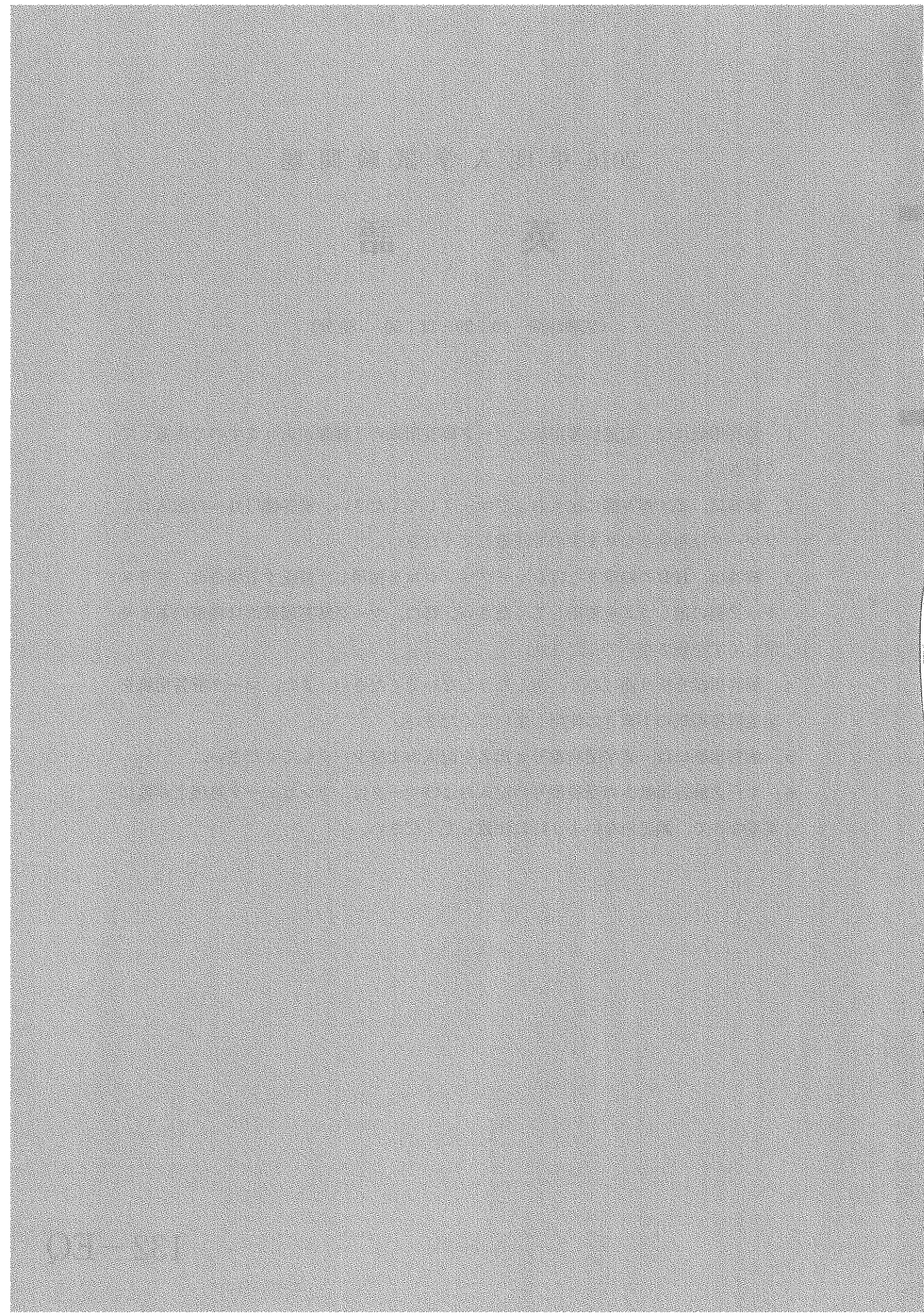


2016 年度 入学 試験 問題

英 語

(試験時間 10:30~11:50 80分)

1. 解答用紙には、記述解答用紙とマーク解答用紙の2種類がありますので注意してください。
2. 解答は、必ず解答欄に記入およびマークしてください。解答欄以外への記入およびマークは無効となりますので注意してください。
3. 解答は、HBの鉛筆またはシャープペンシルを使用し、訂正する場合は、プラスチック製の消しゴムを使用してください。特に、マーク解答用紙には鉛筆のあとや消しくずを残さないでください。
4. 解答用紙を折り曲げたり、汚したりしないでください。また、マーク解答用紙を記述解答用紙の下敷きには使用しないでください。
5. 解答用紙には、必ず受験番号と氏名を記入およびマークしてください。
6. マーク解答用紙への受験番号の記入およびマークは、コンピュータ処理上非常に重要なので、誤記のないよう特に注意してください。



