

(2015年度)

3 英語問題 (90分)

(この問題冊子は20ページ、6問である。)

受験についての注意

1. 監督の指示があるまで、問題冊子を開いてはならない。
2. 試験開始前に、監督から指示があったら、解答用紙の右上の番号が自分の受験番号と一致することを確認し、所定の欄に氏名を記入すること。次に、解答用紙の右側のミシン目にそって、きれいに折り曲げてから、受験番号と氏名が書かれた切片を切り離し、机上に置くこと。
3. 監督から試験開始の指示があったら、この問題冊子が、上に記したページ数どおりそろっていることを確かめること。
4. 筆記具は、HかFかHBの黒鉛筆またはシャープペンシルに限る。万年筆・ボールペンなどを使用してはならない。時計に組み込まれたアラーム機能、計算機能、辞書機能などを使用してはならない。
5. 解答は、解答用紙の各問の選択肢の中から正解と思うものを選んで、そのマーク欄をぬりつぶすこと。その他の部分には何も書いてはならない。
6. マークをするとき、マーク欄からはみ出したり、白い部分を残したり、文字や番号、○や×をつけてはならない。
7. 訂正する場合は、消しゴムでていねいに消すこと。消しきずはきれいに取り除くこと。
8. 解答用紙を折り曲げたり、破ったりしてはならない。
9. 試験時間中に退場してはならない。
10. 解答用紙を持ち帰ってはならない。
11. 問題冊子は必ず持ち帰ること。

- 1 以下の[1]～[6]のパラグラフに分けられた文章を読み、(1)～(15)の問いに対する答えとしてもっとも適当なものを、それぞれ(a)～(d)から1つ選びなさい。なお、*印がついている語句については、本文の後に注が与えられている。

[1] One of the central tenets of raising kids in America is that parents should be actively involved in their children's education: meeting with teachers, volunteering at school, helping with homework, and doing a hundred other things⁽¹⁾ that few working parents have time for. These obligations are so baked into American values that few parents stop to ask whether they're worth the effort.

[2] Until this January, few researchers did⁽²⁾, either. In the largest-ever study of how parental involvement affects academic achievement, Keith Robinson, a sociology professor at the University of Texas at Austin, and Angel L. Harris, a sociology professor at Duke, mostly found that it doesn't⁽³⁾. The researchers combed through nearly three decades' worth of longitudinal* surveys of American parents and tracked 63 different measures of parental participation in kids' academic lives, from helping them with homework, to talking with them about college plans, to volunteering at their schools. In an attempt to show whether the kids of more-involved parents improved over time, the researchers indexed these measures to children's academic performance, including test scores in reading and math.

[3] What they found surprised them. Most measurable forms of parental involvement seem to yield few academic benefits for kids, or even to backfire⁽⁵⁾—regardless of a parent's race, class, or level of education. Once kids enter middle school, parental help with homework can actually bring test scores down, an effect Robinson says could be caused by the fact that many parents may have forgotten, or never truly understood, the material their children learn in school.

[4] (6), students whose parents frequently meet with teachers and

principals don't seem to improve faster than academically comparable peers whose parents are less present at school. Other essentially useless parenting interventions: observing a kid's class; helping a teenager choose high-school courses; and, especially, disciplinary measures such as punishing kids for getting bad grades or instituting strict rules about when and how homework gets done. This kind of meddling could leave children more anxious than enthusiastic about school, Robinson speculates. "Ask them 'Do you want to see me volunteering more? Going to school social functions? Is it helpful if I help you with homework?'" he told me. "We think about informing parents and schools what they need to do, but too often we leave the child out of the conversation."

[5] One of the reasons parental involvement in schools has become dogma is that the government actively encourages it. Since the late 1960s, the federal government has spent hundreds of millions of dollars on programs that seek to engage parents—especially low-income parents—with their children's schools. In 2001, No Child Left Behind required schools to establish parent committees and communicate with parents in their native languages. The theory was that more active and invested mothers and fathers could help close the test-score gap between middle-class and poor students. Yet until the new study, nobody had used the available data to test the assumption that close relationships between parents and schools improve student achievement.

