

(2016年度)

2 英語問題 (90分)

(この問題冊子は21ページ、5問である。)

受験についての注意

1. 試験監督者の指示があるまで、問題冊子を開いてはならない。
2. 試験開始前に、試験監督者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. 試験監督者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、辞書機能やスマートウォッチなどのウェアラブル端末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。
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×をつけたりしてはならない。また、マーク箇所以外の部分には何も書いてはならない。
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. 試験監督者の許可なく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 以下の文章を読み、設問(1)～(5)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、[]内の数字は段落の番号を示し、*印のついている語句には、本文の後に注が与えられている。

[1] The key to a successful negotiation is to ferret out everyone's interests so you can maximize the outcome for everyone. This is easier said than done, since most people hold their interests close to the vest, believing this gives them a stronger negotiating position. But oftentimes this strategy is (1), because in actuality what you want might be right in line with what the other party wants.

[2] Let's take my recent experience purchasing a car. I assumed the salesperson wanted me to spend as much as possible, because I wanted to spend as little as possible. But I decided to test this assumption. While test-driving the car, I asked a lot of questions about the automobile industry, including ⁽²⁾ how salespeople are compensated. I learned that this salesperson's commission* had nothing to do with the price I paid. His bonus was based upon getting an excellent evaluation from each customer regardless of the price of the car. I told him that wasn't a problem for me, and that I'd be delighted to give him a fabulous review in return for a great price. We found a win-win situation. I would never have known or imagined that our interests were aligned unless I took the time to explore ⁽⁴⁾ them.

[3] The good news is that you get opportunities to negotiate every day and so have many chances to practice this skill. Here's a story illustrating that negotiations can happen anywhere. A couple of years ago I was in Beijing for a conference and my colleague, Ed Rubesch, met up with some of his students from Thammasat University in Thailand who were planning a sunrise trip to the Great Wall*. That sounded fantastic, and I became (6) finding a way to see the Great Wall at sunrise, too. I thought

such a trip would be easy to arrange, but for some reason it turned out to be nearly impossible. I started with the concierge* at the hotel, then a local professor, and then the taxi drivers near my hotel. No one was able to help me with my quest. At the same time, I was talking up this idea with other colleagues, many of whom wanted to join the excursion. We agreed to meet in the lobby of the hotel at 3:00 a.m. for the trip, and it was up to me to make it happen. I wasn't going to let them down, but I had no idea what to do. I had used up all the obvious solutions.

[4] Across the street from my hotel was a school that taught English, and I thought that at the very least I'd be able to find someone with whom I could speak. The receptionist suggested I talk with a seventeen-year-old student who was in the lobby. I introduced myself and sat down to chat with him. My goal was to negotiate with him so he would help me reach my goals. After a short time, I learned he was an accomplished student, musician, and athlete who was in the midst of applying to colleges. Eureka! I'd found the way I could help him. I told him that if he would help me get to the Great Wall at sunrise, then I would write a letter of recommendation for him for college. It sounded like a great deal to him, too. With a few hours of effort he solved my problem, and I was only too pleased to write a letter that described his initiative, creativity, and generosity. Together we created a wonderful win-win situation.

[5] Stan Christensen, who teaches a course on negotiation at Stanford, has built his career around (10) the most value from negotiations. He has found that most people leave a lot of value on the table because they make assumptions that aren't correct. Stan recommends looking for surprises when you negotiate, because surprises indicate you've made inaccurate assumptions. He also advises you to pick your negotiating approach based on the interests and style of the person with whom you're negotiating, not on your own interests. Don't walk into any negotiation with a clearly

defined plan, but instead listen to what's said by the other party and figure out what drives them. Doing so will help you craft a positive outcome for both sides.

[6] Being a parent offers endless opportunities to hone negotiating skills.

For example, several years ago, my son Josh wanted to purchase a new bicycle. He was interested in competing as a road cyclist and "needed" a fancy new bike. He came to my husband and me and said, "I've done all my research and have found the perfect bike. It's really important to me." Our response was, "That's nice... There's no way we're going to spend that much money on a bike. We would be willing to spend half that amount. But perhaps you can find a way to make purchasing the bike more attractive to us?" My husband and I urged Josh to think of things he could do for us that would be worth the price of the bike. What could he do to make our lives easier?

