

2016 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を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。
7. 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の満点は100点となります。

I 次の各英文の下線部について、もっとも意味が近いものを1～4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。(10点)

(1) Many companies evaluate employees' abilities and keep their records on file.

- 1 appreciate 2 inquire 3 develop 4 measure

(2) Tigers often live in dense jungle, which is why they are so rarely seen in the wild.

- 1 wet 2 thick 3 thin 4 dangerous

(3) Workers cannot be dismissed without any reason being given by their employer.

- 1 fired 2 hired 3 promoted 4 warned

(4) The cost of materials at this factory has soared over the past six months.

- 1 dropped suddenly 2 descended quickly
3 risen quickly 4 been unchanged

(5) What time are you planning to set off tomorrow morning?

- 1 leave 2 cook
3 eat breakfast 4 wake up

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の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。

(20点)

(6) すべての大人は、少なくとも1年おきに健康診断を受けるべきである。

We advise all adults to get a checkup at least () two years.

- 1 every 2 all 3 between 4 whole

(7) 一日半、何とか子供たちの面倒を見ることができた。

I managed to look () the children for a day and a half.

- 1 up 2 in 3 for 4 after

(8) あの物理学者の話は、10パーセントぐらいしか理解できなかった。

I could only () about ten percent of what that physicist said.

- 1 calculate 2 bring 3 reject 4 comprehend

(9) 秘書は、すべての部署に送る前に、その報告書を編集するよう頼まれた。

The secretary was asked to () the report before sending it to all of the departments.

- 1 edit 2 erase 3 elect 4 emphasize

(10) 昇進前、スミスさんは事務員でした。

() to her promotion, Ms. Smith was a clerk.

- 1 Before 2 Front 3 Prior 4 Earlier

(11) 誰もいない部屋の電気を消すことで、節電ができます。

By turning off the lights in empty rooms, we can () electricity.

- 1 generate 2 consume 3 save 4 protect

(12) 君は、即断しなければならない状況に陥るかもしれない。

You could get into a situation () you have to decide immediately.

- 1 where 2 which 3 what 4 who

(13) 自信を持つのはよいことですが、傲慢にならないほうがいいです。

It is good to have confidence, but you should not become ().

- 1 dull 2 arrogant 3 modest 4 tolerable

(14) その研究者は、報告書のデータを改ざんしたことがわかって罰せられた。

The researcher was punished after it was discovered that he had
() the data in the report.

- 1 analyzed 2 examined 3 falsified 4 founded

(15) 今年、国勢調査の用紙が国中に配布される。

This year, forms for a national census will be () nationwide.

- 1 disputed 2 distributed 3 contributed 4 collected

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の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。(10点)

(16) You are required to provide the following information for us.

You have to provide us () the following information.

- 1 of 2 to 3 in 4 with

(17) We crept around on tiptoes so as not to disturb him.

We crept around on tiptoes to () disturbing him.

- 1 avoid 2 return 3 refuse 4 allow

(18) With enough effort, anything is possible.

You can () anything if you try hard enough.

- 1 astonish 2 achieve 3 present 4 preserve

(19) The person who established this institution is still living.

The () of this institution is still living.

- 1 rival 2 employee 3 founder 4 successor

(20) There are many TV commercials for products promising to enhance your health.

Health () products are often advertised on TV.

- | | |
|---------------|----------------|
| 1 replacement | 2 improvement |
| 3 commerce | 4 minimization |

IV 次の各日本文とほぼ同じ意味になるように、カッコ内の語句を並べ替えて英文を完成させるとき、カッコの中で3番目と5番目にくるものを選び、その番号をマーク解
答用紙にマークしなさい。(20点)

(21) 去年は、一昨年よりも雨がはるかに多かった。

Last year, it (1 much 2 year 3 the 4 than 5 more
6 rained) before.