[6] All in all, these findings should relieve anxious parents struggling to make time to volunteer at the PTA bake sale. But valuing parental involvement via test scores alone misses one of the ways in which parents most impact schools. Pesky* parents are often effective, especially in public schools, at securing better textbooks, new playgrounds, and all the "extras" that make an educational community come to life, like art, music, theater, and after-school clubs. This kind of parental engagement may not directly affect test

scores, but it can make school a more positive place for all kids, regardless of what their parents do or don't do at home. Getting involved in your children's schools is not just a way to give them a leg up—it could also be good citizenship.

出典：Dona Goldstein, "... And Don't Help Your Kids With Their Homework,"
The Atlantic, April 2014, pp. 84-85. (一部改変)

〈注〉

longitudinal: 長期間にわたる

pesky: 厄介な, うるさい

[1]

- (1) The underlined phrase refers to _____.
- (a) caring for all aspects of a child's development
 - (b) meeting the obligations of the working environment
 - (c) finding quality time to attend to a child's special needs
 - (d) contributing to the child's school life

[2]

- (2) The underlined phrase means that few researchers _____.
- (a) met their obligations to parents
 - (b) upheld the tenets of good research
 - (c) asked whether parents' involvement was worthwhile
 - (d) made the effort to communicate their findings

(3) In the underlined phrase, "it" refers to _____.

- (a) academic achievement
- (b) parental involvement
- (c) the effort
- (d) the study

(4) The researchers _____.

- (a) sought to prove the benefits of parental guidance
- (b) measured how parents' involvement affected kids' performance
- (c) promoted improvements in parent-child interaction
- (d) tackled educational challenges from a sociological perspective

[3]

(5) Why might parental help with homework "backfire"?

- (a) Because it obliges the children to spend too much time on study.
- (b) Because it is complicated by variations in a parent's race or education.
- (c) Because it could be useless if parents have not mastered the material.
- (d) Because children do not know as much as their parents think they do.

[4]

(6) Which of the following words best fills the blank?

- (a) Adequately
- (b) Similarly
- (c) Unusually
- (d) Conversely

- (7) Which of the disciplinary measures is recommended in the passage?
- (a) meddling with children's choices of subjects and courses
 - (b) giving strict rules about when and how homework gets done
 - (c) punishing kids for getting bad grades
 - (d) none of the above
- (8) The underlined question is from _____.
- (a) child to parent
 - (b) parent to child
 - (c) researcher to parent
 - (d) parent to researcher
- (9) The underlined phrase means _____.
- (a) we parents fail to look for feedback from the child
 - (b) we researchers talk only with parents and teachers
 - (c) we, researchers and teachers, ignore what the child says
 - (d) we do not refer to the child in our talk with parents

[5]

- (10) The underlined part means _____.
- (a) has failed to convince
 - (b) has been placed beyond question
 - (c) has become controversial
 - (d) has turned into public policy

- (11) What does “the theory” mean in this passage?
- (a) No Child Left Behind, the government project adopted in 2001
 - (b) an idea intended to justify the adoption of No Child Left Behind programs
 - (c) programs that seek to engage low-income parents to support education
 - (d) an opinion that questions equality in education for students from various backgrounds
- (12) The government programs were defective because _____.
- (a) they overlooked the reality of social inequalities
 - (b) their expectations that parents would be interested were unrealistic
 - (c) they were based on an untested assumption
 - (d) their organization was complex and cumbersome

[6]

- (13) The underlined phrase could be replaced by _____.
- (a) all the superfluous things that make life fun
 - (b) all the additional activities that enrich school life
 - (c) all the substitute staff that keep the children occupied
 - (d) all the distractions that prevent study from being too heavy
- (14) The author suggests that the study she has been discussing so far is limited, because _____.
- (a) it failed to remind parents of their duties as citizens
 - (b) school is about much more than grades
 - (c) parents are already too busy to worry about the effect on grades
 - (d) it underestimated the concern of parents for educational quality

[1]-[6]

- (15) This essay will be likely to encourage parents to _____.
- (a) complain about the inadequacies of government educational programs
 - (b) reconsider their involvement with their child's education
 - (c) respect more deeply what researchers suggest for improving government programs
 - (d) make greater efforts to be involved in school activities

2 以下の[1]～[4]のパラグラフに分けられた文章を読み、(16)～(29)の問いに対する答えとしてもっとも適当なものを、それぞれ(a)～(d)から1つ選びなさい。なお、*印がついている語句については、本文の後に注が与えられている。

