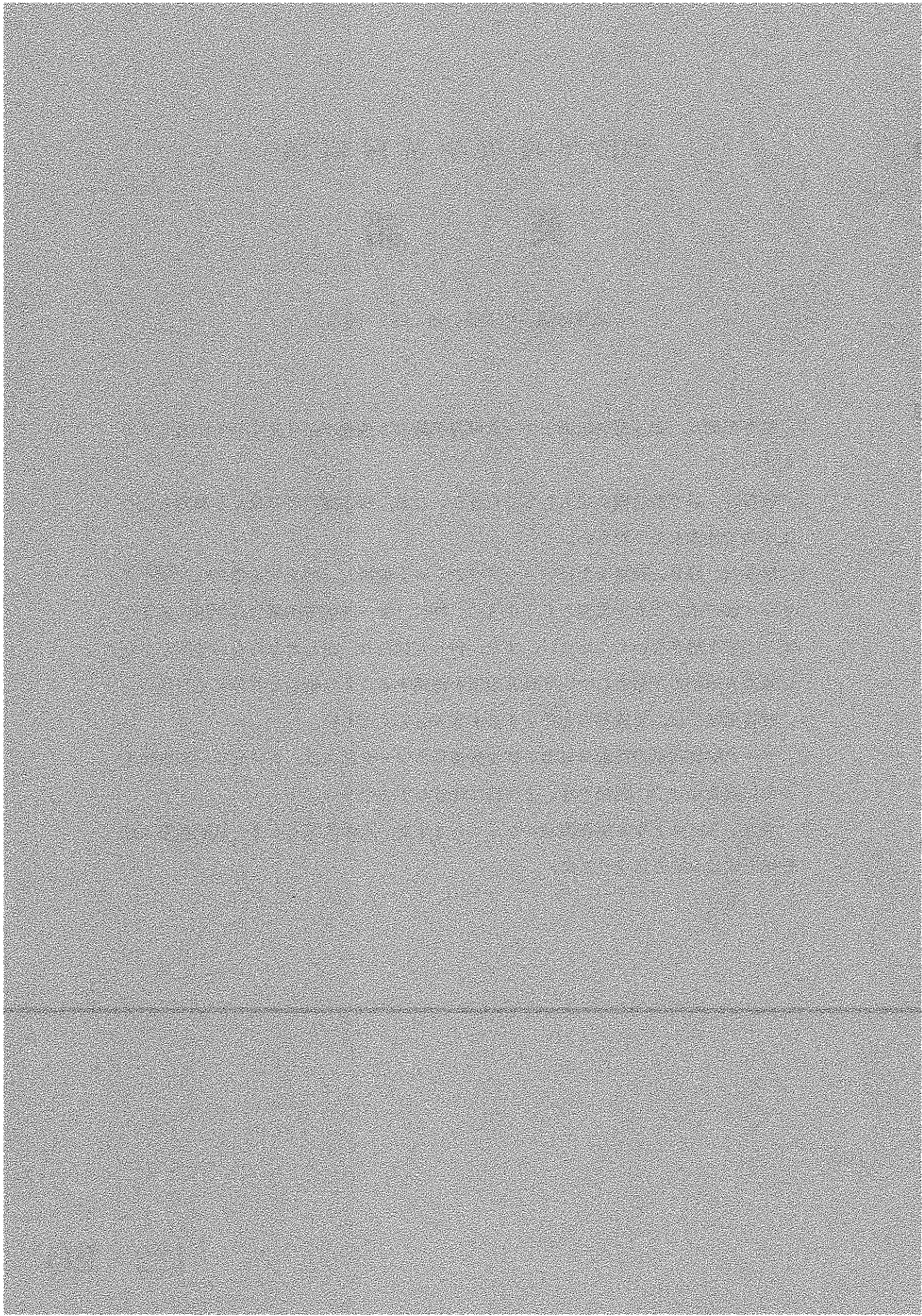


2015 年度 入学 試験 問題

英 語

(試験時間 12:55~14:25 90分)