[7] He thought for a few days and came back with a proposal. He offered to do all of his own laundry and to both shop for food and cook dinner for the family three nights a week. We took this under consideration and decided it was a good deal. By doing his laundry and making dinner, he was saving us a lot of time, and he would be learning some important skills. We agreed to the deal. Josh got the bike and took his new responsibilities seriously. Like all parents, we've had many other opportunities to negotiate future "deals," which goes to show that the most important outcome of any negotiation is to get to the next negotiation. The first deal is just the beginning. If the first negotiation is fair and balanced, and both parties follow through on their commitments, then chances are the next negotiation will go even more smoothly.

出典：Tina Seelig, *What I Wish I Knew When I Was 20: A Crash Course on Making Your Place in the World* (New York: HarperCollins, 2009), pp. 146-49.(一部改変)

〈注〉

commission: 手数料

the Great Wall: 万里の長城

concierge: 接客係

[1]

(1) Which is the best word to fill the blank with?

- (a) adequate
- (b) misguided
- (c) confusing
- (d) contradictory

[2]

(2) The author asked a lot of questions about the automobile industry _____.

- (a) because she wanted to buy a good car
- (b) in order to find out how salespeople are paid
- (c) to hide the fact that she wanted to spend as little money as possible
- (d) as a way of confusing the salesperson

(3) The salesperson's bonus depended on _____.

- (a) the amount of money he gained in sales
- (b) the number of cars he sold
- (c) the number of customers he had
- (d) the feedback he got from customers

- (4) In this context the word "aligned" could be replaced by "_____."
- (a) matched
 - (b) together
 - (c) in order
 - (d) combined

[3]

- (5) The author _____.
- (a) wanted to join Ed Rubesch and his students from Thailand in visiting the Great Wall at sunrise
 - (b) found that it was not as easy as she thought to arrange a visit to the Great Wall
 - (c) was trying to organize a visit to the Great Wall with a local professor
 - (d) had no choice but to organize a visit to the Great Wall at sunrise, even though she didn't want to
- (6) Which is the best phrase to fill the blank with?
- (a) intent on
 - (b) aware of
 - (c) inspired by
 - (d) alert to
- (7) The expression "help me with my quest" could best be replaced in this context by "_____."
- (a) answer my question
 - (b) join me in my search
 - (c) encourage me in my adventure
 - (d) show me a way to achieve my aim

[4]

(8) Which of the following is correct?

- (a) The hotel receptionist pointed out a student in the lobby of the hotel.
- (b) The hotel receptionist pointed out a student in the lobby of the school.
- (c) The school receptionist pointed out a student in the lobby of the school.
- (d) The school receptionist pointed out a student in the lobby of the hotel.

(9) The author chatted with the student because _____.

- (a) she was hoping he would be able to help her
- (b) she wanted to know about his talents as a student, musician and athlete
- (c) he wanted to help her arrange a visit to the Great Wall
- (d) he wanted her to write a letter of recommendation for him

[5]

(10) Which is the best word to fill the blank with?

- (a) explaining
- (b) extracting
- (c) excluding
- (d) excusing

(11) The expression "leave a lot of value on the table" means "_____."

- (a) forget how valuable some things are
- (b) miss valuable opportunities
- (c) give a lot of valuable things to others
- (d) get cheated of their valuables by other people

(12) According to Stan Christensen, the best way to negotiate positively is _____.

- (a) to have a clear idea what one wants to get from the negotiation
- (b) to surprise the other person with one's negotiating approach
- (c) to approach the negotiation in a crafty manner
- (d) to focus on understanding the person one is negotiating with

[6]

(13) The word "hone" could be replaced by "_____."

- (a) polish
- (b) paint
- (c) decorate
- (d) reform

(14) The word "needed" comes in quotation marks because _____.

- (a) Josh doesn't really need a new bike; he is only pretending that he needs one
- (b) Josh needs a new bike, but it doesn't have to be a fancy one
- (c) Josh's mother feels that a new bike is something he might want, but he doesn't really need it
- (d) Josh's parents feel he is only saying that he needs a new bike because he wants them to spend a lot of money on him

[6] and [7]

(15) In the end, Josh's parents _____.

