

英	語
(問 題)	
2020 年度	

〈2020 R02140015 (英語)〉

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 ～ 11 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・乱丁及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、H B の黒鉛筆または H B 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. 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。
6. 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。
7. いかなる場合でも、解答用紙は必ず提出すること。
8. 試験終了後、問題用紙は持ち帰ること。

I. 次の英文を読み、設問 1～11 に答えよ。

The link between success at school and being able to wait for something was discovered (1)by accident in the late Sixties when American psychology professor Walter Mischel carried out the now-famous Marshmallow Test on four-year-olds. His goal was (2)simply to discover the age at which children develop self-control. The study involved a simple proposition: every child was given a marshmallow on a plate and told that they could eat it now if they wanted, but if they resisted temptation until the researcher came back, they would get two marshmallows as a reward. The researcher then left the room and returned 15 minutes later. (3)The results broke down neatly into three groups: around a third of the children gobbled the treat straight away; one group resisted for several minutes, but eventually (4)gave in; and some (5)held out for the full 15 minutes. (6)This final set wrestled with temptation, employing all sorts of tactics to (7)delay gratification just a little longer—one kicked the table, another tugged at his hair, some turned their backs on the treat. One girl even “shushed”^{注1} herself as she gazed longingly at her marshmallow, but she still resisted. All the children desperately wanted the treat, but only some could (8)outsmart their desire.

The children in the study attended the same school as Professor Mischel's daughters. A few years later, just out of interest, he happened to ask his daughters how this (9){getting / at / or / that / child / was / on / school}, and this was when he noticed a pattern developing. The children who had waited for the second marshmallow were [10] their classmates, hands down. He dug deeper and unearthed some startling results. The children who had grabbed the marshmallow quickly were more likely to have low self-esteem and struggle to make friends, as well as have trouble keeping up with schoolwork. But the most astonishing thing was the children's SAT^{注2} scores: at age 14, the child who had waited 15 minutes for her marshmallow treat had an average 210-point advantage over her sweetie-grabbing friend.

注1 shush 静かにさせる 注2 SAT 米国の進学適正テスト

1. 下線部（1）の意味として最もふさわしいものを 1～4 から一つ選べ。
 1. as a result of a disaster
 2. at someone's sacrifice
 3. on purpose
 4. by chance
2. 下線部（2）の意味として最もふさわしいものを 1～4 から一つ選べ。
 1. easily
 2. efficiently
 3. only
 4. justly
3. 下線部（3）の意味として最もふさわしいものを 1～4 から一つ選べ。
 1. 結果ははっきり 3 通りに分かれた。
 2. 結果は 3 組の研究グループでほぼ共通だった。
 3. 結果は 3 番目のグループでは何も得られなかった。
 4. 結果は予想に反して 3 通りに分かれた。
4. 下線部（4）が指していることとして最もふさわしいものを 1～4 から一つ選べ。
 1. ate the marshmallow
 2. handed a marshmallow to another child
 3. refused to eat the marshmallow
 4. waited

5. 下線部（5）が指していることとして最もふさわしいものを1～4から一つ選べ。
1. ate the marshmallow
 2. kept the marshmallow in their hands
 3. showed impatience
 4. waited
6. 下線部（6）が指していることとして最もふさわしいものを1～4から一つ選べ。
1. 3番目の被験者グループ
 2. 3番目の実験
 3. 最後のひとり
 4. 残ったマシュマロ
7. 下線部（7）の意味として最もふさわしいものを1～4から一つ選べ。
1. がまんする
 2. 感謝せずにいる
 3. 損をする
 4. 得をする
8. 下線部（8）の意味として最もふさわしいものを1～4から一つ選べ。
1. 欲求に従う
 2. 誘惑に勝つ
 3. 見栄を張る
 4. 誘惑に負ける
9. (9) { }内の語を意味が通るように並べ替えた場合、6番目に来る語はどれか。答として最もふさわしいものを1～4から一つ選べ。
1. at
 2. child
 3. on
 4. that
10. 空所[10]に入れるのに最もふさわしいものを1～4から一つ選べ。
1. being loved by
 2. outperforming
 3. reassessing
 4. struggling against
11. 本文の内容と合致するものとして最もふさわしいものを1～4から一つ選べ。
1. The research aim was to find out what tempting powers marshmallows had over children.
 2. All the children were given two marshmallows to begin with.
 3. Only a third of the children found marshmallows tempting.
 4. Some children had tricks to help them overcome temptation.

