

2016年度
英 語
(問 題)

〈H28101116〉

注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は2～10ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべてHBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意
 - (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。
 - (2) マーク欄にははっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。

マークする時	<input checked="" type="radio"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い
マークを消す時	<input type="radio"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い

5. 記述解答用紙記入上の注意
 - (1) 記述解答用紙の所定欄（2カ所）に、氏名および受験番号を正確に丁寧に記入すること。
 - (2) 所定欄以外に受験番号・氏名を書いてはならない。
 - (3) 受験番号の記入にあたっては、次の数字見本にしたがい、読みやすいように、正確に丁寧に記入すること。

数 字 見 本	0	1	2	3	4	5	6	7	8	9
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- (4) 受験番号は右詰めで記入し、余白が生じる場合でも受験番号の前に「0」を記入しないこと。

(例) 3825番⇒

万	千	百	十	一
	3	8	2	5

6. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
7. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。
8. いかなる場合でも、解答用紙は必ず提出すること。

次の会話文を読み、下記の設問に答えよ。

William is at the Toronto airport discussing his flight arrangements with Glen, a customer service representative.

Glen: Good evening, sir. What can I do for you?

William: Hi. I am booked on a 9:15 p.m. flight to Tokyo, but I found out that it had been cancelled.

(A)

Glen: We'll have to rebook you on the next flight, which will be leaving tomorrow night at the same time... Let me see... (*checking on the computer*). I'm sorry but tomorrow's flight is fully booked.
明後日の便にはまだいくつか座席が残っています。

William: ⁽¹⁾ Oh, this is ridiculous! I have important business meetings to attend in Japan, and now you are telling me that I will arrive with at least a two-day delay?!

Glen: (B) We had to cancel most of the flights because of a major snow storm, and in all likelihood the weather will not improve before tomorrow morning. ⁽¹⁾ Under the circumstances, we're doing the best we can. ^(□)

William: (C)

Glen: That's quite all right. I understand how you feel.

William: Is there any way you can get me to Tokyo a bit sooner?

Glen: Yes, one option would be for you to fly via Vancouver. This will involve a three-hour stopover... Let me see... Good news! I can book you on the flight to Vancouver tomorrow. This way you will arrive in Japan only a day late. Mind you, if the weather doesn't get any better, you may be looking at a longer delay, but this is really out of our control.

William: ^(v) I suppose I don't have much choice at this point. Very well, book me on a flight via Vancouver, please.

Glen: I'm doing it as we speak. Your new reservation is confirmed. Will there be anything else?

William: ⁽⁼⁾ Ah, just one more thing... (D)

Glen: We normally do that only if our company is responsible for the delay, so in this case, unfortunately, we cannot offer you a free accommodation.

William: OK, I understand. Thanks anyway.

Glen: Not a problem at all. Next in line, please...

(Original text)

設問1. 空所(A)~(D)を埋めるのにもっとも適当なものを(a)~(h)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | |
|--|---|
| (a) Is there anything you can do? | (b) Please calm down. |
| (c) Sorry, I lost my temper. | (d) What are you supposed to do? |
| (e) What a pity! | (f) Why don't you cover my meal expenses? |
| (g) Will the airline pay for my hotel? | (h) Your apology is accepted. |

設問2. 下線部(イ)~(ニ)の意味にもっとも近いものを(a)~(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | |
|--|--|
| (イ) (a) all in all | (b) despite our hopes |
| (c) most probably | (d) there is no possibility |
| (□) (a) Considering our limited budget | (b) Considering our standard procedure |
| (c) Considering the labor shortage | (d) Considering the difficult conditions |
| (ハ) (a) you may avoid | (b) you may face |
| (c) you may predict | (d) you may think about |
| (ニ) (a) I'll do it once we finish the conversation | (b) I'll have it done shortly |
| (c) I'm in the process of doing it | (d) It's already done |

設問 3. 次の(a)～(d)について、本文の内容に合うものを一つ選び、マーク解答用紙の所定欄にマークせよ。

- (a) William cannot fly from Toronto the next day because no seats are available.
- (b) William is guaranteed to arrive in Tokyo with a one-day delay.
- (c) William's request for a free hotel room was unsuccessful.
- (d) William will spend a night in Vancouver on the way to Tokyo.

設問 4. 下線部(1)を英語に直し、記述解答用紙の所定欄に書け。

|| 次の英文を読み、下記の設問に答えよ。

What is the correct etiquette when on an escalator? Should you walk up the escalator to help quicken everyone's journey, or remain still to keep everything orderly? If you do stand still, should it be on the left or on the right of the escalator? Some readers probably have some strong views on this matter. Recently, officials in Japan have been (A) a set of rules governing escalator use in the country that will sound odd to many around the world. Do not walk. Stand on (B).

