

英語問題

はじめに、これを読みなさい。

(注意事項)

1. この問題冊子は 25 ページある。ただし、ページ番号のない白紙はページ数に含まない。
2. 試験時間は 80 分である。
3. 解答用紙に印刷されている受験番号が正しいかどうか、受験票と照合して確認すること。
4. 監督者の指示にしたがい、解答用紙の氏名欄に氏名を記入すること。
5. 解答は、すべて解答用紙の所定欄に記入またはマークすること。解答欄以外のところには何も記入しないこと。解答欄は裏にもある。
6. 解答は、必ず鉛筆またはシャープペンシル(いずれも HB・黒)で記入すること。
7. 訂正する場合は、消しゴムできれいに消し、消しくずを残さないこと。
8. 問題に指定された数より多くマークしないこと。
9. 解答用紙は、絶対に汚したり折り曲げたりしないこと。
10. 解答用紙は持ち帰らないこと。
11. この問題冊子は必ず持ち帰ること。
12. 解答をマークするときには、下記の記入例を参照すること。

(マークの記入例)

良い例	悪い例
	

[I] 次の英文を読んで設問に答えなさい。

I used to be as optimistic as anyone about technology. Once asked in elementary school to draw a picture of what my home would look like when I grew up, I sketched, in crayon, a transparent hemisphere resting on a single pole and a little flying saucer containing me, my wife, and our many kids about to dock at it. There were exactly eight little identical heads (besides mine and my wife's) peeking over the rim of the spacecraft.

When I reached my early teens, I never failed to watch an episode of *Star Trek*¹, and I read almost every piece of science fiction Isaac Asimov² wrote. On our family's first cross-country trip, I became excited when we got caught in a traffic jam on the Oakland Bay Bridge. To a Midwestern country boy, traffic jams were (A) events in which only special people living in modernistic cities took part.

There were always some uncomfortable feelings underlying my technological admiration, however, which at first I was reluctant to acknowledge. On the trip out west, I spent most of the time carsick. A few years later, while living in the quiet city of Topeka, Kansas, I began to notice oddities in the mechanical utopia of our modernized household. After we got an automatic dishwasher, the size of the pile of dirty plates on the countertop didn't decrease at all. If anything, it increased. My dad bought one of the first word processors ever made in the hopes of easing the time and effort of writing. He spent so much time with that machine, I almost never saw him again.

But the older I grew, the more deserted the street became — except for the cars, of course, which had multiplied over time and made playing out-of-doors more dangerous. After supper even the cars went into hibernation³; the only signs of life were the faint glows cast by cathode ray tubes⁴ on living-room blinds.

I had always been on the shy side, so I went more or

less the way of the trend, staying at home as determinedly as everyone else to worship the TV. But lest I surrender utterly to its emptiness, I applied myself diligently at the piano, practicing several hours a day. To survive socially in a place dominated by the automobile, of course, you had to drive; so I also made an attempt to earn money to buy a car by working at McDonald's. But soon I saw the pointlessness and the irony: in a town whose borders motor vehicles had pushed to the horizons, the only sensible way to get to my job was by automobile. (C) I could afford one, I had to bike the six-mile round trip on busy roads with no shoulders or sidewalks, and I arrived dripping wet. Had I stayed on, I calculated that, like the other workers, I would have been working mostly in order to pay for my transportation to work.

(D) had begun as car sickness in boyhood had developed, by adolescence, into a deeper case of cultural indigestion. It was only when I got to college that I began the attempt to put a name to this, but already the symptoms of the disease — burdensome material inconvenience and social isolation — had become too acute to ignore.

^(E) Luckily, my musical diligence paid off, and I got into a good university. There it was exciting to meet other people of similar interests who lived within walking distance. I threw out the sheet music and threw myself into the life of the campus. I joined debating groups. I took up rowing. I made new friends. I experimented with religion. And in my academic pursuits, I tried to gain some understanding of what was going wrong in our society.