- (a) bought the bike Josh wanted, but insisted on setting certain conditions
- (b) bought a bike costing half as much as the bike Josh wanted
- (c) suggested a plan for Josh to earn the money to buy the bike he wanted
- (d) encouraged Josh to offer something in exchange for getting the bike

- 2 以下の文章を読み、設問(16)～(30)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、[]内の数字は段落の番号を示し、*印のついている語句には、本文の後に注が与えられている。

[1] We often have the superior notion that children are too immature to recognize what makes a whole human being, or to see how people can be one thing at one time, and become something else with the passage of time or events. Also, we falsely assume that children have neither the ⁽¹⁶⁾ experience nor the training to relate to fictional people and their differences. As a result of our assumptions, we may (17) children by choosing for them stories that merely recite daily routine, or that rely for interest almost entirely on excitement and suspense.

[2] Children can catch many of human nature's subtleties. They care about human beings, are sensitive to them, and can know them. Even an infant responds to differences in people. The infant may hide in a protective ⁽¹⁹⁾ shoulder to avoid a noisy stranger, lean out of a crib* to be snuggled* by a familiar friend. The smallest child, furthermore, knows and expects consistency in people. Try to persuade a child that the usually brusque* ⁽²⁰⁾ and irritable Aunt Amy is—this time—friendly and kind. By turning away from what he or she regards as Aunt Amy's fakery*, the child clearly demonstrates not only sensitivity to personality but also an expectation of consistency.

[3] It seems to follow that if even the smallest children are aware of personality in the people around them and can detect their differences, children are able then to recognize personality in stories they read. It also seems natural that the child who responds to real people will respond to people in a story and will be sensitive to consistency in their actions. If ⁽²¹⁾ the functions of literature include the giving of pleasure and the discovery and understanding of ideas and of other human beings, then character

development in literature makes its own contribution to those ends.

- [4] *Character* as the term is generally used means the aggregate* of mental, emotional, and social qualities that distinguish a person. In literature, however, the term *character* is used to mean a person, or in the case of children's literature, sometimes a personified animal or object. Each of the living beings in a story, play, or poem is a character.
- [5] When we add to the word *character* the word *development*, we have a literary term *character development*, which also has a special meaning. In life the development of a person's character or personality is a matter of growth and change. In literature, however, character development means showing the character—whether a person or animal or object—with the (24) of a human being. Each of us in real life is three-dimensional; that is, we are a mixture of qualities. None of us is completely generous; we have our limits. None of us is completely selfish; we have other traits. In the full development of character in the literary sense, the writer shows the whole, composed of a variety of traits like those of real human beings.
- [6] The writer has privileges and responsibilities in this matter of character development. Since we are following a central character in a story, it is the writer's obligation to make this person's thoughts and actions believable. On the other hand, if the character is less important, the writer has the privilege of making the character two-dimensional or even a representative of a class—for example, the bossy older brother, or the impish* little sister. The importance of a character in a story—primary, secondary, minor, or background importance—determines how fully the character is developed and understood. The closer the character comes to the center of the conflict—and therefore the more important the character is—the greater is our need to know the complexity of the character's personality. Conversely, the more the character functions merely as background, the less likelihood that the character needs to be

developed.

[7] In life we become acquainted with people in many ways. We see our new neighbors from a distance and draw tentative conclusions about age, occupation, and social status. We hear the diction of the educated, the twang of the Texan*; even the precision or the explosiveness of short sentences indicates something about temperament. From their public actions we decide that the neighbors seem to be neighborhood assets, since they prune their shrubs* and walk their dog in the proper places. Finally, if the new neighbors are known to our friends, we listen to their opinions. We have come to know these neighbors by how they look, what and how they speak, how they act, and what others say about them.

[8] In literature the process of coming to know a character is comparable. In literature, however, the writer has another (30): the author may choose to tell what the characters are thinking. In this case, the writer may fill in details about the characters' innermost anxieties and dreams, the patterns of childhood behavior, and early home life.

出典: Rebecca J. Lukens, *A Critical Handbook of Children's Literature*
(Glenview, Illinois: Scott, Foresman, 1981), pp. 29-31. (一部改変)

〈注〉

crib: 小児用ベッド

snuggle: 寄り添う

brusque: ぶっきらぼうな

fakery: ごまかし

aggregate: 集合体

impish: いたずらな

the twang of the Texan: テキサス州人独特の鼻にかかった話し方

prune one's shrubs: 植え込みを刈る

[1]

- (16) The expression "falsely assume" could be replaced by "_____."
- (a) wrongly suppose
 - (b) pretend to think
 - (c) unreasonably expect
 - (d) cannot help concluding
- (17) Which is the best word to fill the blank with?
- (a) cheat
 - (b) encourage
 - (c) exploit
 - (d) intimidate
- (18) Which of the following ideas is expressed in this paragraph?
- (a) Children are not mature enough to understand how people change over time.
 - (b) Children need training in order to relate to fictional people.
 - (c) Some stories for children tend to deal with everyday situations.
 - (d) Stories that are full of excitement or suspense are good reading material for children.