1. 解答用紙は、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、必ず解答欄に記入してください。なお、解答欄以外に書くと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。また、折りまげたり、汚したりしないでください。記述解答用紙の下敷きにマーク解答用紙を使用することは絶対にさけてください。
4. 解答用紙には、受験番号と氏名を必ず記入してください。
5. マーク解答用紙の受験番号および受験番号のマーク記入は、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。
6. 満点が150点となる配点表示になっていますが、大学入試センター試験利用入試併用方式は100点になります。



I 次の各英文の下線部ともっとも意味が近いものを1～4の中からそれぞれ一つ選び、その番号をマークしなさい。(10点)

(1) I visit my grandparents in the country once in a while.

- 1 frequently 2 always 3 occasionally 4 often

(2) It is vital to distinguish between the essential and the accidental properties of objects.

- 1 possible 2 difficult 3 usual 4 crucial

(3) We are trying to restore the confidence that has been lost over the years.

- 1 bring back 2 take away 3 get up 4 come around

(4) Doctors are required to keep patients' records completely confidential.

- 1 safe 2 secret 3 unchanged 4 intact

(5) Recent changes have undermined working people's rights.

- 1 fulfilled 2 disputed 3 maintained 4 weakened

II 次の各日本文と英文がほぼ同じ意味になるように、空所に入るもっとも適切なものを1～4の中からそれぞれ一つ選び、その番号をマークしなさい。(20点)

(6) 新しい規則は、学生たちから自由を奪う可能性がある。

The new rules are likely to deprive students () their freedom.

- 1 from 2 on 3 at 4 of

(7) フランクはひどい方向音痴だ。

Frank has a terrible () of direction.

- 1 feeling 2 sense 3 impression 4 memory

(8) その男は言葉を発した途端、間違いだったと気付いた。

No () had the man uttered the word than he knew it had been a mistake.

- 1 instant 2 faster 3 sooner 4 time

(9) 気候は農作方法の変化に関与する多くの要因の一つである。

Climate is one of the many factors () in changing farming methods.

- 1 concerning 2 causing 3 related 4 involved

(10) 私の弟は物事の飲み込みがあまり早くない。

My brother does not have a very () mind.

- 1 rapid 2 fast 3 quick 4 early

(11) そのサッカーの試合は後半が特に面白かった。

The () half of that soccer match was particularly exciting.

- 1 rear 2 later 3 after 4 latter

(12) 上司は、明日の会議のために、新しいアイデアを出すようにと私に言った。

The boss told me to () up with some new ideas for tomorrow's meeting.

- 1 come 2 take 3 be 4 go

(13) 試験中に携帯電話を使うことは許されていません。

You are not () to use your cell phone during the examinations.

- 1 excused 2 forgiven 3 permitted 4 tolerated

(14) 父はその出来事について何度も語った。

My father talked about the incident () times.

- 1 often 2 quite 3 a number 4 quite a few

(15) 増税は今回の選挙の争点になっていない。

A tax increase is not one of the main () of this election.

- 1 objects 2 answers 3 issues 4 cases

III 次の各組の英文がほぼ同じ意味になるように、空所に入るもっとも適切なものを1～4の中からそれぞれ一つ選び、その番号をマークしなさい。(10点)

(16) Be patient with people's shortcomings but not their bad behavior.

() up with people's shortcomings but not their bad behavior.

- 1 Put 2 Bear 3 Keep 4 Stand

(17) It remains unclear to what extent the economy will improve under this government.

We still do not know how () the economy will improve under this government.

- 1 often 2 much 3 soon 4 great

(18) Japanese *anime* attracts people all over the world.

People all over the world are () to Japanese *anime*.

- 1 drawn 2 triggered 3 interested 4 navigated

(19) No matter what I have to eat while traveling abroad, I won't complain.

() of what I have to eat when traveling abroad, I won't complain.

- 1 Aside 2 Anyway 3 Despite 4 Regardless

(20) Many people are still unaccounted for after the tragic accident at sea.

A lot of people are still () after the tragic accident at sea.