On a hunch, I signed up for a course in the history of technology. It was an eye-opener. The young professor, Eda Kranakis, capably surveyed the development of wind- and water mills, steam engines, and railroads, and included a vivid description of the inhuman working conditions in nineteenth century factories. 彼女は、^(F)“科学的な農業”に起因する、イギリスの土地困い込み運動の悲劇的な話をした。この運動は、農村において無数の労働者を先祖から受け継いだ共有地から引き離して町へと追いやり、そこで彼らは簡単に搾取される労働予

備軍となった。

As illuminating as the class was, though, it raised more (G) than it answered. Hadn't American society moved beyond the inhumanities of Dickensian⁵ England (or at least hadn't it subcontracted the dirty work to countries like Mexico)? What was technology's role in the present age? Problems hadn't disappeared; they were just different. But the advocates of public policy remained about as unrealistic as I had been in elementary school. Even the leaders of my elite university accorded every latest gadget a virtual hero's welcome. Appalled by this mindlessness, I engaged in many heated discussions with classmates.^(H) And I wrote an extended research paper for Kranakis, describing the unhealthy side effects associated with the stress from spending much time seated and the use of ordinary automated devices. Kranakis liked the paper and encouraged me to develop my ideas.

The conviction was growing in me that the persisting problem was our culture's blindness to the distinction between the tool and the automatic machine. Everyone tended to treat them alike, as neutral agents of human intention. But machines clearly were not neutral or inactive objects. They were complex, fuel-consuming "beings" with certain definite tendencies and needs. (I) often depriving their users of skills and physical exercise, they created new and artificial demands—for fuel, space, money, and time. These in turn left little room for other important human pursuits, like involvement in family and community, or even the process of thinking itself. The very act of accepting the machine was becoming automatic.

By the time I graduated from college, my original orientation had become completely reversed: once a faithful follower,^(J) I now burned with the desire to rise up and battle the technological dragon that, in my view, held society hostage.

(Adapted from *Better Off* by Eric Brende, 2004, Harper Perennial)

(注)

- 1 *Star Trek* アメリカのSFテレビドラマ・シリーズ。1966年の放映開始以来、5つのシリーズが制作された。
- 2 Isaac Asimov アイザック・アシモフ。20世紀のロシア生まれのアメリカ人SF作家
- 3 hibernation 冬眠
- 4 cathode ray tubes ブラウン管テレビのこと
- 5 Dickensian チャールズ・ディケンズ(Charles Dickens, 19世紀の英国の小説家)の小説に描かれているような

1 次の各問の答を①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) 空欄(A)に入る最も適切なものは次のどれか。

- ① annual
- ② disastrous
- ③ exotic
- ④ fatal

(2) 下線部(B) easing の意味に最も近いものは次のどれか。

- ① acquiring
- ② increasing
- ③ missing
- ④ reducing

(3) 空欄(C)に入る最も適切なものは次のどれか。

- ① As long as
- ② Because
- ③ Since
- ④ Until

(4) 空欄(D)に入る最も適切なものは次のどれか。

- ① That
- ② What
- ③ When
- ④ While

(5) 下線部(E) acute の意味に最も近いものは次のどれか。

- ① pleasant
- ② severe
- ③ similar
- ④ specific

(6) 空欄(G)に入る最も適切なものは次のどれか。

- ① awareness
- ② charges
- ③ costs
- ④ questions

(7) 下線部(H) Appalled の意味に最も近いものは次のどれか。

- ① Encouraged
- ② Horrified
- ③ Instructed
- ④ Interrupted

(8) 空欄(I)に入る最も適切なものは次のどれか。

- ① Besides
- ② Despite
- ③ Unlike
- ④ Without

(9) 下線部(J) my original orientation が文中で意味するものは次のどれか。

- ① distrust of machines
- ② interest in music
- ③ optimism about technology
- ④ preference for cycling

2 次の文が入る最も適切な場所を本文中の(ア)~(エ)の中から1つ選び、その番号を解答欄にマークしなさい。

In my elementary-school years, the neighborhood seemed alive with children out in the street playing stickball and hide-and-seek.

- ① (ア)
- ② (イ)
- ③ (ウ)
- ④ (エ)

- 3 下線部(F)「彼女は、「科学的な農業」に起因する、イギリスの土地囲い込み運動の悲劇的な話をした。この運動は、農村において無数の労働者を先祖から受け継いだ共有地から引き離して町へと追いやり、そこで彼らは簡単に搾取される労働予備軍となった」を英訳すると、たとえば次のような英文になる。

She related the tragic tale of the British land enclosure movement, (①) in “scientific farming,” (②) uprooted countless laborers from their hereditary commons in the country and threw them into the cities, (③) they formed an easily (④) labor pool.