(設問は次ページより始まる。)

I 次の英文を読み、設問に答えなさい。(50点)

Edi Haug and Laura Schwengber know the importance of keeping in touch. They have been friends since childhood, but at the age of nine, Edi lost his sight and hearing. Children are natural communicators so they created their own way of communicating using touch. As Edi and Laura grew older, they replaced their private language with an official one: Lorm, an alphabet spelled out with strokes to the hand. It was invented in the nineteenth century by the Austrian writer Heinrich Landemann (otherwise known as Hieronymus Lorm) who, in spite of becoming almost completely deaf and blind at the age of fifteen, managed to get married and become a well-known writer. His system is still used today by deaf-blind people in the German-speaking world.

Unfortunately, this “language” only enables deaf-blind people to communicate in person, and with the very small number of people who know it. Edi’s social circle is extremely small — only his mother, Laura, his teachers, and therapists. Once a year he spends about ten days visiting relatives in Stuttgart in Southern Germany. Unfortunately it usually takes them about five days to re-learn how to Lorm so they really can’t communicate with him during the first half of the trip.

These problems might soon disappear, if an invention by Tom Bieling is successful. Bieling, a researcher at the Design Lab in Berlin, has developed a glove which can translate a hand-touch alphabet into digital text, removing the necessity of hand-to-hand physical contact for deaf-blind communication. This could allow people who are deaf-blind to communicate freely with anyone — and anyone to communicate with them.

The glove has small vibrating motors, and as soon as you receive a message, it starts vibrating on those dots where the letters are positioned. Users can change the speed at which an incoming message is received according to their reading skills. The system recognizes both the position and pattern of the finger movement, so users can also spell out their own messages. If a sign isn’t “typed”

quite correctly, the Lorm glove system recognizes the closest symbol — like a spell checker on a phone. For example, a circle in the hand would be an “S”, explains Bieling, but even if you type a triangle or a square, the system is clever enough to recognize the letter “S” as the closest symbol.

The most important thing that this glove may be able to give deaf-blind people is independence. Edi is now 22 and lives with his mother in Spreewald, about 100km south of Berlin. He is studying massage therapy in the hope that he can make this his career. He would like to move to Berlin, but this has been impossible because he cannot live on his own. However, the glove might enable him to stay in close touch with his helpers while living at a distance.

Edi needs help to use social media but likes it because the people he communicates with do not know that he is deaf and blind. But he cannot use it without Laura’s help — with the glove, hopefully, he will be able to communicate more easily and independently. Most of us take such communication for granted, but for those without sight or hearing, this glove may be able to expand the people they can potentially communicate with from a handful, to billions.

問1 本文の内容と一致するように1～10の語句に続く最も適当なものを(A)～(D)から一つずつ選び、その記号をマークしなさい。

1. Edi and Laura

- (A) are both blind.
- (B) are natural communicators.
- (C) invented their own means of communication.
- (D) use a language which is widely understood in German-speaking countries.

2. Lorm

- (A) is a way of speaking German using the hands.
- (B) is a means of communication using touch.
- (C) is an ancient form of communication.
- (D) uses a special alphabet.

3. Heinrich Landesmann

- (A) had more than one disability.
- (B) was famous for his inventions.
- (C) would not have been able to communicate with his wife.
- (D) created a method of communication that is used around the world.

4. Edi

- (A) found that his relatives took five days to learn Lorm.
- (B) only wants to communicate with his mother, Laura, his teachers, and therapists.
- (C) cannot communicate with many people at the moment.
- (D) does not really like visiting his relatives in Stuttgart.

5. Tom Bieling's invention

- (A) has already been successful.
- (B) can translate from one language into another.
- (C) could allow deaf-blind people to communicate freely with people who understand Lorm.
- (D) could allow deaf-blind people to communicate without touching other people's hands.

6. The glove

- (A) starts operating when a message is received.
- (B) makes words for the person wearing it.
- (C) can adjust the speed at which a message is sent.
- (D) can help people to understand Lorm.

7. The glove

- (A) is a spell checker on a phone.
- (B) adjusts for small mistakes made by a sender.
- (C) can read an “S” even when another letter is entered.
- (D) anticipates what words are being written.

8. Edi

- (A) believes that the glove will allow him to live independently.
- (B) does not want to live on his own.
- (C) wants to have a career.
- (D) wants to stay in Spreewald.

9. Edi likes social media because

- (A) he can use it on his own.
- (B) he can communicate with other blind and deaf people.
- (C) using it makes him more independent.
- (D) the people he communicates with on it are unaware that he is disabled.