[1] Language is so tightly woven into human experience that it is scarcely possible to imagine life without it. Chances are that if you find two or more people together anywhere on earth, they will soon be exchanging words. When there is no one to talk with, people talk to themselves, to their dogs, even to their plants. In our social relations, the race is not to the swift but to the verbal—the spellbinding orator⁽¹⁷⁾, the silver-tongued seducer, the persuasive child who wins the battle of wills against a brawnier* parent. Aphasia, the loss of language following brain injury, is devastating, and in severe cases family members may feel that the whole person is lost forever.

[2] This book is about human language. Unlike most books with “language” in the title, it will not tell you about proper usage, trace the origins of idioms and slang, or divert you with anagrams, eponyms, or poetic usages of language. For I will be writing not about the English language or any other language, but about something much more basic: the instinct to learn, speak, and understand language. For the first time in history, there is something to write about it. Some thirty-five years ago a new science was born. Now called

“cognitive science,” it combines tools from psychology, computer science, linguistics, philosophy, and neurobiology to explain the workings of human intelligence. The science of language, in particular, has seen spectacular advances in the years since. There are many phenomena of language that we are coming to understand nearly as well as we understand how a camera works or what the spleen* is for. I hope to communicate these exciting discoveries, some of them as elegant as anything in modern science, but I have another agenda as well.

[3] The recent illumination of linguistic abilities has revolutionary implications for our understanding of language and its role in human affairs, and for our view of humanity itself. Most educated people already have opinions about language. They know that it is man’s most important cultural invention, the most common example of his capacity to use symbols, and a biologically unprecedented* event separating him from other animals. They know that language pervades thought, with different languages causing their speakers to construe reality in different ways. They know that children learn to talk from role models and caregivers. They know that grammatical sophistication used to be nurtured in the schools, but falling educational standards and the debasements of popular culture have led to a frightening decline in the ability of the average person to construct a grammatical sentence. They also know that English is a crazy, logic-defying tongue, in which one drives on a parkway and parks in a driveway, plays at a recital and recites at a play. They know that English spelling takes such strangeness to even greater heights—George Bernard Shaw* complained that fish could just as sensibly be spelled ghoti (gh as in tough, o as in women, ti as in nation)—and that only institutional inertia prevents the adoption of a more rational, spell-it-like-it-sounds system.

[4] In the pages that follow, I will try to convince you that every one of these common opinions is wrong! And they are all wrong for a single reason.

Language is not a cultural artifact that we learn the way we learn to tell time or how the federal government works. Instead, it is a distinct piece of the biological makeup of our brains. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. For these reasons some cognitive scientists have described language as a psychological faculty, a mental organ, a neural system, and a computational module. But I prefer the admittedly quaint term “instinct.” It conveys the idea that people know how to talk in more or less the sense that spiders know how to spin webs. Web-spinning was not invented by some unsung spider genius and does not depend on having had the right education or on having an ability for architecture or the construction trades. Rather, spiders spin spider webs because they have spider brains, which give them the urge to spin and the competence to succeed. Although there are differences between webs and words, I will encourage you to see language in this way, for it helps to make sense of the phenomena we will explore.

出典：Steven Pinker, *The Language Instinct: The New Science of Language and Mind* (Penguin Books, 1994), pp. 17-18. (一部改変)

〈注〉

orator: 演説者, 雄弁家

brawny: 屈強な

spleen: 脾臓(ひぞう)

unprecedented: 先例のない

George Bernard Shaw (1856～1950): アイルランド出身の劇作家, 批評家

[1]

- (16) The underlined phrase could be replaced by _____.
- (a) so inherent in the history of the human species
 - (b) so intimately a part of the fabric of our lives
 - (c) so close-knit a system of human exchange
 - (d) so essential to the control of communication
- (17) The underlined phrase could be replaced by _____.
- (a) society is keen on cultivating language
 - (b) in human relationships, use of insincere language is common
 - (c) eloquence leads to success in life
 - (d) a competitive society values speedy communication
- (18) Why is this illness brought up in the passage?
- (a) To suggest the importance of language ability for humans to function as members of society.
 - (b) To explain why people even talk to themselves as well as to animals and to plants.
 - (c) To show that speaking is a major cultural function of language.
 - (d) To encourage victims of brain damage to regain their language abilities.