(22) この会社が借金の返済を延ばせば延ばすほど、破産のリスクは高まる。

The (1 off 2 this 3 paying 4 longer 5 puts
6 company) its debt, the higher the risk of bankruptcy.

(23) なぜ自分がこの仕事をしているのか、分からなくなることがある。

There (1 are 2 when 3 why 4 I 5 wonder
6 times) I do this job.

(24) たくさん訪問者が来ると、どんな問題がありますか。

What are (1 by 2 problems 3 of 4 caused 5 some
6 the) having so many visitors?

(25) 昨夜、トーナメントで優勝したのはいったい誰ですか。

Who (1 that 2 it 3 tournament 4 the 5 won
6 was) last night?

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の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。(20点)

(26)

A: Sammy, do you need some help?

B: No, I don't think so. I just have to change the filter in this coffee maker.

A: I see. Have you done that before?

B: No, but I think it's pretty easy and I don't want to bother you.

A: (), and it only takes a minute or so.

B: Well, if you don't mind, sure, I would appreciate your help.

A: No problem.

- 1 It's no trouble at all
- 2 It's a lengthy task
- 3 I can't estimate how long it will take
- 4 Look, we both have experience doing this

(27)

A: Mary, dinner's ready. Come into the kitchen, please.

B: Mom, I'm going out to dinner with some friends tonight. Didn't I tell you?

A: No, you didn't, but you should have. I've been cooking for two hours.

B: Oh, I'm sorry.

A: You should be. You have to start thinking about ().

B: I know. Sorry, mom.

- 1 your friends
- 2 getting out a bit more
- 3 giving yourself a break
- 4 people other than yourself

(28)

A: Excuse me, sir. Could I see your ticket, please?

B: Yes, I have it somewhere. Ah! Here you are.

A: Thank you. Oh! This is a standard class ticket and you are sitting in a first class seat.

B: Really? ().

A: Sorry, but the regulations are that I have to charge you a penalty anyway.

- 1 You are wrong. This is a cheap ticket
- 2 You paid the penalty
- ③ I didn't realize that. I'll move right away
- 4 You're correct. This is a first class ticket

(29)

A: Bill, you look really tired. Are you all right?

B: Yes, I'm OK. I just didn't get much sleep last night.

A: Why not?

B: I had to finish a report for a meeting today.

A: I see. Well, ().

B: Unfortunately, I don't think that will be possible. I have to finish another report by tomorrow.

- 1 you are getting an adequate amount of sleep
- 2 I hope you can catch up on your sleep tonight
- 3 I assume that you will be able to keep busy tonight
- 4 I really do think you have kept yourself in good shape

(30)

A: Hi, I'm here about registration.

B: All right. How can I help you?

A: I think I understand what to do, but could you explain the registration process to me just to be sure?

B: Certainly. We do everything online. A few days ago, you should have received your student number. You can use that number to log on to our website and then choose the courses you want to take.

A: OK. I got the number, but (). I mean, there are so many to choose from.

- 1 I'm afraid I forgot it
- 2 I would like to thank you for your attention
- 3 I decided to take Introduction to Economics
- 4 I'm a little confused about what courses I should take

VI 次の英文を読み、以下の設問に答えなさい(* 印の語または語句については、英文の後の注釈を参照しなさい)。(30点)

[I] To master the violin takes 10,000 hours of practice. Spend that time practicing and expertise will follow. This, at least, is what many music teachers — following Malcolm Gladwell's recommendation for achieving expertise in almost any field by applying the necessary amount of effort — tell their pupils. Psychologists are not so sure. Some agree practice truly is the thing that separates experts from beginners, but others believe that genes play a role, too, and that (a) the right genes, even 20,000 hours of practice would be pointless.

[II] A study just published in *Psychological Science* by Miriam Mosing of the Karolinska Institute in Sweden, suggests that those who believe in the importance of genes are right. Practicing music without the right genes to back that practice up is indeed useless.