- 1 searching 2 alive 3 missing 4 suffered

IV 次の各日本文とほぼ同じ意味になるように、かっこ内の語句を並べ替えて英文を完成させるとき、かっこの中で2番目と5番目にくるものを選び、その番号をマークしなさい。(20点)

(21) 猛吹雪のせいで橋の向こう側が見えなくなった。

The (1 to 2 made 3 blizzard 4 it 5 see
6 impossible) the other end of the bridge.

(22) あなたのボディランゲージはあなたが言いたいことと一致していません。

Your body language does not (1 what 2 with 3 to
4 agree 5 mean 6 you) say.

(23) 小さな学校の中には、閉校しかねないところがある。

Some (1 of 2 small 3 are 4 schools 5 risk
6 at) closure.

(24) 学校でのいじめの影響がどれくらい続くのかはまだはっきりしていない。

It is still (1 bullying 2 the effects 3 long 4 unclear
5 how 6 of) at school last.

(25) 私たちの国が夢の叶うところだと考えたのは、私たちだけではなかった。

We are not (1 our country 2 alone 3 is 4 where
5 thinking that 6 in) dreams come true.

V 次の各組の会話文において、空所に入るもっとも適切なものを1～4の中からそれぞれ一つ選び、その番号をマークしなさい。(20点)

(26)

A: Welcome back, Mary! It's great to see you again after your vacation.

B: Thank you, Jane. I'm glad my husband and I could come.

A: ()?

B: It was excellent. The roads were clear and the weather was good.

- 1 So, how was your family
- 2 So, how were you
- 3 So, how was your meeting
- 4 So, how was your trip

(27)

A: Excuse me, how can I get downtown from here?

B: You can go by taxi, by bus or by local train.

A: () Do you know?

B: Yes, every twenty minutes.

A: How much is the fare?

B: Two hundred yen, I think.

- 1 How often do the buses run?
- 2 I wonder if there is a taxi now.
- 3 Where does the next bus leave?
- 4 How long does it take?

(28)

A: Sorry, am I very late?

B: No, I just got here a few minutes ago.

A: How much time do we have before the movie? We don't have to hurry our meal, do we?

B: Don't worry. It's only 7:20. The movie starts at 9:30 and it takes just fifteen minutes to get to the theater. ()

A: Good. Then let's order. I'm starved!

- 1 If we leave now, we'll have plenty of time.
- 2 If we leave at nine, we'll be there in time.
- 3 You should have come earlier.
- 4 You don't want to eat, do you?

(29)

A: Do you have a big family?

B: Yes, actually, my family is really big. I have three brothers and two sisters, and two cats and two dogs!

A: Wow! So, ()?

B: Not anymore. Now I share an apartment with one of my brothers.

A: That's good.

- 1 do you like your brothers and sisters
- 2 is it your idea to live with your brother
- 3 do you prefer cats to dogs
- 4 do you live with your parents

(30)

A: Would you do me a favor, Susan?

B: Sure. I'll be glad to. What do you want me to do?

A: I'd like to practice English pronunciation.

B: Pronunciation? But I think you speak almost perfect English.

A: Thank you for saying so. But I think my pronunciation is rather unnatural, unlike yours.

B: That's because I am a native speaker of English while you speak it as a second language. ().

A: So you think I don't need to practice English pronunciation?

B: No, I don't think you need to.

1 I have noticed you speak rather strange English

2 I have some difficulty understanding you

3 I have no trouble understanding you

4 I have a friend who speaks English better than you

VI 次の英文を読み、(31)～(39)の設問に答えなさい。(30点)

The investor Warren Buffett is a symbol of American capitalism. At 83, he is also a perfect example of a striking demographic* trend: for highly skilled people to go on working well into what was once thought to be old age. Across the rich world, well-educated people increasingly work longer than the less-skilled. Some 65% of American men aged 62-74 with a university degree are in the workforce, compared with 32% of men with only a high-school certificate. In the European Union the pattern is similar.