[2]

- (19) What is the author's aim in writing this book?
- (a) To teach proper usage and other particulars of language acquisition.
 - (b) To illustrate the difference between English and other languages.
 - (c) To show the critical role instinct plays in language.
 - (d) To prove that biologists cannot understand how language works.

(20) The underlined phrase means _____.

- (a) has lacked profound innovations
- (b) has undergone remarkable development
- (c) has undertaken radical improvements
- (d) has experienced dramatic victories

(21) The camera and the spleen are mentioned as _____.

- (a) topics of recent scientific progress
- (b) phenomena of language
- (c) items with functions that are well understood
- (d) physical objects that cannot be compared with language

[3]

(22) The underlined phrase means _____.

- (a) thoughts are transparently expressed in words
- (b) our language shapes the way we think
- (c) ideas are the essential content of language
- (d) language is a product of thought

(23) Why is the underlined phrase mentioned?

- (a) To give an example of debased English.
- (b) To illustrate the opportunity for wordplay the language offers.
- (c) To illustrate the seemingly illogical things one says in English.
- (d) To show that logic and grammar do not always coincide.

- (24) Shaw complained about _____.
- (a) institutional interference in language formation
 - (b) the awkward way we spell "fish"
 - (c) the inconsistency of English spelling
 - (d) the illogical grammar of English

[4]

- (25) "They are all wrong" because _____.
- (a) they presuppose that language is something we consciously learn
 - (b) they are based on a naïve and unscientific instinct
 - (c) they judge language on the basis of our own culture
 - (d) they treat language as a web rather than a complex architecture
- (26) Which best captures the meaning of the underlined part?
- (a) Though designed for a narrow purpose, language is universal.
 - (b) Though finely constructed, language comes naturally.
 - (c) Though it is the product of discipline, language becomes an unconscious habit.
 - (d) Though it is a form of intelligence, language needs to be carefully constructed.

- (27) Which is the most suitable to explain what the underlined sentence means?
- (a) Spiders and humans differ, but they share the virtue of constructive patience.
 - (b) We can grasp evolutionary processes such as web-spinning if we see them as a kind of language.
 - (c) If one considers a spider's web-spinning, one may acquire a better grasp of how language works.
 - (d) In their web-spinning, spiders can help humans to think more imaginatively about language.

[1]-[4]

- (28) The author wants to _____.
- (a) teach us to use language more skillfully
 - (b) make us change our perspective on language
 - (c) encourage a more instinctual and spontaneous use of language
 - (d) show that language is a web-like formation
- (29) What new idea does the author promise to convey in this book?
- (a) Language is not about grammar but about basic expression.
 - (b) Language should be studied historically and culturally.
 - (c) We now have a precise understanding of the linguistic instinct.
 - (d) Language is essential both to psychology and to information technology.

3

以下の各文を読み、①と②の()内に入る共通の語句を(a)~(d)から選びなさい。

(30)

- ① I wish he would stop () the fool when we are engaged in serious discussion.
- ② The students in the History class are () a joke on their teacher.
- (a) making (b) trying (c) getting (d) playing

(31)

- ① Some students () out because they can't afford to pay for school trips.
- ② As the tickets were so expensive, we decided to give the concert a ().
- (a) miss (b) cancel (c) kick (d) go

(32)

- ① Whatever you do in this office, try not to () those papers up.
- ② There was a good () of people at the party last night.
- (a) mingle (b) mix (c) mess (d) meddle

(33)

- ① Machiko's parents strongly disapprove () her lifestyle.
- ② High unemployment is the direct result () the country's economic problems.
- (a) with (b) on (c) of (d) against

(34)

- ① He is an excellent salesperson who can () people into spending large amounts of money.
- ② The () of huge profits drove them into a crime which eventually led them into prison.
- (a) trick (b) spell (c) tempt (d) lure

(35)

- ① You should look out () pickpockets when you travel alone.
- ② Susan used to long () her son to visit her at the nursing home.
- (a) for (b) to (c) around (d) along

(36)