The Yomiuri Shimbun reports that 51 railway operators and airport-related companies have banded together to support the no-walk campaign. "The number of accidents decreases during the campaign period but the practice of keeping one side open is strongly (C)," a public relations official at East Japan Railway Co. explained to the newspaper. "We'd like to positively appeal to people to change the practice."

"It's not necessary to leave one side open," an official from the Japan Elevator Association, a body of elevator and escalator manufacturers, added. "There are some people who have an arm or a hand that is incapable of functioning and have difficulty keeping a specific side open." The campaign also calls for escalator riders to leave one step between them and the rider before them.

It's true that the practice of keeping one side of the escalator open for people wishing to walk has become common in Japan, but it isn't uniformly observed nationwide. In Tokyo, people tend to stand to the left to let others pass on the right; in Osaka, they tend to stay on the right. Around the world, however, most countries, if they favor a side, seem to favor standing on the right and walking on the left.

Britain appears to have been the first nation to promote the idea of standing on the right. Exactly ^(A) why is unclear. It may have been because of the country's practice of driving on the left-hand side, but in 2009 the BBC advanced another theory: In the early part of the 20th century, escalators in the London Underground had a diagonal* step-off point "clearly (D) for the right foot first so standing on the right made sense." The idea has since spread around the world, including in the United States, Germany and Taiwan.

Supporters of walking on the escalator are often passionate about its efficiency. "I don't have anything in common with people who stand on escalators," billionaire and former New York mayor Michael Bloomberg told *The New York Times* last year. "I always walk around them—why waste time? You have (E) to rest when you die."

In Japan, however, the worry is that walking on the escalator could increase your chances of dying. Earlier this year, Japan's Consumer Affairs Agency warned that 3,865 people in Tokyo alone had required hospital treatment for injuries suffered on escalators from 2011 to 2013. A guide on the Web site of the Japan Elevator Association lists a number of reasons for not walking, which include the risk of slipping or falling because you are unbalanced. "There is a possibility of death or serious injury," the guide notes.

(Adapted from *The New Zealand Herald*, September 7, 2015)

注 *diagonal 斜めの

設問 1. 空所(A)～(E)を埋めるのにもっとも適当なものを(a)～(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | | | | |
|-----|----------------|------------------|------------------|--------------------|
| (A) | (a) abolishing | (b) following | (c) objecting to | (d) pushing for |
| (B) | (a) both sides | (b) each side | (c) either side | (d) the other side |
| (C) | (a) prohibited | (b) required | (c) resisted | (d) rooted |
| (D) | (a) cared | (b) explained | (c) gone | (d) meant |
| (E) | (a) a moment | (b) a whole life | (c) eternity | (d) permission |

設問 2. 次の1.～5.について、本文の内容に合うものはマーク解答用紙のTの欄に、合わないものはFの欄にマークせよ。

1. It may be difficult for some people to let others pass on a given side of the escalator due to their physical conditions.
2. People began to stand on the designated side of the escalator in spite of the traffic regulations of their country.
3. The advocates of the no-walk campaign reported that it was helpful in decreasing the number of accidents and want people to keep an appropriate space on the escalator.
4. Many supporters of keeping one side of the escalator open do not want to waste their time because of other riders.
5. Which side of the escalator to keep open differs from one region to another.

設問 3. 下線部(A)を日本語に訳し、記述解答用紙の所定欄に書け。

III 次の英文を読み、下記の設問に答えよ。

Examining what a society chooses to do with the technology at its disposal⁽¹⁾ is a good way of understanding what makes it tick. I think it is fair to say that, in years to come, historians will look back at the digital revolution⁽²⁾ and be able to draw some fairly concrete conclusions. One of the first things they will observe is that we, the people of the early 21st century, had an absolute mania for taking photographs and sharing them online.

Another thing that will be striking is how much, in 2014, we loved going on the internet and looking at footage of animals. Our domestic pets can all be celebrities. There are film festivals dedicated to clips of cats doing funny things while videos of baby sloths looking sleepy or of dogs jumping for treats in superslow motion are shared by millions of people around the world every single day. You have seen them and they have made you laugh.

All of which is just a roundabout way⁽³⁾ of saying that, while you may look at the images on these pages and wonder how we arrived at the point where we're attaching tiny digital cameras to chihuahuas and chickens, the reality is that it was completely inevitable. We love sharing photos and we love documenting the lives of our pets, so it would have been disappointing if we hadn't tried to work out⁽⁴⁾ a way of giving them cameras of their own at some point.