(1)
This gap is part of a deepening divide between the well-educated, well-off and the unskilled poor that exists among all age groups. Rapid innovation has raised the incomes of the highly skilled while (a) those of the unskilled. Those at the top are working longer hours each year than those at the bottom. And the well-qualified are extending their working lives, compared with those of less-educated people. The consequences, for individuals and society, are profound.

The world is on the tip of a huge rise in the number of old people, and they will live longer than ever before. Over the next 20 years the global population of those aged 65 or more will almost double, from 600 million to 1.1 billion. The experience of the situation in the 20th century, when greater longevity translated (2) into more years in retirement rather than more years at work, has persuaded many observers that this shift will lead to slower economic growth and stagnation*, while the increasing number of pensioners will exhaust government budgets.

But the notion of a sharp division between the working young and the idle old misses a new trend: the growing gap between the skilled and the unskilled. Employment rates are falling among younger unskilled people, whereas older skilled people are working longer. The divide is most extreme in America, where well-educated baby boomers are (b) retirement while many less-skilled younger people have left the workforce.

Policy is partly responsible. Many European governments have abandoned

policies that used to encourage people to retire early. Rising life expectancy, combined with the replacement of generous pension plans with less generous ones, means that even the better-off must work longer to have a comfortable retirement. But the changing nature of work also plays a big role. Pay has risen sharply for the highly educated, and those people continue to receive rich rewards into old age because these days the educated elderly are more productive than their predecessors. Moreover, technological change may well reinforce that shift: skills to use computers efficiently do not necessarily decline with age.

This trend will benefit not just fortunate old people but also, in some ways, society as a whole. Growth will slow less dramatically than expected; government budgets will be in better shape, as high earners pay taxes for longer. Rich countries with lots of well-educated older people will find the burden of aging easier to (c) than places like China, where half of all 50-to-64-year-olds did not complete primary-school education.

At the other end of the social scale, however, things look grim. Manual work gets harder as people get older, so that public pensions look more attractive to those on low wages and the unemployed.

Nor are all the effects on the economy beneficial. Wealthy old people will accumulate more savings, which will weaken demand. Inequality will increase and a growing share of wealth will eventually be transferred to the next generation via inheritance, deepening the division between winners and losers still further.

One likely response is to impose higher inheritance taxes. So long as they replaced less fair taxes, that might make sense. They would probably encourage old people to spend their cash rather than save it. But governments should focus not on redistributing income but on increasing income by changing retirement and education policies.

Age should no longer determine the appropriate end of a working life. Early retirement ages and pension rules that discourage people from working longer should (d). Welfare should reflect the greater opportunities open to the

higher-skilled. Pensions should become more progressive (i.e., less generous to the rich). At the same time, this trend underlines the importance of increasing public investment in education at all stages of life, so that more people acquire the skills they need to thrive in the modern labor market. Today, many governments are understandably unwilling to spend money retraining older people who are likely to retire soon. But if people can work for longer, that investment makes much more sense.⁽⁴⁾ Lazy 60-year-olds are unlikely to become computer scientists, but they could learn useful skills, such as caring for the growing number of very old people.

How likely are governments to make these changes? Look around the rich world today, and it is hard to be optimistic. Politicians need to convince less-skilled older voters that it is in their interests to go on working. Doing so will not be easy. But the alternative — economic stagnation and even greater inequality — is worse.

*demographic : 人口統計の

*stagnation : 不況

設問A

本文の下線部(1)~(4)の意味をもっとも適切に表しているものを、各組の1~4の中からそれぞれ一つ選び、その番号をマークしなさい。

(3) 下線部(1)

- 1 fewer graduates from university are in the workforce than those with only a high-school certificate
- 2 almost twice as many 83-year-old people with only a high-school certificate are working, compared with those with a university degree
- 3 with regard to people in the workforce, there are almost as many high-school graduates as university graduates
- 4 compared with elderly high-school graduates, nearly twice as many elderly university graduates are in the workforce

(32) 下線部(2)