[2]

- (19) Why does the infant do such things?
- (a) It is because the infant is always suspicious of a stranger.
 - (b) It is because the infant readily understands that a person can be brusque and irritable on some occasions and kind and friendly on others.
 - (c) It is because the infant perceives unusualness in the people he or she knows.
 - (d) It is because the infant is aware that people vary.

20) By "consistency" the author means "_____."

- (a) behavior that is similar to that of other people
- (b) behavior that stays always the same
- (c) showing kindness and friendliness towards children
- (d) being kind and friendly on one occasion and brusque and irritable on others

[3]

21) Which of the following ideas is expressed in the underlined sentence?

- (a) Understanding literature is an important part of a child's character development.
- (b) Children find it difficult to understand that real-life people behave differently on different occasions, so it is necessary to teach character development through books.
- (c) The discovery and understanding of character development is best done through literature.
- (d) Character development helps children enjoy literary works and comprehend various ideas and human beings.

[4]

22) The word "distinguish" could best be replaced by "_____."

- (a) appreciate
- (b) honor
- (c) recognize
- (d) identify

- (23) The central point of this paragraph is that _____.
- (a) in the case of children's literature the word *character* could mean a personified animal or object, not just a person
 - (b) character is a combination of mental, emotional, and social qualities
 - (c) the word *character* as it is generally used has a different meaning from the meaning it has in literature
 - (d) a character in a story, play, or poem is a living being

[5]

- (24) Which is the best word to fill the blank with?
- (a) originality
 - (b) complexity
 - (c) character
 - (d) intelligence
- (25) Which of the following ideas is expressed in this paragraph?
- (a) Unlike characters in literature, people in real life are made up of a variety of different qualities.
 - (b) Character development in literature is all about how characters change as a result of things that happen to them.
 - (c) Well-developed characters in literature closely resemble people in real life.
 - (d) Characters in literature ought to be developed as fully as possible.

[6]

26) Which is the same usage of the underlined word "class" in this context?

- (a) Aren't you late for your Latin class?
- (b) A fountain will give your garden a touch of class.
- (c) Why must you always be so class conscious?
- (d) It was good accommodation for a hotel of this class.

27) The main idea of this paragraph is that _____.

- (a) characters like the bossy older brother or the impish little sister are two-dimensional
- (b) writers can decide how fully they describe the characters according to their significance
- (c) writers normally show each character in detail, no matter how insignificant they may be
- (d) the writer of a story should create a conflict around which the characters are developed

[7]

28) This part means "_____."

- (a) from the way of speaking, we can assume that people from Texas are impatient
- (b) it is clear that people who use short sentences are more logical
- (c) we don't need to hear people talk much in order to assess their character
- (d) the climate in Texas is so hot and dry that people tend to be blunt

[7] and [8]

(29) The author _____.

- (a) considers it impossible for neighbors to get to know each other
- (b) reveals that we have unconfirmed assumptions about neighbors and their speech and activity sometimes mislead us
- (c) relates the characters of neighbors to literary characters
- (d) points out that trying to understand one's neighbors is similar to trying to understand characters in literature

[8]

(30) Which is the best word to fill the blank with?

- (a) priority
- (b) motive
- (c) alternative
- (d) theory

3 次の英文中の下線部の意味にもっとも近いものを、それぞれ(a)~(d)から1つ選びなさい。

(31) The various types of transportation in the modern period produced new ways of conceiving and experiencing time and space.

- (a) dreaming (b) imagining (c) inventing (d) receiving

(32) The most successful advertising campaign for a food product in the 1960s was that of Coca Cola.

