

D 6 英 語

この冊子は、英語の問題で 1 ページより 15 ページまであります。

〔注 意〕

- (1) 試験開始の指示があるまで、この冊子を開いてはいけません。
- (2) 監督者から受験番号等記入の指示があったら、解答用マークシートに受験番号と氏名を記入し、さらに受験番号と志望学科をマークしてください。
- (3) 解答は、所定の解答用マークシートにマークしたものが採点されます。
- (4) 解答用マークシートについて
 - ① 解答用マークシートは、絶対に折り曲げてはいけません。
 - ② マークには黒鉛筆(H BまたはB)を使用してください。指定の黒鉛筆以外でマークした場合、採点できないことがあります。
 - ③ 誤ってマークした場合は、消しゴムで丁寧に消し、消しくずを完全に取り除いたうえで、新たにマークしてください。
 - ④ 解答欄のマークは、横 1 行について 1 箇所に限ります。2 箇所以上マークすると採点されません。あいまいなマークは無効となるので、はっきりマークしてください。
 - ⑤ 解答用マークシート上部に記載されている解答上の注意事項を、必ず読んでから解答してください。
- (5) 試験開始の指示があったら、初めに問題冊子のページ数を確認してください。
ページの落丁・乱丁、印刷不鮮明等に気づいた場合は、手を挙げて監督者に知らせてください。
- (6) 問題冊子は、試験終了後、持ち帰ってください。

- 1 次の英文を読み、あとの設問に答えなさい。なお、*印のついた語句には文末で注が与えられている。(60点)

① George Stephenson (1781-1848), known to the Victorians as 'The Father of Railways', was born in poverty and never attended school. Significantly, the Stephenson family lived in a coal-mining village, close to the River Tyne in the north of England. The young Stephenson, therefore, grew up in what for its day was a world of advanced technology. Coal was the only source of energy for industry, and much of it was consumed in the process of mining and transporting it.

② Every day, wagons carrying coal, drawn by horses but running on wooden rails, passed the home where Stephenson grew up. There his earliest ambition was to become an engineman, overseeing the operation of a steam engine, and after three years as a fireman*, he was appointed a 'plugman' responsible for the operation and repair of a pump engine at a local mine. This was a good job for an illiterate eighteen-year-old boy, but Stephenson saw that (ウ) learning to read and write he had little future. He therefore took lessons (also in arithmetic) three nights a week after work.

③ During his twenties, Stephenson, in a number of different jobs, succeeded on at least two occasions in making repairs to machinery where other craftsmen had been defeated. On the second occasion, his repair to the pump at the Killingworth Colliery* (オ) the mine to reopen after it had been flooded for a year. There, in 1810, Stephenson, twenty-eight years old, was appointed engine-wright*, and almost from the first day his innovations substantially reduced the working costs of the colliery.

④ In the following years any number of steam locomotives were invented, but either their boilers blew up or they chewed up* the rails: one such had even been introduced in the neighbouring Wylam colliery. Even so, an efficient, economic and reliable locomotive engine had yet to be invented. This

was the task that Stephenson set himself in 1814, a year in which there was already considerable interest in the possibility of steam-powered railway travel.

⑤ Local success at Killingworth led a prominent Quaker*, Edward Pease, to propose a railway over the twenty miles between the mining centre of Darlington and Stockton, the seaport for shipping coal to London. Stephenson accepted this unprecedented challenge and the railway, when it opened in 1825, carried passengers as well as coal.

⑥ Stephenson's first successful steam locomotive, the *Blucher*, was used for hauling* coal-wagons over short distances, such as that between Killingworth and the Tyne. Its success was due not only to better design, but also to better machining: Stephenson, who had noted how other locomotives had failed for poor workmanship, set unprecedentedly high standards for precision.

⑦ Although revolutionary, this was not quite enough. Opponents of railways questioned the capacity of iron wheels to run on iron rails, and doubted whether trains could cope with gradients* in hilly country. Stephenson had the vision to persevere, and in 1831 the Liverpool and Manchester Railway, built over difficult terrain*, opened for traffic—and boasted the *Rocket*, the most advanced and best known of all Stephenson's locomotives. The world was convinced and Stephenson's fame was made: the future of transport lay with railways, whose speed and capacity for traffic exceeded any previously known means of transport. The process of development started almost immediately, with 2000 miles of new lines laid in the 1830s, and another 3000 in the 1840s.

⑧ The rest of the world soon followed: France opened its first railway in 1833, Germany, in 1835. The first Dutch railway, from Amsterdam to Haarlem, which opened in 1839, was soon to have the distinction of proving the train's usefulness as a scientific instrument.