- 1 the situation which enabled people to work longer than before
- 2 the situation which many observers believed to be essential for economic growth
- 3 the situation which allowed people to work rather than retire
- 4 the situation which enabled people to have a longer retirement as they lived longer

(33) 下線部(3)

- 1 contributes greatly to the trend for the highly educated to work longer
- 2 helps replace generous pension plans with less generous ones
- 3 makes less-educated older people more productive
- 4 assists computers to be more productive

(34) 下線部(4)

- 1 to give money to the labor force is reasonable
- 2 to spend more on education is a very sensible thing to do
- 3 to save money for retirement is very important
- 4 to use the money for youth is of no importance

設問B

本文の空所(a)~(d)に入るもっとも適切なものを、1~4の中からそれぞれ一つ選び、その番号をマークしなさい。

(35) (a) 1 making 2 increasing 3 reducing 4 expanding

(36) (b) 1 sending off 2 putting off 3 taking off 4 making off

(37) (c) 1 give 2 bear 3 transport 4 bring

(38) (d) 1 arrive 2 begin 3 come 4 go

設問C

(39) 下線部(A)を和訳し，記述解答用紙に記入しなさい。

VII 次の英文を読み，(40)～(45)の設問に答えなさい。(30点)

In 1896, a 33-year-old engineer working for the Detroit branch of Thomas Edison's Edison Illuminating Company traveled to New York for the firm's annual convention. The automobile was the obvious technology of the future by then, but it wasn't yet clear what would drive it: steam, electricity, or gasoline. Edison had been experimenting with batteries that could power a car, so he was interested to hear that the engineer from Detroit had invented a two-cylinder gasoline vehicle. After hearing a description of the car, Edison immediately recognized its superiority.

“Young man, that's the thing; you have it,” Edison told the inventor. “Keep at it! Electric cars must stay near to power stations. The storage battery is too heavy. Steam cars won't do either, for they have to have a boiler and a fire. Your car is self-contained — it carries its own power plant — no fire, no boiler, no smoke, and no steam. You have the thing. Keep at it.”

The engineer's name was Henry Ford, and he did keep at it. By 1908, the Ford Motor Company's Model T was the best-selling car in America. And for a century to come, the limitations Edison mentioned largely kept electric vehicles off the road. Yet electric vehicles have a major inherent advantage over gasoline-powered ones: they use less energy to drive a given number of miles. The internal combustion engine* wastes around 70 percent of its fuel on generating heat rather than power, whereas electric motors can waste as little as 10 percent, although significantly more than that is wasted when one includes generating

electricity back at the power plant and transmitting it. Moreover, because they can plug into the electricity network, electric vehicles can draw from multiple sources of power, including renewable energy. Switching from gasoline to electricity for transportation offers the potential to dramatically reduce carbon emissions, especially if the original energy source is clean.

And now, more than a century after the internal combustion engine won the battle to power transportation, the fight is starting up in earnest once again. In the last decade and a half, hybrid-electric vehicles have found their way onto the market and gained a small number of supporters. Because they rely on both an internal combustion engine and a battery, hybrid-electric vehicles have overcome the distance problem that had troubled vehicles powered by only electricity. Some U.S. states rewarded the owners of hybrids with access to high-occupancy-vehicle lanes*, and the federal government offered them a tax benefit.

Companies soon began selling vehicles that burned even less gasoline. Unlike simple hybrid-electric vehicles, in which the internal combustion engine charges the battery, plug-in electric vehicles charge their batteries from the electricity network. Yet in 2013, Americans bought only around 490,000 traditional hybrids, 49,000 plug-in hybrid vehicles, and 48,000 all-electric vehicles — a tiny fraction of the some 14 million cars and light trucks sold in the country every year. Electric vehicles serve mostly as status symbols. In order for the market to reach a size that makes a real difference to total carbon emissions, they will have to appeal to more than just environmentally conscious drivers; they will need to make economic sense to the average buyer.

