



【 次の英文を読み、その文意に沿って□1～□8の英文を完成させるのに最も適切なものを、下の①～④からそれぞれ1つずつ選びなさい。\*の付いた語には [Notes] があります。

Gender stereotyping means assigning people “male” and “female” roles. This occurs in all cultures, in both public and private interactions.

Researchers have studied the characteristics of males and females. They have examined how men and women behave in various interactions involving only women, only men, and mixed groups of men and women. They have also looked at the way the media portrays men and women. They hope to encourage better understanding between the sexes. The goal is to help people overcome the barriers of gender stereotypes.

One in-depth cross-cultural investigation carried out in the early 1980s examined the patterns of gender stereotypes in twenty-five different countries. About 5,000 men and women were asked to evaluate a list of \*adjectives typically used to describe men and women. Individuals designated the adjectives as having either a positive or negative meaning. Then, based on the responses, the researchers examined all the male adjectives together and all the female adjectives together.

Researchers found out that the countries evaluated the adjectives differently. In countries such as Italy, Peru, Australia, and the United States, more female adjectives were rated positively than were male adjectives. On the other hand, countries such as Japan, Malaysia, Israel, and Nigeria rated more male adjectives as positive. The researchers used these findings to learn about stereotypes in each separate culture.

The study revealed that men were more often labeled with negative adjectives. Specifically, the majority of countries (nineteen out of twenty-five) rated most of the male adjectives as negative. In comparison, few of the female adjectives were judged as negative. Masculine adjectives typically described the ability to use tools, to solve problems, and to do work. Males were described as assertive, controlling, or logical. Feminine adjectives described the ability to communicate, to show feelings, and to develop relationships. Females were described as passive, supportive, and \*altruistic.

The goal of such research is to help overcome stereotypes. But this is not easy. Parents begin to establish roles for boys and girls even before birth. For example, they will decorate a boy's room in blue and a girl's in pink. They will choose masculine wallpaper, toys, and clothes for boys, and feminine decorations, dolls, and dresses for girls. And within 24 hours of birth, researchers have found that parents begin to describe boys and girls differently. Girls are usually called “pretty” and “friendly.” Boys are “handsome” and “smart.” As a result, children learn appropriate roles and exhibit behavior suitable to their gender. Stereotypes are continually reinforced in pre-school years, and gender differences become obvious by the time children reach the age of five.

Parents, teachers, and peers all play a part in \*perpetuating stereotypes in children. At home, parents have been observed to reward gender-appropriate play and punish gender-inappropriate play in their children. For example, girls were most often encouraged to play with dolls and toy pots or picnic supplies. Boys tended to be punished for playing with dolls and instead were encouraged to play with toy vehicles and military toys. Stereotypes also seem to play a part in how children are

punished both at home and in schools. Boys are more often hit for punishment while girls receive loud verbal punishment.

The negative result of gender stereotyping has been the focus of much educational research. Many researchers have claimed stereotyping has led to fewer girls studying degrees related to math and science in university. Stereotypes have also been suggested as a contributing factor to boys being labeled as “bad students” in school more often than girls, thus leading to more boys than girls dropping out of high school.

出典：Moraig Macgillivray & Tonia Peters, 2009, *Reading for the Real World 2* 一部改変

[Notes]

\*adjective 「形容詞」

\*altruistic 「利他的な」

\*perpetuate 「いつまでも続ける」

1 Gender stereotyping

- ① will be gone in the near future.
- ② can be seen only in developed countries.
- ③ can be found in any culture.
- ④ is strongly recommended in all cultures.

2 Researchers have examined

- ① which gender is more inclined to stereotype people.
- ② how people have overcome the barriers of gender stereotypes.
- ③ why people behave unnaturally in public.
- ④ how men and women are portrayed in the media.

3 In the investigation carried out in the early 1980s, participants were asked

- ① to explain the meaning of some adjectives given in a list.
- ② to describe men and women by using adjectives given in a list.
- ③ to arrange a list of adjectives in order of priority.
- ④ to classify a list of adjectives according to whether they had a positive meaning or a negative meaning.

4 The article says that

- ① most of the male adjectives were used only when there were few women around them.
- ② a number of feminine adjectives were concerned with the ability to communicate, show feelings, and develop relationships.
- ③ there was not much difference in the ability to think logically between men and women.
- ④ there was some relation between problem-solving ability and communication ability.

- 5 One of the reasons why it is difficult to overcome gender stereotypes is that
- ① parents teach young children what behavior is suitable to their gender.
  - ② parents tend to take no notice of their children's gender.
  - ③ boys like toys while girls like dolls.
  - ④ pre-school children seldom learn to be masculine or feminine from their parents.
- 6 Parents tend to
- ① praise girls for decorating their room in blue.
  - ② discourage boys from playing with dolls.
  - ③ encourage boys to play with picnic supplies.
  - ④ punish girls by hitting them.
- 7 According to researchers, gender stereotyping contributes to the fact that
- ① fewer girls try to be good students than boys.
  - ② fewer girls look upon themselves as pretty and friendly.
  - ③ more boys drop out of high school than girls.
  - ④ more girls major in math and science in university.
- 8 The conclusion of this text is that
- ① we cannot be too careful in choosing gender-related adjectives.
  - ② we should maintain our ideas about masculinity and femininity.
  - ③ fixed ideas about gender can lead to negative results.
  - ④ children should be given better opportunities in education.