And now we have^(A). For as little as £25, you can buy an entry-level digital "petcam" that fits to a collar or harness and automatically takes a snap every couple of seconds. An American photographer, Chris Keeney, describes what it's like to attach a camera to the animals' collars. "I think of it much like Alice going down the rabbit hole," he says. "You never know where you're going to end up or what you're going to see. But to me that's the exciting thing^(B). Where does your pet go? What do they do?"

Keeney tried a "petcam"^(B) on his dog, Fred, who soon grew to love it. Not because he had the slightest idea what was going on, but because wearing the camera meant they were going outside and exploring.

Even though only a fraction of the images collected by an animal will ever be usable—lots of sky, lots of indistinct bushes, mud and blurry car tyres—Keeney thinks there is also something about the wildness and dynamism of the shots that speaks to us. “Since a lot of people spend so much time sitting behind a desk or on the couch, we’re hungry for adventures we don’t necessarily have to go on ourselves,” he says.

Dr Cecilia d’Felice, a clinical psychologist, makes a similar point when explaining why we have such a fascination with photos and footage of animals. “The problem with modern life is that it really cuts you off from being in your body,” she says. “You’re in your head all the time. So to see a creature that is elemental and doing these physical things is very interesting. It captures our imagination. We project onto them, so the things they do can seem very funny when they’re actually just very instinctive. We anthropomorphise* onto them things such as great timing and a sense of humour, and that allows us to have a certain amount of relief from our own work experiences of sitting in front of a screen.”

(Adapted from *The Times Magazine*, August 30, 2014)

注 *anthropomorphise 擬人化して読みとる

設問 1. 下線部(1)～(5)の意味にもっとも近いものを(a)～(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- | | | | | |
|-----|--|----------------------------|--------------------|-------------|
| (1) | (a) that it has abandoned | (b) that it has exposed | | |
| | (c) that it is free to throw away | (d) that it is free to use | | |
| (2) | (a) something that makes society collapse | | | |
| | (b) something that makes society function | | | |
| | (c) something that makes the technology fail | | | |
| | (d) something that makes the technology work | | | |
| (3) | (a) an incomprehensive way | (b) an indirect way | | |
| | (c) a quick way | (d) a sophisticated way | | |
| (4) | (a) accomplish | (b) devise | (c) refine | (d) solve |
| (5) | (a) a tiny being | (b) essential | (c) part of nature | (d) primary |

設問 2. 次の1.～5.について、本文の内容に合うものはマーク解答用紙のTの欄に、合わないものはFの欄にマークせよ。

1. Dr Cecilia d’Felice claims that we obtain relief from footage of animals because they entertain us unintentionally.
2. Dr Cecilia d’Felice maintains that looking at the adventures of animals allows us to forget our unpleasant memories.
3. Dr Cecilia d’Felice says that modern life deprives us of our physical and mental health by forcing us to be seated in front of a screen.
4. Fred soon got to love wearing a “petcam” as it allowed him to explore the world outside his house.
5. Keeney believes the shots taken by animals have failed to provide us with anything attractive.

設問 3. 下線部(A)の後に省略されている語句を補い、記述解答用紙の所定欄に書け。

設問 4. 下線部(B)を日本語に訳し、記述解答用紙の所定欄に書け。ただし、that が指し示す内容を訳す必要はない。

IV 次の英文を読み、下記の設問に答えよ。

Feel like you're 40 years old going on 60? Or maybe, 40 going on 21? Age may be just a number, but medical experts increasingly ^(A)are saying it might not always be the right number to gauge your ^(B)health.

Everybody grows older at a different pace, according to a recent study that found the processes of aging can begin fairly early in life. The study calculated the aging rate of 954 men and women—taking various measurements of their bodies' health—when they were each 26, 32 and 38 in chronological years. By analyzing how these measures changed over time, the researchers were able to see who aged faster and who aged slower than normal.

The aim of the research is to be able eventually to identify signs of premature aging before it becomes evident years or decades later in chronic diseases such as heart disease, ^(C)diabetes, or kidney and lung impairment*. “Intervention to reverse or delay the march toward age-related diseases must be scheduled while people are still young,” according to the study, published online last week in the Proceedings of the National Academy of Sciences.

(1), being able to measure aging in young people could allow scientists to test the effectiveness of anti-aging therapies, such as calorie-restrictive diets, the study said.