[III] Dr. Mosing (b) her conclusion in a common way — by studying twins. She and her colleagues surveyed 1,211 pairs of identical twins (who share all their genes) and 1,358 pairs of *fraternal twins (who share half) born between 1959 and 1985. They asked each participant whether he or she played a musical instrument or actively engaged in singing. Those who did were asked to estimate how many hours a week they had practiced at different ages. From this, Dr. Mosing was able to calculate a score for each individual's lifetime practice. Anyone who did not play an instrument or sing got a score of zero.

[IV] Next, Dr. Mosing tested her volunteers' musical abilities. Doing this by conducting recitals would be impossible. It would be hard enough to measure the relative abilities of people playing the same instrument, (c) alone to compare the skills of, say, drummers with those of saxophonists or singers. Instead, she used three other types of tests.

[V] The first test measured a person's ability to detect differences in *pitch. In

this test, participants heard two *notes. Sometimes the second was different from the first. Sometimes it was not. Participants had to say whether the second note was higher or lower than the first, or the same.

[VI] In a test of appreciation of melody, people were asked to distinguish between two sequences of four to nine notes, in which one sequence would sometimes differ from the other in the pitch of a single note. In the final test, of sensitivity to rhythm, volunteers had to decide whether two sequences of five to seven notes with the same pitch but possibly different time intervals were indeed the same or different.

[VII] Expert musicians are exceptionally good at detecting differences in pitch, melody and rhythm in these sorts of tests. Dr. Mosing therefore expected to find that if someone had spent enough time practicing, his musical ability would be as great as an expert's. But that was not true. In fact, there appeared to be no relationship between practice and musical ability of the sort she was measuring.

A twin who practiced more than his genetically identical brother did not appear to have better musical abilities as a result. In one case, the difference between two such twins was 20,228 hours of practice, even though the pair's measured musical abilities were found to be the same.

[VIII] That is not to say practice has no value. Playing an instrument and singing are physical skills, and do take a long time to master. But, though the experiment could not measure this directly, it is likely that only those with a great deal of musical ability in the first place can ever hope to master these skills — and Dr. Mosing has shown that musical ability is largely genetic.

[IX] One other curious fact to emerge from the study was that practice itself seems to be under genetic control. Even allowing for exceptions such as the identical twins with a 20,000 hour difference in their lifetime practice history, such twins are more similar in their attitudes towards practicing than are fraternal ones. For children who find practicing the violin a real bother, this may be the study's most (d) result. When asked by their teachers why they have

not practiced during the previous week, they can now blame their genes.

*fraternal twins : 二卵性双生児 *pitch : 音の高低 *notes : 音

設問 A

本文の(a)~(d)の空所に入るものとして、もっとも適切なものを各組の1~4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。

(31) (a) 1 requiring 2 lacking 3 ordering 4 wearing

(32) (b) 1 came 2 looked 3 wondered 4 drew

(33) (c) 1 let 2 do 3 all 4 leave

(34) (d) 1 plentiful 2 useful 3 unusual 4 unrealistic

設問 B

以下の(35)~(37)に示された段落の内容に照らして、もっとも適切なものを1~4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。

(35) 第I段落から第III段落

- 1 Traditionally, music teachers have stressed the pointlessness of practice.
- 2 A study published by Miriam Mosing suggests that only people with musical genes can practice playing musical instruments.
- 3 Dr. Mosing and her colleagues gathered information related to music from fraternal as well as identical twins.
- 4 In Dr. Mosing's study, participants were asked to estimate the total number of hours they had practiced a musical instrument up until the present time.

(36) 第IV段落から第VI段落

- 1 Dr. Mosing utilized recitals as a means of testing volunteers' musical abilities.
- 2 A test used to measure the ability to detect differences in pitch required participants to compare pairs of notes.
- 3 A test of appreciation of melody required people to listen to sequences of notes and ignore differences in pitch.
- 4 Throughout a test of sensitivity to rhythm, the time between one note and the next was kept constant.