Ⅱ 次の英文を読み, 空所  ~  を埋めるのに文脈上最も適切なものを, 下の①~④からそれぞれ1つずつ選びなさい。\*の付いた語には [Notes] があります。

※著作権法により原文削除

Ⅲ 次の英文 (1) ~ (6) の空所 [ 14 ] ~ [ 19 ] を埋めるのに最も適切なものを、下の①~④からそれぞれ1つずつ選びなさい。

(1) ( [ 14 ] ) is no telling when Mt. Fuji will erupt next time.

- ① What                      ② Whether                      ③ There                      ④ It

(2) Diane was not used ( [ 15 ] ) off her shoes at home when she first came to Japan.

- ① to take                      ② to taking                      ③ taking                      ④ take

(3) ( [ 16 ] ) been for a full scholarship, I would not have been able to go on to college.

- ① Had it not                      ② Had it                      ③ But it                      ④ If it had

(4) This food contains all the minerals ( [ 17 ] ) our bodies would not function.

- ① which                      ② what                      ③ in that                      ④ without which

(5) It won't do to remain silent, ( [ 18 ] ) to tell a lie.

- ① still less                      ② much more                      ③ more or less                      ④ more and more

(6) She looked ( [ 19 ] ), since she had just attended a *yoga* class.

- ① refreshing                      ② refreshed                      ③ to refresh                      ④ refresh

IV 次の  ～  の英訳文を完成させるように、( )内の①～⑦を並べかえ、その7つの中で5番目にくる語句の番号を選びなさい。

科学者たちは、何か未知なるものが宇宙の膨張に影響しているはずだ、と考えるようになった。

Scientists came (①that ②unknown ③had ④the idea ⑤something ⑥with ⑦up) to be influencing the expansion of the universe.

彼がうまくいかなかったのは、状況の現実を軽視したからです。

It was (①the realities ②made ③of the situation ④because ⑤of ⑥he ⑦light) that he failed.

その小屋は雪の重みでつぶれ、この事故で2名の死者を出した。

The hut (①the snow ②weight ③way ④the ⑤under ⑥gave ⑦of), and two people were killed in the accident.

そのいん石を顕微鏡を使って詳しく調べると、主に鉄とニッケルからできていることが分かる。

A (①look at ②a microscope ③close ④shows ⑤with ⑥the meteorite ⑦that) it is composed mainly of iron and nickel.

息子に空港まで出迎えに行かせます。

I'll (①to ②at ③pick ④get ⑤up ⑥you ⑦my son) the airport.

そのような教え方をすると、学生のやる気を奪ってしまうことになるのではないのでしょうか。

I'm afraid such a way of teaching (①his ②might ③motivation ④deprive ⑤or her ⑥of ⑦a student).

- V 次の英文 (1), (2) の空所  ,  に入る3つの文が, 順不同でA~Cに示されている。論理的な文章にするのに最も適切な配列を, 下の①~⑥からそれぞれ1つずつ選びなさい。  
\*の付いた語(句)には [Notes] があります。

(1)

※著作権法により原文削除

- ① A - B - C                      ② B - C - A                      ③ C - A - B  
④ B - A - C                      ⑤ C - B - A                      ⑥ A - C - B

出典 : Rowan Hooper, 2015, 'Why is the sky blue?', *Japan Times ST*

- (2) What do you want to be when you grow up? When pondering this question, most kids have given at least passing consideration to one fantastical if improbable calling: superhero. There is an understandable \*allure to the superhero position — wearing a special uniform (possibly with powerful accessories), and saving the world from evil, with a cool special power like x-ray vision or the ability to fly.

- A. But new research suggests that, at least for women, the influence of superheroes is not always positive.  
B. Exposure to this can impact beliefs about gender roles, body esteem, and self-objectification.  
C. Although women play a variety of roles in the superhero genre, including helpless girl and powerful heroine, the female characters all tend to be too much sexualized, from their perfect figures to their sexy, \*revealing attire.

## [Notes]

\*allure 「魅力」

\*revealing attire 「肌を露出させた衣装」

- ① A - B - C                      ② B - C - A                      ③ C - A - B  
④ B - A - C                      ⑤ C - B - A                      ⑥ A - C - B

出典 : Cindi May, 2015, 'The Problem with Female Superheroes', *Scientific American*

Ⅵ 次の英文を読み、～の問いの答えとして最も適切なものを、下の①～④からそれぞれ1つずつ選びなさい。

**Hotel Tasmania**  
**Restaurant GALAPAGOS**

***ALL-You-Can-Eat Dinner***

When ordering all-you-can-eat for your table, please choose from among the following four styles.

◆**The Virginia**

\$12.50 per person.

The entire table chooses any 2 meats. Sausage, Chicken, Beef Ribs, or Peppered Turkey Breast. Served up with generous Potato Salad and Beans. Plus our homemade Bread.