⑨ 1) In 1842, an Austrian physicist, Christian Doppler (1803-53), professor in Prague, stated a principle according to which the observed frequency of a wave is higher or lower according to whether its source approaches or recedes from the observer. 2) The rule was tested in 1845 by having a locomotive draw an open carriage with several trumpeters through a station on the Dutch railway. 3) In this way the cyclical process of the approaching vehicle could continue indefinitely. 4) The pitch of the trumpets, as heard by observers on the platform, lowered immediately as the train passed by. 5) The drop in frequency, related to the speed of the train, accorded precisely with Doppler's principle.

⑩ The 'Doppler effect', as recorded in 1845, is of extreme generality, so that it also applies to electromagnetic waves. The principle, applied to the so-called 'red shift*' observed in the spectra of distant stars, today provides strong evidence for an expanding universe.

注 : fireman: a person who takes care of the fire of a steam engine ;

Killingworth Colliery キリングワース炭鉱 ; engine-wright 機関製作者 ;

chewed up こわした ; Quaker クエーカー教徒 ; hauling ~を運ぶ ;

gradients 勾配 ; terrain 地形 ; red shift 赤方偏移 (遠ざかっている天体からくる光の波長が、波長の長い赤い方にずれる現象)

- (1) 本文中で用いられた次の各単語のもっとも強く発音する母音と、下線部の母音の発音が同じ語を、右の1～4から1つずつ選び、その番号を解答用マークシートにマークしなさい。

(あ) extreme	1	ext <u>i</u> nt	2	spa <u>d</u> e
	3	swe <u>e</u> t	4	w <u>e</u> t
(い) instrument	1	bu <u>i</u> ld	2	pu <u>u</u> ding
	3	se <u>c</u> tion	4	w <u>i</u> re
(う) opponent	1	de <u>a</u> th	2	go <u>a</u> l
	3	o <u>o</u> ffice	4	wom <u>a</u> n
(え) platform	1	cap <u>i</u> tal	2	o <u>o</u> der
	3	pal <u>m</u>	4	wag <u>e</u>
(お) revolutionary	1	b <u>e</u> tter	2	can <u>a</u> ry
	3	l <u>u</u> cky	4	su <u>p</u> er

- (2) 本文の流れを考えると、①～⑥までの段落の中で1か所順序を入れかえる必要がある。その入れかえるべき段落の組み合わせとしてもっとも適切なものを次の1～5から1つ選び、解答用マークシートにマークしなさい。

1 ①と② 2 ②と③ 3 ③と④ 4 ④と⑤ 5 ⑤と⑥

- (3) 下線部(ア)の意味にもっとも近いものを次の1～4から1つ選び、その番号を解答用マークシートにマークしなさい。

- 1 an area which was then expected to introduce new technology
- 2 one of the places where technology developed at the time
- 3 the birthplace of highly developed technology of his day
- 4 what was once a technologically advanced society

(4) 下線部(イ)の指示するものとしてもっとも適切なものを次の1～4から1つ選び、その番号を解答用マークシートにマークしなさい。

1 advanced technology

2 coal

3 industry

4 the process of mining

(5) 空所(ウ)を補う単語としてもっとも適切なものを次の1～4から1つ選び、その番号を解答用マークシートにマークしなさい。

1 after

2 on

3 without

4 worth

(6) 下線部(エ)の意味にもっとも近いものを次の1～4から1つ選び、その番号を解答用マークシートにマークしなさい。

1 had been challenged

2 had competed

3 had beaten

4 had failed

(7) 空所(オ)を補う単語としてもっとも適切なものを次の1～4から1つ選び、その番号を解答用マークシートにマークしなさい。

1 allowed

2 developed

3 forced

4 saved

(8) 下線部(カ)の内容にもっとも近いものを次の1～4から1つ選び、その番号を
解答用マークシートにマークしなさい。

- 1 Although many locomotive engines had been made
- 2 Even if there was no hope of success
- 3 When it came to a locomotive engine
- 4 With no thought of a profit from steam locomotives

(9) 次の各文について、下線部(キ)の理由として本文の内容に直接当てはまるもの
は1を、当てはまらないものは2を、解答用マークシートにマークしなさい。

- (あ) It was doubtful whether the train was powerful enough to ascend the
incline or slope.
- (い) It was feared that the iron rails could not bear the weight of the train.
- (う) The safety and the comfort of the train were open to question.
- (え) There was little hope of increasing the number of passengers because of
the limited capacity of the train.

(10) 下線部(ク)の意味にもっとも近いものを次の1～4から1つ選び、その番号を
解答用マークシートにマークしなさい。

- | | |
|------------------|----------------------|
| 1 spread out | 2 was no better than |
| 3 went to excess | 4 went beyond |

(11) 本文の段落⑨には、不要な文が1つ挿入されている。段落内につけられた1)～5)の各文からその不要な文を見つけ、その番号を1つ解答用マークシートにマークしなさい。

(12) 下線部()にもっとも近い意味・用法の as を含む文を次の1～4から1つ選び、その番号を解答用マークシートにマークしなさい。

- 1 Late as it was, we continued walking in the mountains.
- 2 Many elements of his life, as described in the book, are true.
- 3 Their research project has just started, as they suggested earlier.
- 4 Towards morning, as it became light again, her brother returned at last.