- (a) movement (b) order (c) action (d) strategy

- (33) The garage is a place of play both when we are kids and as middle-aged grown-ups desperate to escape the tedium of the house.
(a) anxious (b) forced (c) hopeless (d) nervous
- (34) One thing that marks the little child is the talent for not seeing things according to the dominant ideas of the adults.
(a) arrogant (b) convincing (c) prevailing (d) traditional
- (35) My father took three hours to go over the fifty pages of the document, but his careful research revealed nothing interesting.
(a) correct (b) examine (c) test (d) repeat
- (36) I wish I had had more time to prepare for the construction project: I am not surprised that they turned down my proposal.
(a) denied (b) failed (c) ignored (d) rejected
- (37) The weekend spent in the country had formed a welcome relief from the somewhat dull routine of the city.
(a) friendly (b) hospitable (c) pleasant (d) rare
- (38) Some American writers spent several years in Paris in the 1920s, but this city eventually remained to some extent alien.
(a) aggressive (b) astounding (c) unapproachable (d) spatial
- (39) The most urgent thing now was to try and get some light on his finances, and so my father presented himself at the bank.
(a) figure out (b) get by (c) point out (d) stand by

(40) "My mother just turned 75, but she is going to spend three months in New York this summer."

"Good for her! I think she has been waiting for a chance to brush up her English."

- (a) modify (b) learn (c) improve (d) study

4 次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。

(41) As the host had the () of putting his experiences in an effective way, the after-dinner speech passed as quickly and smoothly as he had expected.

- (a) force (b) gift (c) honor (d) luck

(42) Looking at children at play, I learned how their random motivations were different from the more () actions of adults.

- (a) dedicated (b) dictated (c) exaggerated (d) ordered

(43) Don't let your child use your personal computer () he messes up the important files that you have been piling up.

- (a) in case (b) or (c) so that (d) until

(44) The teachers were () with the idea of showing their students the local factory, but unfortunately it had just been closed down.

- (a) cooperating (b) dealing (c) discussing (d) toying

(45) Checking the list for his presentation on the previous evening, he saw that there were a few more detailed () to be made.

- (a) exhibitions (b) facts (c) ideas (d) adjustments

- (46) Approximately two-thirds of this year's budget are () to learning opportunities abroad for individuals.
 (a) divided (b) included (c) allocated (d) approved
- (47) His tactics worried him terribly, though he kept on trying to () himself that the project was taking its proper course.
 (a) assume (b) help (c) assure (d) talk
- (48) The novelist read her story out for almost half an hour and was delighted with the () it was getting.
 (a) fame (b) pleasure (c) reception (d) resolution
- (49) As the internet has become so accessible today, fewer and fewer people () to a paper newspaper.
 (a) contract (b) engage (c) apply (d) subscribe
- (50) It was () that Mr. Ito, who was always so careful about time and schedule, should forget the appointment.
 (a) imperfect (b) insufficient (c) unreliable (d) unlikely

5 以下の各文について、文法または語法上の誤りを含む箇所をそれぞれ(a)~(d)から1つ選びなさい。

- (51) The professor wrote that it would be difficult to describe the astonishment of bystanders as seeing so large a quantity of cold water made to boil without any fire, and their surprise afforded me a degree of childish pleasure.

- (52) This proved us that our friends were either already familiar with these details from their own interrogations and sources, or completely devoid of all moral feeling.
- (53) Driving across the Golden Gate Bridge, the storm that had been expected for days made the newly-paved road slippery and hazardous.
- (54) The categorization of metaphysics has been of concern to philosophers and they have frequently differed from what that categorization is.
- (55) That the continuing significance of religion in late modern society is at odds as much of contemporary theory is due to many factors.
- (56) Cultural literacy, unlike expert knowledge, is meant to be shared by everyone. It is that shifting body of information with which our culture has found useful, and therefore worth preserving.
- (57) The war continued, but Americans went to movies, went to work, went to church, and went on their lives, despite a dark shadow rising over all people and all activities.
- (58) I don't put the theory forward as a scientific proposition, but the fact remains which three or four times in history man has made a leap forward which would have been unthinkable under ordinary evolutionary conditions.
- (59) For the professor, who teaches philosophy at City University of New York and who has published widely on ethics as well written about comic-book heroes, the hero is loyal to "timeless principles of freedom, equality and justice."

(60) Everywhere was the inadequacy of contemporary medical technique more
(a) apparent than in its handling of the threat presented by the plague. A few
(b) physicians noticed that rats came out of their holes at times of plague, but
(c) they did not associate them with the disease.
(d)