II. 次の英文を読み、設問 12～22 に答えよ。答えは選択肢 1～4 から一つ選べ。

College, for those who can attend, has long been considered the primary place for finding a mate, but the means have changed since the early 1960s, when I was in college. Then, women's dormitories had what [12] parietals, which meant that women had to be in the dorm by a certain hour at night, usually around 10 p.m. on weekdays and midnight on Saturday. You had to sign out, give the name of your date, and (13)specify where you were going. And when you returned, you had to sign in, or an administrative official would go in search of you.

As far as I know, men did not have parietals and had more freedom than women, but their dating behavior was also restricted. Men were expected to call women for dates at least a week in advance. They could not just [14], but were permitted to visit the women's dorm only on certain days and only in the sitting room,

Women could not go away for the weekend without parental permission. The school, [15], was acting *in loco parentis* (in place of parents) by taking on the responsibility for their daughters. [16] the dark ages, it was in the 1960s, just before everything changed. I know because I was expelled from Simmons College in 1961 for staying out beyond the curfew.^{注1} In the mid-1960s, many colleges abandoned parietals and began to allow men to visit in the dorms and even in the bedrooms.

We never dreamed that a few decades later, there would be co-ed^{注2} dorms and even co-ed floors and bathrooms. But this is probably the context in which many of you are living. Clearly, there are ample opportunities for men and women to meet each other. [17], co-ed dorm living has had the effect of diminishing romance rather than fostering it. You get to see each other's habits—messy rooms, wet towels on the floor, hair in rollers, and so on—rather than the public persona. Dorm mates apparently become more like siblings than possible partners; indeed, I have heard the term dormcest to refer to a romantic relationship that (18)springs up between dorm mates. While dorm mates often go out together as friends or in groups, they usually (19)look elsewhere for someone to date.

注1 curfew 門限 注2 co-ed 男女共用の

12. Blank [12] can best be filled by

- | | |
|---------------------|------------------|
| 1. were called | 2. were known |
| 3. were referred to | 4. were named by |

13. Underline (13) can best be replaced by

- | | | | |
|------------|-----------|--------------|----------------|
| 1. explain | 2. insist | 3. recognize | 4. investigate |
|------------|-----------|--------------|----------------|

14. Blank [14] can best be filled by

- | | | | |
|-------------|------------|------------|-------------|
| 1. drop off | 2. drop on | 3. drop by | 4. drop out |
|-------------|------------|------------|-------------|

15. Blank [15] can best be filled by

- | | |
|-------------------|--------------------|
| 1. in other words | 2. on the contrary |
| 3. let alone | 4. meaning that |

16. Blank [16] can best be filled by

- | | |
|------------------------|----------------------|
| 1. If this sounds like | 2. As if times were |
| 3. No doubt about | 4. In case there was |

17. Blank [17] can best be filled by

- | | | | |
|--------------|-----------------|---------------|--------------|
| 1. Naturally | 2. Particularly | 3. Ironically | 4. Extremely |
|--------------|-----------------|---------------|--------------|

18. Underline (18) CANNOT be replaced by

- | | |
|----------------|---------------------|
| 1. develops | 2. comes into being |
| 3. bounces off | 4. emerges |

19. Underline (19) refers to the idea of
1. looking for mates living in a different room
 2. looking for people not living in one's dorm
 3. looking at rooms other than the bedroom or bathroom
 4. looking the other way in order to avoid dorm troubles
20. Which of the following statements is true about dorm life in the early 1960s as described in the text?
1. Women were not allowed to go away over the weekend.
 2. There was a curfew by which women had to be back at the dorm.
 3. Siblings were encouraged to live at the place of their parents.
 4. Men were not allowed to visit women at their dorms.
21. Which of the following statements is true about present-day dorm life as described in the text?
1. Even today, dorms do not normally accommodate both male and female students.
 2. It is now easier for men and women to develop romantic relationships.
 3. Men and women often live together as though they were brother and sister.
 4. Hygienic conditions in the rooms have gradually been improving.
22. Which of the following statements is NOT true about the author?
1. The author is female.
 2. The author disapproves of co-ed dorms.
 3. The author studied in the 1960s.
 4. The author was expelled from college.