(37) 第VII段落から第IX段落

- 1 In terms of detecting differences in pitch, expert musicians are known to have inferior skills.
- 2 In general, it takes little time to play a musical instrument perfectly.
- 3 Dr. Mosing's study has shown how practice can change our genes.
- 4 With regard to music, it seems as though genes affect one's attitude towards practice.

設問C

- (38) 下線部(A)を和訳し、その和訳文を記述解答用紙に記入しなさい。

VII 次の英文を読み、以下の設問に答えなさい(*印の語または語句については、英文の後の注釈を参照しなさい)。(30点)

[I] English is the world's main international language, spoken by at least 1.5 billion people around the planet. There are only around 360 million so-called native speakers of English. About 375 million people speak English as a second language. These numbers are much smaller than the number of English as a foreign language (EFL) speakers, which is currently about 750 million. English is the international language of business. It is a *lingua franca: a bridge language between two people who do not speak the other's language. English also dominates as the language of the Internet. As of March 2015, 55 percent of the top 10 million websites have a home page in English. The language that comes in second is Russian, with 5.9 percent. If you want to be an international music star with worldwide hit songs, you had better sing them in English or you will have very little chance of success. Of the top 30 internationally most successful pop and rock music artists of the last 60 years, only ABBA have been from a non-English speaking country, and they sang in English.

[II] It should come as no surprise then that across every continent on earth, most children learn English at some point during their time at school. Teaching English is understandably a huge business, not just to children, but to adults, too. Unfortunately, many people seem to think English is like science or mathematics, where there are definite answers. English in reality is very different. There are many flavors of English and the language is evolving all the time. A review of the history of English clearly shows us this.

[III] To begin with, English is not really one language, but the result of a mixing together of many languages. The ancestor of the modern language that we now know as English was one of several languages from Frisia, in modern day Holland, brought to Britain by Anglo-Saxon tribes, who invaded the island after the end of Roman rule in the early fifth century. It has been claimed that these

Frisian languages were changed first by the Brythonic language of the Britons. Today, Brythonic survives in English mostly in the form of geographical names, such as London and the river that runs through it. As the Kingdom of Wessex, in southwest Britain, became more powerful, so did its language, (a) into what is now known as Old English. It has been estimated that Old English contained around 25,000 words, of which an average Anglo-Saxon person may have used about 10,000.

[IV] Another influence was Latin, which returned to Britain after the reintroduction of Christianity in the seventh century. This gave Old English the Roman script for writing. In the eighth and ninth centuries, the Vikings from Scandinavia invaded the eastern side of Britain, bringing their language, Old Norse, with them. Old Norse brought up to 1,000 new words into Old English, introduced the *sk* sound in words such as *sky*, and simplified the grammar. When the Normans invaded and conquered the Anglo-Saxons in 1066, their language, Norman French, came to Britain. Up to 10,000 words that today we would describe as French entered the English language over the next 300 years.

[V] From the sixteenth century, English began its journey around the world as a result of colonialism and trade. Interacting with many other languages as it progressed, English has continued to add words at an amazing (b): currently somewhere between 8,500 and 25,000 words per year. As a result, by 2010, English was estimated to include up to one million words, consisting mostly of those borrowed from other languages. Because English became a language that was spoken not just in one particular geographical area, but in many separate places around the world, it began to develop independently in each of those areas, influenced mainly by local factors. As a result, today we talk of there being many *Englishes*, each with somewhat different words and grammatical rules. Therefore, it is becoming increasingly difficult to say that something in English is right or wrong without first specifying which English you are talking about.