To measure the pace of biological aging, which the study defined as the declining integrity of multiple organ systems, the researchers relied on 18 separate biomarkers. These ^(D)ranged from common measures (2) good cholesterol levels and mean blood pressure to more obscure ones like the length of telomeres—the protective caps on the ends of chromosomes* that shorten with age.

Most of the study participants aged one biological year for each chronological year. Some, however, put on (3) three biological years for every one year, while others didn't increase in biological age at all during the 12-year span the study surveyed. Using a subset of the biomarkers, the researchers calculated that at 38 years old, the participants' biological ages ranged from 28 to 61.

Studies looking at biological age have been done before, but mainly in older people who already had age-related diseases. Earlier studies also generally took just (4) that compared chronological with biological age and didn't examine the pace of aging over time.

“This makes detecting the mechanism of aging difficult because it can be hard to separate aging from a disease-specific mechanism,” said Daniel Belsky, first author of the new study and an assistant professor of medicine at Duke University School of Medicine. ^(E)“It also may be the case ^(F)that it's too late to intervene effectively with some of these individuals” after the age of 40 or 50, he said.

The study by Dr. Belsky and colleagues made use of an unusual group: a large group of young people, all born in 1972 or 1973, and each of (5) biomarkers had been recorded over an extended period. The researchers found data on such a group in a study being conducted in Dunedin, New Zealand, in which an international team of scientists is tracking a range of health measures and behaviors from birth to death.

Dr. Belsky hopes the biomarker formulas the team used will ultimately be useful in a clinical setting in a few years. But the measures will need to be refined in future studies looking at different populations, he said. Biomarkers may be dropped or added and given different weights or importance.

(Adapted from *The Wall Street Journal*, July 15, 2015)

注 *impairment 障害, 欠陥 *chromosome 染色体

設問 1. 下線部 (A) ~ (F) の意味にもっとも近いものを (a) ~ (d) からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- (A) (a) approaching (b) falling short of (c) looking like (d) passing
- (B) (a) to evaluate how well you are
(b) to examine the cause of your disease
(c) to improve the condition of your health
(d) to keep you in good shape
- (C) (a) aging that happens before the normal or expected time
(b) aging that happens by chance or unintentionally
(c) aging that happens far more slowly than expected
(d) aging that happens immediately without any prior signs
- (D) (a) breaking down (b) cutting back
(c) falling on (d) setting aside
- (E) (a) a mechanism that develops a common disease
(b) a mechanism that identifies a rare disease
(c) a mechanism that is expected to cure a chronic disease
(d) a mechanism that is related to a particular disease
- (F) (a) It also may be important (b) It also may be of interest
(c) It also may be questioned (d) It also may be true

設問 2. 空所 (1) ~ (5) を埋めるのもっとも適当なものを (a) ~ (d) からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- (1) (a) Also (b) For one thing
(c) However (d) On the contrary
- (2) (a) as well as (b) except for (c) rather than (d) such as
- (3) (a) as much as (b) evidently (c) so long as (d) still more
- (4) (a) a single reading (b) a small effort (c) one dose (d) one step
- (5) (a) whatever (b) which (c) whoever (d) whose

設問 3. 次の (1) ~ (4) について、本文の内容に合うものを (a) ~ (d) からそれぞれ一つずつ選び、マーク解答用紙の所定欄にマークせよ。

- (1) The purpose of the study by the National Academy of Sciences was to
(a) find a good indication of early aging to prevent people from getting old faster than normal.
(b) find an appropriate definition of the declining integrity of multiple organ systems to measure the pace of biological aging.
(c) find an effective treatment for scientists to educate young people suffering from chronic diseases.
(d) find a specific medicine to eradicate age-related diseases such as heart attack in the future.

- (2) The study by the National Academy of Science found that
- (a) examining biomarkers at different points in time was crucially important in studying biological age.
 - (b) only a limited variety of measurements were needed to determine an individual's biological year.
 - (c) people who aged faster were more likely to suffer from age-related diseases when they were young.
 - (d) some people aged faster than others because they were not careful about their diet.
- (3) It is expected from the findings by the study above that
- (a) a new treatment to control the onset of an age-related disease may be given at an early stage in life.
 - (b) people suffering from age-related diseases can be cured faster than we think.
 - (c) scientists can precisely assess the cause of chronological aging by analyzing biomarkers.
 - (d) the biomarkers that will cause age-related diseases may be found very early in life.
- (4) Dr. Belsky hopes that
- (a) future studies will cover most of the useful biomarker formulas for future experiments.
 - (b) future studies will make detecting the biomarker formulas an easy means of getting rid of the causes of unexpected aging.
 - (c) the biomarker formulas will be eventually helpful in treatments in hospitals.
 - (d) the biomarker formulas will be reexamined in the future to limit their use in clinics.