III. 次の英文を読み、設問 23～32 に答えよ。

The doors to the state's newest medical school are already open (23)technically. A gleaming building with new labs is ready to house researchers and students. But when the state budget was approved last week, the plans to open the medical school at the University of California's campus here were (24)shelved for at least [25] year.

The compromise to close the state's huge budget gap included cuts to state agencies of all kinds, but (26){as / none / deep / to / as / those / were} the state's public colleges and universities. The state's two systems were each cut by \$650 million, and they each could lose \$100 million more if the state's optimistic revenue expectations do not materialize. For both systems, the \$650 million is roughly a 20 percent cut of operating money from the state. This fall, for the first time, the University of California will take in more money from [27a] than from [27b]

The state's two-tier system has long been seen as a model of public higher education, with the University of California's 10 campuses as major research hubs and the California State University's network of 23 campuses graduating tens of thousands each year. But the cuts, which are the [28] in the state's history, threaten to erode the system's stellar reputation,

"There's no question that California has had the most emulated public universities in the nation, and for the (29)rest of the world," said Terry W. Hartle, senior vice president of the American Council on Education. "What we are seeing is the abandonment of the state's commitment to make California's education available to all its citizens."

Tuition is expected to rise roughly 20 percent next year, just the [30] in a series of steep increases. Yearly in-state tuition at California State University will average about \$5,500, while at the University of California, it is expected to be \$13,200 if the increases are approved this month. Programs all over the state are being [31a], star professors are [31b] for colleges in other states, faculty positions are being [31c] unfilled and class sizes are [31d] to grow. While the state's spending on the system is down to a level not seen since the late 1990s, the campuses enroll tens of thousands more students.

Schools, meanwhile, are stepping up their efforts to recruit students from other states, using their higher tuition payments to help fill the coffers (32)at the expense of California applicants.

23. 下線部 (23) と同じ意味の technically を含むものを 1～4 から一つ選べ。

1. It could soon be technically possible to produce a human being by cloning.
2. Technically, you are not allowed to bring food into the park.
3. The dance looks simple, but is technically very difficult.
4. Ryuichi Sakamoto is one of Japan's most technically accomplished songwriters.

24. 下線部 (24) と同じ意味の shelved を含むものを 1～4 から一つ選べ。

1. Many people are very particular about how they have their books shelved.
2. When not one hand in the room went up, he made a motion to get the proposal shelved.
3. The north side of the island shelved gently down to the sea.
4. A well shelved cupboard prevents time consumed in looking for things.

25. 空所 [25] に入れるのに最もふさわしいものを 1～4 から一つ選べ。

1. the other 2. a single 3. another 4. one other

26. (26) { } 内の語を意味が通るように並び替えた場合、1 番目に来る語はどれか。答として最もふさわしいものを 1～4 から一つ選べ。

1. deep 2. none 3. those 4. to

27. 空所 [27a] [27b] に入れるのに最もふさわしい組み合わせを 1～4 から一つ選べ。
- | | |
|------------------------------------|---------------------------------|
| 1. [27a] student tuition | [27b] state finances |
| 2. [27a] state finances | [27b] student tuition |
| 3. [27a] student tuition | [27b] donations from supporters |
| 4. [27a] donations from supporters | [27b] student tuition |
28. 空所 [28] に入れるのに適さないものはどれか。答えを 1～4 から一つ選べ。
- | | | | |
|------------|------------|------------|------------|
| 1. tallest | 2. largest | 3. deepest | 4. biggest |
|------------|------------|------------|------------|
29. 下線部 (29) と同じ意味の rest を含むものを 1～4 から一つ選べ。
- | |
|--|
| 1. I need a rest from all these problems. |
| 2. The ball came to rest under a tree. |
| 3. The beginning is boring, but the rest is interesting. |
| 4. Rest assured that we will take your views into consideration. |
30. 空所 [30] に入れるのに最もふさわしいものを 1～4 から一つ選べ。
- | | | | |
|---------|----------|------------|-----------|
| 1. last | 2. least | 3. soonest | 4. latest |
|---------|----------|------------|-----------|
31. 空所 [31a] [31b] [31c] [31d] に入れるのに最もふさわしい組み合わせを 1～4 から一つ選べ。
- | | | | |
|--------------------|------------------|-----------------|------------------|
| 1. [31a] shuttered | [31b] continuing | [31c] left | [31d] leaving |
| 2. [31a] left | [31b] leaving | [31c] shuttered | [31d] continuing |
| 3. [31a] left | [31b] continuing | [31c] leaving | [31d] shuttered |
| 4. [31a] shuttered | [31b] leaving | [31c] left | [31d] continuing |
32. 下線部 (32) の意味内容として最もふさわしいものを 1～4 から一つ選べ。
- | |
|--------------------------|
| 1. カルフォルニア州の志願者が費用を負担して |
| 2. カルフォルニア州の志願者を犠牲にして |
| 3. カルフォルニア州の志願者を減らすために |
| 4. カルフォルニア州の志願者に不利な点数配分で |

