorrow.
= Be () to come to the meeting tomorrow.
3. Many students were present at the party.
= () a few students were present at the party.
4. He recovered from his illness and was able to start work again.
= His recovery () him to start work again.
5. This do-it-yourself kit is very useful as well as economical.
= () being economical, this do-it-yourself kit is very useful.

IV. 下線部 (A) および (B) を日本語に訳しなさい。

Come rain or shine, a growing number of people in London are jumping on their bicycles to enjoy the dual benefits of saving money on public transport and keeping fit. (A)In a city where buses and trains are expensive and often delayed and where it can cost 8 pounds a day to drive a car, there are plenty of arguments in favor of cycling. The number of those who use bicycles everyday in London has jumped by 50 percent in the last four years. (B)As another reason for cycling, people drive more slowly through the center of the capital today than a century ago, with the average car speed falling to 15 kilometers per hour compared with 18 kilometers per hour in 1906.

V. 次の英文を読んで、下の設問に答えなさい。

Recently, I came across two articles in different newspapers about bullying at schools, or *ijime* as it is called in Japanese. One paper is published in America and the other in Japan. The articles caught my attention because I wondered how bullying in America differs from the *ijime* that goes on at schools all over Japan. I was also interested in the way each paper presented the problem.

In America, it seems that there are many awful things that bullies do to hurt other kids. Often bullies hit their victim by punching, kicking or slapping them in the face. Also, when their victim is walking past, the bully will try to kick him or her. It is common for bullies to hurt others by calling them names, for example, “You big fat pig,” or “Hey, witch!” Bullies often pull other kids’ hair and take away their lunch money. It is also common for the bullies to isolate the victim by not letting that person join their group or they tell friends not to speak to the victim. This is called “the silent treatment” in America. Some bullies do some strange things to their victims by making them wear a dog collar, crawl on their knees or even eat insects. The US paper reported on such acts in great detail, and included a description of how one bully pushed hot pins under a victim’s fingernails.

On the other hand, the report in the Japanese newspaper hardly gave any details as regards what bullying in Japan actually consists of. It seemed to take for granted that the reader is quite familiar with the problem and it was more concerned with analyzing why *ijime* occurs. The article said that bullies in Japan are not aware of the feelings of the others. Bullies tend to think other kids are trying to bother them or cause trouble, although this often is not true. Bullies feel they have right to hurt such “bad” kids. Very often, bullies have been victims of other bullies, so they learn to be violent from their own experience as victims and they believe aggression is the best solution to their problems. Often a bully chooses someone to pick on merely for

appearing to be different. Finally, some kids bully others as they get a strange thrill when hurting someone they dislike.

After reading both articles I tried to figure out what in reality is the main difference between the bullying described in each. One major difference was evident. In Japan bullies will without fail belong to a group. Bullies usually have at least two or three friends who are also aggressive kids. They find their friends admire physical strength, so one way to impress their friends is to pick on weaker kids. One girl said she bullied others because her friends did it, too. Another girl said she was afraid that if she didn't bully someone, then her friends might bully her. None of the American bullies quoted in the paper gave such reasons for their behavior in causing pain to others.

設問：本文の内容と一致するものを四つ選んで、番号で答えなさい。

1. Both newspaper articles described in detail many things that bullies do to hurt other kids.
2. One of the articles was more concerned with what makes bullies rather than what the bullies do.
3. The American paper seemed to want to inform its readers of what bullying actually consists of.
4. The writer for the Japanese paper assumed that readers already knew the true nature of *ijime*.
5. One common characteristic of bullying in both America and Japan is weaker kids at schools.
6. One similarity between bullying in Japan and America is that of girls calling other girls names.
7. Bullying in Japan is frequently carried out not only by individuals but by members of a group.
8. Whenever children themselves are victims of violence they will become bullies to impress others.

解答例

I. 3,5,9,14,15

- (1) ex-ag-ger-a-tion [igzæʤərɛɪʃən]
- (2) tech-ni-cal [tɛknik(ə)l]
- (3) ma-ture [mæt(j)úər,-tʃúər]
- (4) op-er-ate [ápərèit/óp-]
- (5) anx-i-e-ty [aŋzáiəti]
- (6) re-al-is-tic [ri(:)əlístik]
- (7) con-ti-nen-tal [kàntənéntl/kòn-]
- (8) or-tho-dox [ó:rθədòks/-dòks]
- (9) i-de-al-ist [aidí:əlíst/-díəl-]
- (10) bank-rupt-cy [bæŋkrʌp(t)si,-rəp(t)-]
- (11) com-pe-ti-tion [kàmpətíʃ(ə)n/kòm-]
- (12) lav-en-der [lævəndər]
- (13) nu-mer-ous [n(j)úm(ə)rəs]
- (14) or-gan-ic [ɔ:rgáénik]
- (15) in-ev-i-ta-ble [inévətəb(ə)l]

- II. 1. moment (instant) 2. sure (certain) 3. quite (not)
4. enabled (helped, allowed) 5. besides

- III. 1. (a) 6 (b) 4 (c) 1 (d) 8 (e) 3 (f) 5 (g) 7 (h) 2
2. (a) 8 (b) 5 (c) 7 (d) 1 (e) 3 (f) 6 (g) 4 (h) 2
3. (a) 3 (b) 4 (c) 1 (d) 8 (e) 2 (f) 7 (g) 5 (h) 6
4. (a) 3 (b) 5 (c) 8 (d) 7 (e) 1 (f) 2 (g) 4 (h) 6
5. (a) 7 (b) 1 (c) 4 (d) 3 (e) 6 (f) 8 (g) 5 (h) 2

- IV. (A) バスや列車は運賃が高くて遅れることが多く、車の運転には1日に8ポンドがかかりうる都市部では、自転車での移動を好む意見が多い。
(B) 自転車を好む別の理由としては、1世紀前よりも現在は、首都中心部での車の運転速度が遅くなったことが挙げられる。つまり、1906年の平均速度が18キロだったのに比べて現在は15キロに落ちている。

V. 2,3,4,7