V 次の英文を読み、下記の設問に答えよ。

Growing evidence that countries where there is more inequality of income are places where there is less equality of opportunity helps us understand why the United States has become one of the advanced countries with the least equality of opportunity. A young American's life prospects⁽¹⁾ are more dependent on the income and education of his parents than those of young people in other advanced nations.

Inequities in access to education are among the reasons the United States is no longer the land of opportunity. Even more disastrous is how education perpetuates advantages and disadvantages: of Americans born around 1980, only about 9 percent of those from the bottom quarter of the income distribution graduated from college. One reason for this^(A) is the cost of higher education.

And in the United States, "justice for all" is supposed to be its slogan. Yet increasingly, America is more appropriately described as offering "justice for those who can afford it." The rule of law is supposed to protect the weak against the strong. And it is supposed to mean that the law is impartially⁽²⁾ enforced. We have laws that are designed to protect people from unjust takings of their property. But we didn't enforce the laws against the bankers—not a single one went to jail for the gross miscarriage of justice* in the financial crisis of 2008.

Earlier I described America's high level of inequality of opportunity. A large fraction of Americans—those that weren't lucky enough to be born of parents of means—have little chance of living up to their potential⁽³⁾. This is, of course, a disaster for these individuals, but it is also bad for the economy: we are not using fully our most important resource, our people.

(イ) a government of the 1 percent, for the 1 percent, and by the 1 percent works to enrich the 1 percent, through welfare and tax benefits, fewer resources are available for investments in infrastructure, education, and technology, investments that are needed to keep the economy strong and

growing.

But the real cost of inequality is to our democracy and our society. Basic values for which the country has stood—equality of opportunity, equal access to justice, a sense of a system that is fair—have been eroded. A tax system such as ours is, for instance, based on voluntary compliance⁽⁴⁾. It works if there is a belief that the system is fair—but it is now evident to all that ours is not, that those at the top get a far better deal than those in the middle.

(イ) in so many other instances, when troubles emerged, the financial sector demanded to be paid back first—putting the welfare of ordinary citizens, including workers with contracts promising them retirement benefits, in the backseat⁽⁵⁾.

No society can function without trust. Although economists typically don't use words like "trust," in fact, our economy simply can't function without trust. And inequality has eroded this most precious thing, and once eroded, it may be hard to restore.

(Adapted from Joseph E. Stiglitz: *The Great Divide*, 2015)

注 *miscarriage of justice 誤審

設問 1. 下線部(1)～(5)の意味にもっとも近いものを(a)～(d)からそれぞれ一つ選び、マーク解答用紙の所定欄にマークせよ。

- (1) (a) expectations that he wants to fulfill in real life
(b) hopes of how his family will grow
(c) ideas that he applies to his future career
(d) possibilities of what his future has in store
- (2) (a) partly (b) unequally
(c) without favoritism (d) with prejudice
- (3) (a) leading as comfortable a life as possible
(b) making the best of their abilities
(c) providing for their future
(d) taking everything into consideration
- (4) (a) agreeing reluctantly (b) complaining constantly
(c) obeying according to one's own will (d) opposing officially
- (5) (a) in a neutral place (b) in an important place
(c) in a privileged place (d) in second place

設問 2. 二か所の空欄(イ)を埋めるのに共通するもっとも適当なものを(a)～(e)から一つ選び、マーク解答用紙の所定欄にマークせよ。

- (a) And (b) As (c) Likewise (d) So (e) While

設問 3. 次の1.～5.について、本文の内容に合うものはマーク解答用紙の T の欄に、合わないものは F の欄にマークせよ。

1. In the United States, inequality of income is not so closely correlated with lack of opportunity, compared with other advanced nations.
2. The reliance of young people in the United States on their parents is heaviest among advanced nations.
3. In the United States, the rule of law has proved to be an effective tool to protect wealthy people, as it is supposed to.
4. Without equality of opportunity, human resources in the United States are only wasted, thereby weakening the economy.
5. Giving preferential treatment to only wealthy people will widen inequality and threaten democracy.

設問 4. 本文のタイトルとしてもっとも適当なものを (a)～(d) から一つ選び、マーク解答用紙の所定欄にマークせよ。

- (a) Inequality Endangers Democracy
- (b) Inequality Stimulates the Economy
- (c) Opportunity Comes Before Fair Taxation
- (d) Trust Is Born Out Of a Functioning Economy

設問 5. 下線部 (A) が指している部分を日本語に訳し、記述解答用紙の所定欄に書け。

[以 下 余 白]