[VI] Returning to English spoken or written in its native lands, Professor John Sutherland from University College London claims that the English language is evolving at a faster rate now than any other time in history. He attributes this to the role of social media and instant messaging. The increasing use of “*textspeak” and “emoticons,” especially by young people, is responsible for two current trends. Firstly, there is a growing gap in (c) between the young and the old, with parents finding that it is becoming increasingly difficult to understand what their children are saying, especially in text messages. One example of a new word used by the young is “bae.” This may come from “baby” or “babe,” or may stand for “before anyone else,” but which, despite the uncertainty of its origin, is a term of affection, which first appeared sometime in the mid-2000s. When surveyed, 40 percent of parents said that they did not understand the meaning of this word. The word that parents most often said that they did not understand was “fleek,” which means “looking good,” and was unknown to 43 percent of parents. Some *abbreviations are better known, such as “*IMHO” and “*TTFN,” but not by all, and they do come into and go out of fashion. British Prime Minister David Cameron famously thought “LOL” meant “lots of love,” when it actually stands for “laughing out loud,” which left many people in Britain “ROFL” (rolling on the floor laughing), except not now because that abbreviation is out of fashion.

[VII] The second trend is that the English language is being simplified by the use of pictographic symbols called emoticons, which (d) a large range of messages and emotions. This has been described as a return to “caveman communication.” Sutherland believes that in the future, fewer words and letters will be used in messaging as pictures and icons increasingly dominate the textspeak language.

[VIII] Where will English go from here? We can only guess, but it is likely that English will go from strength to strength. It’s not one language belonging to one people, and most likely will continue to develop on a variety of parallel paths. In

an international world of very different cultures interacting with each other, a lingua franca is essential and, for now at least, English is it.

*lingua franca : 共通語

*textspeak : 電子メッセージに使われる独特の言葉や省略

*abbreviations : 略語 *IMHO : in my humble opinion の略語

*TTFN : ta-ta for now の略語 (goodbye の意味)

設問A

本文の(a)~(d)の空所に入るものとして、もっとも適切なものを各組の1~4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。

(39) (a) 1 looking 2 arriving 3 developing 4 entering

(40) (b) 1 news 2 size 3 way 4 speed

(41) (c) 1 comprehension 2 truth
 3 wealth 4 confidence

(42) (d) 1 hide 2 convey 3 convince 4 warn

設問B

以下の(43)~(46)に示された段落の内容に照らして、もっとも適切なものを1~4の中から一つずつ選び、その番号をマーク解答用紙にマークしなさい。

(43) 第I段落から第II段落

- 1 There are fewer EFL speakers than native speakers of English.
- 2 Many more websites have English home pages than Russian home pages.
- 3 Many children are employed around the world in the English teaching business.
- 4 It is surprising that many children are expected to learn English at school.

(4) 第III段落から第IV段落

- 1 The Brythonic language only consisted of geographical names, such as London.
- 2 Before the Viking invasions of the eighth and ninth centuries, the Anglo-Saxons had no word for *sky*.
- 3 Old English was influenced by other languages during its development.
- 4 In Old English, 10,000 words were used and 15,000 words were not used.

(5) 第V段落

- 1 English has developed its many forms due to things happening in different places where it has been spoken around the world.
- 2 English became widespread around the world because the language was traded for other countries.
- 3 All of the words currently spoken in modern English originally came from other languages.
- 4 All forms of English now have exactly the same set of grammatical rules.

(6) 第VI段落から第VIII段落

- 1 According to Professor Sutherland, the ever-faster development of English has led to a greater role for social media and instant messaging.
- 2 Many English-speaking parents today cannot understand 40 to 43 percent of what their children are saying.
- 3 When David Cameron used “LOL,” many British people rolled on the floor laughing because the abbreviation was out of fashion.
- 4 With all of the different cultures around the world, we need a lingua franca in order to communicate.

設問 C

(47) 下線部(A)を和訳し，その和訳文を記述解答用紙に記入しなさい。

VIII 次の和文を英訳し，その英訳文を記述解答用紙に記入しなさい。(10点)

(48) 先日，ある本を探していたら，失くしたと思っていた辞書が見つかった。