10. The most appropriate title for this article would be

- (A) “Technology helping blind and deaf people gain independence.”
- (B) “How blind and deaf people can use social media.”
- (C) “The importance of communication for blind and deaf people.”
- (D) “Inventing a new language for blind and deaf people.”

問2 本文中の下線部を日本語に訳しなさい。解答は記述解答用紙に書きなさい。

II 次の英文を読み、設問に答えなさい。(40点)

Most people in Europe and America react with horror at the thought of eating insects. However, about 2 billion people around the world consider them perfectly normal food — indeed for many, they are an important part of the diet. In Mexico more than 200 insect species are eaten, and demand is so high for some, that 40 species have now become rare. In total there are around 1,500 different kinds of insects eaten around the world and this has been happening since ancient times — in comparison to insects, beef is a relatively recent food for humans.

As the world's population rises, we will need to find more food to feed everybody. Farming insects for food is more (1) than raising pigs or cows for meat, requiring far less water and space. In addition, many insects are very good for our health — some contain 65% protein, three times the amount in beef, but with much less fat.

However, a poll conducted in 2014 found that only 21% of Germans and 26% of Americans would even try them, although more than half of Chinese people said they would eat them. Clearly, insect eating in the West has a poor image — this is probably influenced by TV shows like the American game show “Fear Factor,” in which people have to do horrible things, including eating live insects, to win. Indeed, if we see them on food, usually we try to avoid eating them by brushing them away. In fact, this is reasonable — some insects are bad for us and, as with mushrooms, it is probably best to avoid eating ones that we do not know. In general, it is better to avoid any that are red, yellow or orange. And usually they should be washed and cooked first.

In rural Japan, insects used to be an important part of the diet, but (2) Japanese now consciously eat them, although anybody who eats rice will be eating the tiny insects that live in it — they actually make rice healthier because they are rich in vitamins. Indeed it is estimated that the average American eats about one kilogram of insects a year — mostly in vegetables, pasta and beer, as

well as rice.

It is possible that the feeling about eating insects could change because other foods that at one time had a low image are now popular. For example, lobster used to be considered a poor food in the north-eastern United States, so much so that servants had it written into their contracts that they must not be given it more than three times a week. Now it is considered a luxury. People in the West used to be horrified by the thought of eating raw fish, but now sushi is a commonly eaten food there. Indeed, some people are calling insects the “new sushi” because they think something similar will happen with them. While insects are seen as cheap food in most of the world, in Western cities, you are most likely to find them in expensive restaurants served to customers who want to eat the latest, most fashionable food.

One way in which insects are becoming more accepted as food in the United States has been crushing them up into “bug bars” and sold as healthy energy bars. It seems that Americans do not like the idea of eating insects if they can see their shape, especially their eyes. But perhaps, if people get used to the idea of eating them as bars, then in time, they will be more likely to eat (3) insects. After all, Americans got used to eating raw fish from sushi, but have now gone on to eat sashimi — maybe the same will happen with insects.

問1 本文の内容と一致するように1～6の語句に続く最も適当なものを(A)～(D)から一つずつ選び、その記号をマークしなさい。

1. Eating insects is more accepted

- (A) in Africa than Mexico.
- (B) in Europe than America.
- (C) in Mexico than Europe.
- (D) in Europe than Africa.

2. Around the world,
- (A) more people eat insects than beef.
 - (B) fewer people eat insects than beef.
 - (C) insects are a more popular food than beef.
 - (D) insects have been eaten for longer than beef.
3. The rise in the world's population means that
- (A) people need to eat more healthy food.
 - (B) more people in the West will eat insects.
 - (C) more food will need to be produced.
 - (D) more pigs and cows will need to be raised.
4. Attitudes toward eating insects in the West seem to have been most influenced by
- (A) health worries.
 - (B) TV programs.
 - (C) reasonable concerns.
 - (D) a desire to eat healthily.
5. It seems that Japanese people
- (A) eat insects.
 - (B) usually want to eat insects.
 - (C) have never liked the idea of eating insects.
 - (D) are more likely to eat insects if they live in the country.
6. Lobster
- (A) used to be seen as a luxury food.
 - (B) is now seen as a poor food.
 - (C) used to be a popular food for servants.
 - (D) is seen in a different way now from the past.