IV. 次の英文を読み、設問 33～40 に答えよ。

A striking feature of most, if not all, animal communication is the lack of a symbolic structure. Most of the complexity in animal communication can be explained by the fact that listeners are ⁽³³⁾apt at extracting information from signals, while the sender does not always intend to provide that information. Further analyses of the structure of animal communication need to take into account that both the acquisition and the performance of vocal behavior differ substantially between different taxa.^{注1} In terrestrial mammals, the structure of the utterances is generally considered to be innate, [34] songbirds have to learn (based on innate biases) their species-specific songs. Some animals produce series of repetitions of the same sound (e.g., the croaking of a frog), whereas others utter strings of different notes, often composed into higher-order structures. The structure of both birdsong and humpback whale^{注2} songs has been explored. One of the most elaborate singers among the songbirds, the nightingale, commands up to 200 song types, with each consisting of a succession of several elements or notes. [35], the song of a typical nightingale may have up to 1000 different elements. Thus, the number of combinatorial signals is effectively smaller than the elements which make up the signal. ⁽³⁶⁾The same appears to be true for humpback whales, and is strikingly different from human language, in which the number of words is orders of magnitude [37] the number of possible sentences. The most elaborate bird and whale song exploits two main devices: repetition of syllables or phrases, and sequencing of up to about seven separate units (perhaps iterated^{注3}) into a single phrase, itself perhaps iterated. Most significantly, bird and whale songs are combinatorial but not semantically compositional in the sense that the elements that make up the utterances carry specific meaning.

Perplexingly, the utterances of nonhuman primates are much less ⁽³⁸⁾elaborate than that of songbirds or whales, with the notable exception of gibbon^{注4} song, despite the fact that nonhuman primates do not simply utter signal calls, but rather bouts of several calls. The question is (a) whether such sequences can be described in terms of syntactical^{注5} rules, and (b) whether they allow listeners to attribute differential meaning based on the combination of different call units. The first point can be largely refuted as sequences do not follow fully predictable patterns; instead, signal combinations can be described more appropriately in probabilistic terms. ⁽³⁹⁾There is, however, good evidence for the second point. Since most monkey and ape species have relatively small repertoires, this constraint may have favored listeners' abilities to process signal combinations. On the production side, it remains unclear whether the processes that give rise to heterotypic call sequences (i.e., successions of different call types) are fundamentally different from those that lead to series of the same call.