(13) 本文全体を2つのパートに分けるとすれば、2つ目のパートはどの段落から始まるか。次の1～9からもっとも適切なものを1つ選び、その番号を解答用マークシートにマークしなさい。

- | | | | | |
|-------|-------|-------|-------|-------|
| 1 ②段落 | 2 ③段落 | 3 ④段落 | 4 ⑤段落 | 5 ⑥段落 |
| 6 ⑦段落 | 7 ⑧段落 | 8 ⑨段落 | 9 ⑩段落 | |

(14) 下記の出来事について、本文中で述べられている順序に並びかえ、その番号を上から順に解答用マークシートにマークしなさい。

- 1 As a young adult, Stephenson devoted his evening to learning to read, write, and do arithmetic.
- 2 Even after the railway succeeded in carrying not only coal but also passengers, there was opposition to it because the train was neither powerful nor strong.
- 3 In recognition of his services to the repairs of the pumping-engines, Stephenson was appointed engine-wright.
- 4 It was a noted Quaker's support and promotion that brought the Stockton and Darlington railway into existence.
- 5 People came to agree that railways were highly advantageous after the success of Stephenson's best known locomotive.

(15) 次の1～4から、本文の内容に合致するものを1つ選び、その番号を解答用マークシートにマークしなさい。

- 1 Specialized railway cars were built to transport coal and passengers, including the sleeping cars developed by Stephenson.
- 2 Rapid railway development began almost immediately after Stephenson's "Rocket" achieved a great victory.
- 3 The Doppler effect is an apparent shift in frequency for a sound wave produced by a standing source.
- 4 The history of rail transport on the European Continent began in 1839 with the construction of a railway line between Amsterdam and Haarlem.

- 2 英語の前置詞 (preposition) を巡って, Avi Arditti と Rosanne Skirble が David Thatcher 教授にインタビューしている以下の対話を読み, 設問に答えなさい。
なお, *印を付した語句には本文末尾に注が与えられているので参考にしなさい。
(40 点)

Avi Arditti: I'm Avi Arditti with Rosanne Skirble, and this week is on prepositions for the perplexed.

Rosanne Skirble: The other day, our colleague Julie Taboh told us about a friend of hers, a non-native English speaker. It seems he once tried to tell someone that the person should expect to hear from him again. But instead of saying "I'll get back to you," he said "I'll get back at you." (A). To get back at someone means to take revenge.

Avi Arditti: Julie had no idea that we had scheduled an interview for today with David Thatcher, a retired English professor in Canada.

Rosanne Skirble: Professor Thatcher, you say you think the misuse of prepositions is an increasing problem, but it's a problem with a long history, is that right?

David Thatcher: I think it's been pointed out by grammarians for about two hundred years that (B).

Rosanne Skirble: Well, what are they?

David Thatcher: They're a part of speech. Let me give you some examples first and perhaps make it easier for you: *around, at, before, past, upward, up, in, on*. And their job in a sentence is to link or relate one part of a sentence to another. And so you can see them as the connective tissue of language. If you say "I went the cinema my friend the evening the twenty-fifth," it resembles a pile of loose bricks.

(7)

Avi Arditti: It sounds like a text message, actually.

David Thatcher: That's right, for brevity. But when the prepositions are added—"I went to the cinema with my friend on the evening of the twenty-fifth"—the bricks are fastened together.

Rosanne Skirble: Why have they been such a problem?

David Thatcher: I think that perhaps people don't read as much or they are careless about their use. (イ). People now say *bored of*.

Avi Arditti: Instead of?

David Thatcher: Instead of *bored*—the older prepositions were *bored by* or *bored with*. You see, what will happen is that *bored of* will probably get established. To people of my generation it sounds wrong, it sounds incorrect.

Rosanne Skirble: How do you go about learning the correct use of prepositions?

David Thatcher: I think one way might be to read the good writers, who will rarely make an error of this kind. And a bad way is to listen to interviews with athletes and sports people or even sports commentators. (C). And people just simply copy what they hear.

Avi Arditti: Now for people learning English, prepositions create a sort ^(イ) of a special challenge because of phrasal verbs and the fact that a term, let's say, ^(二) like to set up, set down, set aside, all mean completely different things.

David Thatcher: That's right. You just have to learn what the speakers use. The phrasal verb might be to fall out with somebody, which means (オ). "I would put up with that" means

(力). To turn something down is (下). All these have to be learned independently without any rules to guide you.