問2 本文の空所(1)～(3)に入る最も適切な語を、それぞれ(A)～(D)から一つ選び、その記号をマークしなさい。

1. (A) essential (B) efficient (C) expensive (D) extraordinary
2. (A) only (B) many (C) few (D) little
3. (A) all (B) total (C) full (D) whole

問3 本文中の下線部(ア)～(ウ)が指している内容を最もよく表している語句を(A)～(D)から一つ選び、その記号をマークしなさい。

- (ア) (A) many people (B) many foods
(C) many insects (D) many species
- (イ) (A) foods (B) insects
(C) mushrooms (D) pigs or cows
- (ウ) (A) the insects (B) the servants
(C) the lobsters (D) the contracts

問4 この文章の表題として最も適切なものを(A)～(D)から一つ選び、その記号をマークしなさい。

- (A) "Insects are scary!"
- (B) "Solving the world's insect problem"
- (C) "Changing attitudes toward eating insects"
- (D) "The dangers and benefits of eating insects"

Ⅲ 次の対話を読み、空所(1)～(10)に入る最も適切な語句をそれぞれ(A)～(D)から一つずつ選び、その記号をマークしなさい。(20点)

Felix: Hi Belinda, do you (1) like going out for something to eat?

Belinda: But it's 10:30 — (2) you think it's a bit late for eating?

Felix: In Spain, we like to eat late. If you have a huge lunch at around 2:00 or 3:00 and then maybe a one-hour sleep after it, (3) you want to go out late in the evenings.

Belinda: I was wondering why (4) everything was closed in the afternoon — it's so inconvenient!

Felix: It's really a good idea, because we can all sleep then. That's how we get the (5) to go out late. We love going out at night and at weekends we don't usually go to bed (6) 3:00 in the morning, even the children.

Belinda: But does that (7) that people only work in the mornings?

Felix: No — we (8) our break in the afternoon and then go back to work at about 4:00 and then probably keep working until about 8:00.

Belinda: How do you think these strange (9) started?

Felix: They aren't strange! But it's because Spain is a hot country in the summer. In a hot climate, it makes (10) to start work early and take a break when the sun is at its hottest.

1. (A) feel (B) want (C) not (D) always

2. (A) doesn't (B) don't (C) will (D) won't

3. (A) after (B) later (C) then (D) always

4. (A) on earth (B) around the world
(C) in the heaven (D) under ocean
5. (A) energy (B) feel (C) wish (D) desirability
6. (A) at (B) by (C) until (D) for
7. (A) lead (B) result (C) ensure (D) mean
8. (A) choose (B) take (C) use (D) find
9. (A) attitudes (B) timings (C) happenings (D) behaviors
10. (A) reason (B) reasonable (C) sense (D) logic

IV 次の英文1～6の()に入る最も適切な語句を(A)～(D)から一つずつ選び、その記号をマークしなさい。(12点)

1. He seems to have recovered from the injury () we could see.
(A) as far as (B) as long as (C) as much as (D) as soon as

2. If he () rescued by the patrol at that time, he might not be alive today.
(A) is not (B) has not been (C) had not been (D) were not

3. () he comes to the meeting or not is not so important for us.
(A) Either (B) If (C) That (D) Whether

4. We have to have our computers ().
(A) repair (B) repaired (C) repairing (D) to repair

5. Jake says he can () genuine postage stamps from false ones.
(A) find (B) know (C) say (D) tell

6. After we have the barbecue, we need to () the fire.
(A) put away (B) put out (C) turn away (D) turn out

V 次の1～6の日本語に合うように、それぞれ下にある(A)～(F)の語句を並べ替えて、空所を補い、英文を完成させなさい。ただし、解答は(1)～(12)に入るべき語の記号のみをマークしなさい。なお、文頭の語も小文字で記してある。(18点)

1. 彼はとても有能な人だったので、何にでも対処できた。

_____ (1) _____ his _____ (2) _____
cope with anything.

(A) he (B) such (C) could (D) talents (E) that (F) were

2. 戦争をいかにして防止するかという問題はいまだ解決されていない。

The problem of how to _____ (3) _____
_____ (4) _____.

(A) solved (B) prevent (C) be (D) remains (E) to (F) war

3. 現代社会で子どもの無邪気さを守っていくことはどうすれば可能なのだろうか？

How is it _____ (5) _____ (6) _____
_____ in modern society?

(A) children (B) the innocence (C) of (D) possible (E) protect
(F) to

4. 情勢が不確実なことを考えて、私としてはそうするよりほかなかったのです。

_____ (7) _____, I was left _____ (8) _____
_____ choice.

(A) given (B) no (C) other (D) of the situation (E) the uncertainty
(F) with

5. 髪型を変えるのは、10代にとって個性を表現し始めるひとつの方法です。

_____ (9) _____ (10) start to _____ .

- (A) teens (B) is (C) changing their hairstyles (D) their individuality
(E) a way (F) express

6. 消費者物価は、去年の同じ時期に比べると3%上昇した。

Consumer prices _____ (11) _____ (12)
_____ same period last year.

- (A) by (B) increased (C) compared (D) with (E) three percent
(F) the

VI あなたの身近にあるもののなかで、素晴らしいと思う発明を一つ挙げ、その理由とともに80語以上の英語で説明しなさい。解答は記述解答用紙に書きなさい。(10点)