注1 taxon 「分類単位」の複数形

注2 humpback whale ザトウクジラ

注3 iterate 繰り返す

注4 gibbon テナガザル

注5 syntactical 文法的な

33. 下線部 (33) を置き換えるのに最もふさわしいものを 1～4 から一つ選べ。

1. excel 2. prone 3. good 4. liable

34. 空所 [34] を補うのに最もふさわしいものを 1～4 から一つ選べ。

1. if 2. unless 3. even 4. while

35. 空所 [35] を補うのに最もふさわしいものを 1～4 から一つ選べ。

1. Altogether 2. In contrast 3. Naturally 4. For once

36. 下線部 (36) の内容として最もふさわしいものを 1～4 から一つ選べ。
1. 歌を構成する要素の方が、歌の数よりも少ないこと。
 2. 歌を構成する要素の方が、歌の数よりも多いこと。
 3. 歌はより小さな構成要素の連続体から成り立っていること。
 4. 歌は同一の音声の繰り返しから成り立っていること。
37. 空所 [37] を補うのに最もふさわしいものを 1～4 から一つ選べ。
1. more than
 2. as many as
 3. as little as
 4. less than
38. 下線部 (38) を置き換えるのに適さないものはどれか。答えを 1～4 から一つ選べ。
1. intricate
 2. complex
 3. sophisticated
 4. meaningful
39. 下線部 (39) の内容として最もふさわしいものを 1～4 から一つ選べ。
1. 霊長類の鳴き声には文法的な規則性が存在する証拠がある。
 2. 霊長類の鳴き声には文法的な規則性が存在しない証拠がある。
 3. 霊長類は鳴き声の組み合わせによって意味を区別している証拠がある。
 4. 霊長類は鳴き声の組み合わせによる意味の区別が出来ない証拠がある。
40. 本文の内容と合致するものとして最もふさわしいものを 1～4 から一つ選べ。
1. Animal communication is generally considered to be based on a symbolic system.
 2. Different animals undergo different processes in acquiring their communication systems.
 3. Bird songs are similar to human language in that both exploit a combinatorial device to produce a virtually unlimited number of signals.
 4. Whale songs are different from human language in that only the latter has the ability to combine separate units into a single phrase.

V. 次の会話文を読み、設問 41～50 に答えよ。答えは選択肢 1～4 から一つ選べ。

Milka: (41)The sun is shining. The birds are singing. (42)Do you really have to be on SNS while we're walking through this park?
Tetra: Yeah, if I don't answer right away, my friends will wonder what I'm doing.
Milka: Watch out! You almost bumped into that old lady.
Tetra: Oh, I always look up at the last moment.
Milka: Everybody else has to (44)scurry out of your way would (45)be more like it. And (46)don't you think it's rude to the person you're with not to be paying any attention to them?
Tetra: Most of my friends would be doing the same thing, so I don't think they'd notice.
Milka: It's not (47)like I'm against computers and email. I spend most of my time in front of the computer when I'm at home. I have a homepage and four email accounts. And I use Wikipedia and refer to Google a dozen times a day when I'm online. But when I'm outside, I want to experience the real world—I don't want to be half here and half there.
Tetra: I think that being online most of the time now is the standard way of life.
Milka: (48)Unfortunately, you may be right.

41. Milka says underline (41) because
1. she wants Tetra to closely listen to the birds of the countryside.
 2. Tetra seems distracted by her problems, so Milka wants to cheer her up.
 3. she wants to complain about the sunlight and birdsong to Tetra.
 4. she thinks that when one is outside, one should experience the real world.
42. Milka says underline (42) because
1. she thinks that Tetra needs to be on SNS.
 2. she doesn't want to know if Tetra needs to be on SNS.
 3. she thinks that Tetra doesn't need to be on SNS.
 4. she wants to know if Tetra needs to be on SNS.
43. From the exchange between Milka and Tetra, we may infer that
1. Milka is not concerned that Tetra may bump into someone, and neither is Tetra.
 2. Milka is not concerned that she may bump into someone, but Tetra is.
 3. Milka is concerned that she may bump into someone, and so is Tetra.
 4. Milka is concerned that Tetra may bump into someone, but Tetra isn't.
44. Underline (44) can be inferred to mean
1. move quickly
 2. climb
 3. move slowly
 4. crawl
45. Underline (45) can be paraphrased as
1. be closer to the truth
 2. be more likely to do it
 3. be beyond dispute
 4. be more alike than everybody else
46. Underline (46) can be paraphrased as
1. Do you believe it's rude?
 2. You think it's rude, don't you?
 3. You ought to realize it's rude.
 4. You probably think it's rude.
47. The strongest accented part in underline (47) is
1. like
 2. I'm
 3. against
 4. computers

48. In Milka's last statement, underline (48) ,
1. she denies that being online most of the time is normal.
 2. she regrets the fact that being online most of the time is normal.
 3. she wonders whether being online most of the time is normal.
 4. she approves of the fact that being online most of the time is normal.
49. Milka's overall attitude can best be summarized by saying that
1. she is unable to accept or deal with IT devices.
 2. she is deeply involved with IT devices.
 3. she is not against computers but against email.
 4. she wants to be offline when out of the house.
50. Tetra's overall attitude can best be summarized by saying that
1. she finds it perfectly natural to be online most of the time.
 2. she does not want to understand the attractions of sunlight and birdsong.
 3. she doesn't enjoy being out of the house.
 4. she is hardly concerned about what her friends think.

[以 下 余 白]