The good news is that advances in batteries, fuel cells*, lightweight cars, and charging networks are making electric vehicles look more promising than ever before. To accelerate the widespread adoption of electric vehicles, the government currently gives financial support for the production and consumption of such cars. But in the absence of major technological improvements, these policies have

proved insufficient. If policymakers took the politically unpopular step of taxing people for the carbon their cars emit, electric vehicles would capture a larger market share.

The key challenge with electric vehicles involves figuring out how to store more energy in less mass — in other words, increasing what is known as energy density* — and how to make the resulting battery affordable. Although it is possible that some breakthrough will change everything, at current rates of improvement in battery technology, it is likely to take another decade or two before electric vehicles can compete economically with gasoline-powered cars.

Still, energy density is getting better, doubling every 10 years or so. Over the last six decades, the maximum energy density of rechargeable batteries increased from 25 watt-hours per kilogram to 210. At that rate, by 2030, the figure should reach 500 watt-hours per kilogram — the point at which the driving range for battery-powered cars will be comparable to that for gasoline-powered cars.

Onboard batteries are only one possible technology for powering electric vehicles. More technologically advanced batteries, which charge and discharge quickly, enable vehicles to accelerate faster and capture more energy from braking. However, these batteries have a shorter life span than standard batteries and don't store as much energy. But new materials may overcome these restrictions. Besides, cars could use both kinds of batteries, a combination that might prove better than either on its own.

Fuel cells, which convert chemicals such as hydrogen into electricity, could also drive cars. In the late 1990s, excitement about hydrogen fuel cells peaked. But although their cost has fallen, fuel cells have yet to be cost-effective in comparison with batteries, much less internal combustion engines.

In many places, liquid biofuels generated from corn, sugar cane, and so on are already used for transportation. In Minnesota, for instance, E10, a fuel that is 10 percent corn-based ethanol and 90 percent gasoline, is standard, and E22, comprised of 22 percent sugar cane, is common in Brazil. When filled with 100

percent ethanol, vehicles are typically 20 percent less fuel-efficient than when filled with gasoline. But over the long run, cars using only ethanol approach the point of being carbon neutral, since the carbon emitted through burning biofuels is reabsorbed by plants, which can again be turned into fuel.

*internal combustion engine : 内燃エンジン

*high-occupancy-vehicle lanes : 複数乗車車両 (バス・バンなど) の専用車線

*fuel cells : 燃料電池

*energy density : エネルギー密度

設問 A

次の(40)~(44)の書き出しの各英文を完成させるのに、本文の内容に照らしてもっとも適切なものを各組の1~4の中からそれぞれ一つ選び、その番号をマークしなさい。

(40) In 1896,

- 1 nobody could predict what the automobile would use as fuel.
- 2 Edison invented a car which ran on gasoline.
- 3 electric vehicles had an advantage over gasoline-powered ones.
- 4 electric vehicles could carry their own power plants.

(41) Electric vehicles

- 1 waste about 70 percent of their fuel to give the engine power.
- 2 can use electricity from renewable sources.
- 3 have the potential to increase carbon emissions.
- 4 won the battle against gasoline-powered ones more than a century ago.

(42) To attract many drivers, electric vehicles

- 1 don't have to charge their batteries from the electricity network.
- 2 have to be more economical than gasoline-powered ones.
- 3 should be taxed more for their carbon emissions than gasoline-powered ones.
- 4 have to be heavier than gasoline-powered ones.

(43) The batteries for electric vehicles should

- 1 be improved to store more energy in less mass.
- 2 store more energy by using solar power.
- 3 be regulated by the government.
- 4 be replaced by more technologically advanced fuel cells.

(44) Fuel

- 1 made from plants is not yet widely used to run vehicles.
- 2 made from sugar cane is now popular in Minnesota.
- 3 consisting of 100 percent ethanol is inefficient compared with gasoline.
- 4 consisting of pure ethanol produces too much carbon over the long run.

設問B

(45) 下線部(A)を和訳し、記述解答用紙に記入しなさい。

VIII 次の日本語を英訳し、記述解答用紙に記入しなさい。(10点)

(46) 北極 (the Arctic) は、世界のどこよりも早く温暖化が進んでいると考えられている。