Avi Arditti: And then there's also context, because these phrasal verbs tend to be more informal, more casual —

David Thatcher: Yes, I think so. And I think one should make the distinction between written and spoken English, so that what would be unacceptable in written English would be perfectly allowable in speaking.

Avi Arditti: In a meeting or in a . . .

David Thatcher: A meeting, that's right, or off the cuff*. I mean, many of these mistakes occur — and perhaps I'm being too strict sometimes because people make these mistakes when they're speaking off the cuff, without preparation and so on. But if they're writing, they should have time to think about what they're putting down on paper and to revise it, or to show it to somebody else for a second opinion, and so on and so forth. So (D).

Can I ask you a question? Do you say you congratulate somebody on something, or do you congratulate them for something?

Avi Arditti: I say *on* — yeah. "Congratulations on your promotion?" I mean, that sounds . . .

Rosanne Skirble: Congratulations for your promotion?

Avi Arditti: I'd say *on*.

David Thatcher: What you will hear a lot is *congratulations for*. For is one of these cuckoo prepositions that come in and disturb all the other birds in the nest and knock them away.

Avi Arditti: Wait, so what do you say?

David Thatcher: I would say that *on* is the standard way, but there's no doubt that *for* is elbowing its way in and might replace *on* in the course of time. So only time will tell whether *on* will disappear. And that happens many times, that words that were acceptable at one time have ceased to be so.

注 : off the cuff 即座に

(1) 空所(A)から(D)に入るものをそれぞれ次の1～4から選び、解答用マークシートにマークしなさい。ただし、同じものを2度使用してはいけない。なお、文頭の語も小文字にしてある。

- 1 people don't know how to use them properly
- 2 there should be ways of eliminating mistakes of this kind
- 3 the wrong preposition sent the wrong message
- 4 they are very careless about the way they use these terms

(2) 下線部(A)が意図する内容としてもっとも適切なものを次の1～4から選び、解答用マークシートにマークしなさい。

- 1 English sentences without prepositions are confusing and less precise.
- 2 Every English sentence has to include prepositions to connect phrases correctly.
- 3 Prepositions are similar to baked clay to the effect that they both function as a movable material.
- 4 The walls of the cinema are likely very old as there are many cracks.

- (3) 空所(イ)を補うのにもっともふさわしい英文を完成させ、その番号を上から順に解答用マークシートにマークしなさい。なお、文頭の語も小文字にしてある。

- | | | |
|-----------------------|----------|-------|
| 1 have probably heard | 2 let me | 3 of |
| 4 take an example | 5 that | 6 you |

- (4) 下線部(ウ)の理由としてもっとも適切なものを次の1～4から選び、解答用マークシートにマークしなさい。

- 1 Because English learners are at a loss as to how to imitate the way that native speakers talk.
- 2 Because idiomatic phrases require a certain principle to be learned.
- 3 Because prepositions make it difficult for non-native speakers to find the grammatical mistakes that a good English novelist commits.
- 4 Because the combination of a verb with a preposition produces a new expression that the learners have to memorize.

- (5) 下線部(エ)の like と同じ用法のものを次の1～4から選び、解答用マークシートにマークしなさい。

- 1 Drinks like tea and coffee can keep you awake at night.
- 2 I cannot do it like you do.
- 3 We are of like minds on this issue.
- 4 What would you like to drink?

(6) 空所(オ)から(キ)に入るものをそれぞれ次の1～6から選び、解答用マークシートにマークしなさい。ただし、同じものを2度使用してはいけない。

- 1 to permit
- 2 to quarrel
- 3 to refuse
- 4 to regret
- 5 to squeeze
- 6 to tolerate

(7) 下線部(ケ)のように David Thatcher が言う理由としてもっとも適切なものを次の1～4から選び、解答用マークシートにマークしなさい。

- 1 Because people cannot be bothered about grammar while speaking.
- 2 Because people more carefully consider and edit what they write.
- 3 Because spoken and written English should have one standard for accuracy.
- 4 Because written English has more rules than spoken English.

(8) 下線部(ケ)の表す内容としてもっとも適切なものを次の1～4から選び、解答用マークシートにマークしなさい。

- 1 *For* is an imported word of foreign origin.
- 2 *For* is a strong representative of prepositions.
- 3 The distribution of *for* is spreading.
- 4 The pronunciation of *for* is easy to hear.

(9) 本文の内容と一致するものに1, 一致しないものに2を解答用マークシートにマークしなさい。

- 1 In order not to misuse prepositions, it is necessary to read a lot of books whoever the writer is.
- 2 Prepositions have been considered to be a difficult aspect of language mastery.
- 3 The expression *congratulations on* is no longer used in a contemporary usage of English at all.