[NOTE] Every one must have the same 2 meats. Bottomless soft drinks are available at \$2 per person.

◆**The Country**

\$15.50 per person.

The entire table chooses any 3 meats. Sausage, Chicken, Beef Ribs, or Peppered Turkey Breast. Served up with generous Potato Salad and Beans. Plus our homemade Bread.

[NOTE] Every one must have the same 3 meats. Bottomless soft drinks are available at \$2 per person.

◆**The Great West**

\$22.50 per person.

The entire table chooses any 3 meats. Sausage, Chicken, Beef Ribs, Pork Ribs, or Peppered Turkey Breast. Served up with generous Lettuce, Cole Slaw, Potato Salad, and Beans. Plus our homemade Bread and Ice Cream. Free bottomless soft drinks.

[NOTE] Every one must have the same 3 meats. Homemade Bread may be substituted for Rice at no charge.

◆**The Tasmania Special**

\$28.50 per person.

You get family size platters of Sausage, Chicken, Beef Ribs, Pork Ribs, and Peppered Turkey Breast. Served up with generous Lettuce, Cole Slaw, Potato Salad, and Beans. Plus our homemade Bread and Ice Cream. Free bottomless soft drinks.

[NOTE] Homemade Bread may be substituted for Rice at no charge. Ice Cream may be substituted for Pie or Cake at an additional charge, \$1 for each person.

**\*Kids 8 and under, only \$8.50 for any of the four packages.**

- 28 If a family of 4 persons — a husband, a wife, a twelve-year-old daughter, and a seven-year-old son — order 'The Country', how much will it be?
- ① \$47
  - ② \$55
  - ③ \$58
  - ④ \$62
- 29 Here is a group of five persons. One of them wants to eat pork ribs, and some of them insist on having ice cream as a dessert. Which is the cheapest choice to them?
- ① The Virginia
  - ② The Country
  - ③ The Great West
  - ④ The Tasmania Special
- 30 Which of the following is true?
- ① If all you want to eat is three meats, you can save more than 15 dollars by ordering The Country instead of The Tasmania Special.
  - ② If three adults order The Virginia with bottomless soft drinks for all, it will be more expensive than if they order The Country without any soft drinks.
  - ③ In all of the four styles, rice is served as an option.
  - ④ By ordering The Tasmania Special, you can enjoy more than 3 meats.

VII 次の英文 31 ~ 36 の下線部に最も近い意味を表すものを、下の①~④からそれぞれ1つずつ選びなさい。

31 Do you know in what year the Norman Conquest took place?

- ① ended                      ② occurred                      ③ continued                      ④ resulted

32 The American professor is quite at home with Japanese poetry.

- ① is unfamiliar with                      ② knows nothing about  
③ is planning to make a study on                      ④ has a deep knowledge about

33 I was surprised to find that his room was in good order.

- ① clean and tidy                      ② in a mess  
③ full of books and magazines                      ④ large enough to lead a comfortable life

34 She signed up for an aerobics class at a nearby sports gym yesterday.

- ① missed out                      ② attended to                      ③ registered for                      ④ gave up

35 He is going to launch a company to make an electronic toy.

- ① enter                      ② close                      ③ buy                      ④ start

36 They couldn't put up with the noise of jet planes any longer.

- ① endure                      ② protest                      ③ avoid                      ④ relieve

VIII 次の対話文を完成させるように、～を埋めるのに文脈上最も適切なものを、下の①～④からそれぞれ1つずつ選びなさい。

Hannah: Cliff, come here for a minute.

Cliff: What?

Hannah: Did you use my iPad?

Cliff: No...

Hannah: Tell me the truth.

Cliff: I didn't use it.

Hannah: Then why ()?

Cliff: I don't know.

Hannah: It's your choice, Cliff. Tell me the truth or I'll tell Mom and you'll get in trouble. When ()?

Cliff: Today after school before you came home.

Hannah: Why on earth did you use my iPad?

Cliff: Thomas was using the laptop and I really wanted to play my game. I only used it for a little while, then I put it back by your bed.

Hannah: (). Were you eating something while you were playing?

Cliff: I had an ice cream sandwich.

Hannah: Listen to me. You can never use my stuff (). You can never eat ice cream or anything else in my room. Do you understand?

Cliff: Yes.

Hannah: As punishment, you have to do the dishes tonight.

Cliff: But...

Hannah: If you don't, I'll tell Mom you used my iPad () and then you lied about it.

Cliff: OK, I'll do the dishes.

出典：Asahi Weekly, June 28, 2015 一部改変

朝日新聞社に無断で転載することを禁ず

- ① did you tell the truth
- ② is your favorite game open on it
- ③ did you come here
- ④ did you say so

- ① will you be in trouble
- ② will you play the game
- ③ were you in my room
- ④ did you go to school

39

- ① It looks delicious
- ② It's none of your business
- ③ It's out of fashion
- ④ It's sticky

40

- ① unless I say you can
- ② if you say I can
- ③ only if I can
- ④ as long as I say yes

41

- ① for the asking
- ② for God's sake
- ③ without asking
- ④ with my permission

英語の問題はここまでです