- ① I tried to () with him, but he wouldn't listen whatever I said.
- ② Taro complained, with (), that he had been underpaid in his former job.
- (a) ground (b) excuse (c) pretext (d) reason

(37)

- ① The referee was forced to () the game because of heavy rain.
- ② I () my ears but still hear the noise from the next room.
- (a) suspend (b) stop (c) halt (d) cease

(38)

- ① Peter was no longer () of his own life after his failure.
- ② Jane struggled so hard to () her temper.
- (a) manage (b) control (c) master (d) barter

(39)

- ① It is () that journalists can verify the accuracy of their reports.
② The brain, heart and lungs are the () organs to sustain human life.
(a) efficient (b) inevitable (c) reliable (d) vital

4 以下の各文の下線部(a)~(d)のうちで、誤りが含まれているものを1つ選びなさい。

- (40) In the Milky Way galaxy, the most recently observing supernova appeared in
(a) (b) (c) (d)
1604.
- (41) A small cavity locate in the center of the bone makes it possible to produce
(a) (b) (c)
marrow, which is responsible for the production of the body's red and white
(d)
blood cells.
- (42) I was deep in conversation with my friend, but keeping an eye on my
(a) (b)
daughter, who I noticed was so eagerly to play on a swing.
(c) (d)
- (43) We came up with the plan that we would lie in wait for him somewhere and
(a) (b)
bursting out on him all at once.
(c) (d)
- (44) It wasn't that she did anything other than that we predicted she'd do, but she
(a) (b) (c)
just made a minor alteration in her plan at the last minute.
(d)

5

以下の各文の空欄に入るもっとも適切な語句を、(a)~(d)から1つ選びなさい。

(45) I was very excited when the pictures I took with my new camera () well.

- (a) looked out (b) came out (c) pulled out (d) kept out

(46) Political control has been () from the army to religious leaders.

- (a) handed over (b) taken in
(c) turned on (d) charged down

(47) Two weeks later the student finally () the homework.

- (a) turned in (b) gave out (c) got out (d) kept up

(48) I want to () the sleep I lost during the flight from New York.

- (a) fight out (b) keep over (c) catch with (d) make up

(49) Don't worry. Things will () all right.

- (a) work out (b) get on (c) push in (d) pull over

(50) The storm struck our town about an hour ago. I hope it will () soon.

- (a) set off (b) die down (c) stop over (d) settle off

(51) I have a bad habit of () doing my homework until the very last minute.

- (a) leaving out (b) putting off (c) staying up (d) getting in

(52) I'm very sorry I'm late for dinner, but I happened to () an old classmate from high school, and went to have a quick drink.

- (a) catch onto (b) get together (c) run into (d) turn on

- (53) It is often hard to () your father's expectations.
(a) give up to (b) drop in on (c) look up to (d) live up to
- (54) If you have so much time on your hands, why don't you () a useful hobby, like knitting?
(a) take up (b) bring in (c) get on (d) work out

6 以下の(55)~(60)について、(a)~(d)の語を並べ替えて英文を完成させなさい。解答は4番目に来る語を記しなさい。

The Renaissance was a complex and highly dynamic movement, which had its origins in fourteenth-century Italy. At one level, it can be seen as a movement working for the renewal of culture, (55) the classical language, literature, and arts of Ancient Rome. Ancient Rome was seen as a fountainhead, a spring of fresh and flowing water, that could refresh and renew European culture, (56) the barren and arid ideas of the Middle Age. The Renaissance (57) written and spoken eloquence, and placed considerable emphasis on cultivating both reading and writing. To be literate was now (58) accomplishment, useful for keeping records and correspondence up to date. It was a sophisticated cultural achievement that opened the way to self-improvement and personal fulfillment — not (59) of social advancement. The possession of books was now seen as a social virtue, raising the status (60) an increasingly literate culture.

出典：Alister McGrath, *In the Beginning: The Story of the King James Bible and How It Changed a Nation, a Language, and a Culture* (Anchor Books, 2002), pp. 7-8.

- (55) (a) based (b) on (c) itself (d) which
(56) (a) liberate (b) from (c) it (d) and
(57) (a) to (b) out (c) set (d) promote
(58) (a) technical (b) than (c) more (d) a
(59) (a) the (b) mention (c) hope (d) to
(60) (a) within (b) owner (c) their (d) of