それぞれの空所に最も適切な語を1つ書いて、文を完成させなさい。ただし、次の[]内の単語は、必ず1度用いること。

[exploited, rooted]

- 4 本文の内容について、次の質問に対する最も適切な答を①～④の中から1つ選び、その番号を解答欄にマークしなさい。

- (1) Which of the following is stated as the author's attitude toward technology?
- ① His admiration for technology started when he was a teenager.
 - ② His admiration for technology ended when he was involved in a traffic jam in Oakland.
 - ③ He did not watch TV at all because he wanted to resist the trend.
 - ④ When he entered college, he became clearly conscious of his distrust of technology.

(2) Which of the following is NOT stated as one of the problems which the author recognized through taking Eda Kranakis' course?

- ① Problematic situations in current American society
- ② Side effects of not getting enough physical activity
- ③ The influence of mass media such as TV
- ④ The perception of technology among public policy advocates

(3) Which of the following is NOT stated as one of the author's views on machines?

- ① Machines are not neutral agents of human intention.
- ② Machines create new artificial demands.
- ③ Machines expand humans' opportunities for thinking.
- ④ Machines are being accepted by humans without much thought.

〔Ⅱ〕 次の英文を読んで設問に答えなさい。

Is your school noisy or peaceful? It might not seem important, but a growing body of research suggests that sounds can have an impact on learning, performance, and creativity. Indeed, some head teachers have recently taken to broadcasting noises to see whether it can boost grades. Is there anything in it? And if so, what are the implications for the way we all work and study? There is certainly some well-established research to suggest that some noises can have a negative effect on learning. Numerous studies over the past 15 years have found that children attending schools under the flight paths of large airports lag behind in their exam results. ^(A)

But general noise seems to have an effect too. Bridget Shield, a professor of acoustics¹ at London South Bank University, and Julie Dockrell, now at the Institute of Education, have been conducting studies and advising politicians on the effects of all sorts of noises, such as traffic and sirens, as well as noise generated by the children themselves. When they recreated those particular sounds in an experimental setting while children completed cognitive tasks, they found a significant negative effect on exam scores. “Everything points to a detrimental impact of the noise on children’s performance, in mathematics, in literacy, and in spelling,” says Shield. Shield says the sound of “babble,” the chatter of other children, is particularly distracting in the classroom. Architects who design open-plan² classrooms in schools would do well to take this into account. ^(B) “People are very distracted by speech — particularly if it’s understandable, but you’re not involved in it.” This phenomenon is also known as the irrelevant speech effect, she says, adding that “it’s a very common finding in open-plan offices as well.”

Whether background sounds are beneficial or not seems to depend on what kind of noise it is, and the volume. 昨年出版された一連の研究で、ラビ・メータと彼の同僚は、^(C) コーヒーショップのしゃべり声や建築現場の掘削音などの背景

雑音に、異なった音量でさらされている時の人々の創造性をテストした。 They found that people were more creative when the background noises were played at a medium level than (D) volume was low. Loud background noise, however, damaged their creativity.

This makes (E) for a couple of reasons, says psychologist Dr. Nick Perham, at Cardiff Metropolitan University in the UK, who studies the effect of sounds on learning but was not involved in the study. Firstly, he says, sounds that are most distracting tend to be very variable. A general hum in the background suggests a steady-state sound with not much variation. “So there’s not much there to capture your attention — nothing distracting the subjects,” he says. At the same time, the background noise might cause the subjects to be in a slightly heightened state of tension, says Perham. You don’t want too much or too little tension. “Medium tension is best for good performance. So it might be that a general hum in the background gives an appropriate level of tension.” With that in mind, Perham suggests there may be some benefit to playing music or other sounds in an art class where (F) is key.

Many teachers all over the world already play music to students in class. Many are inspired by the belief that hearing music can boost IQ in subsequent tasks, the so-called Mozart effect. While the evidence actually suggests it would be an exaggeration to say classical music boosts brainpower, researchers (G) think pleasant sounds before a task can sometimes lift your mood and help you perform well, says Perham, who has done his own studies on the phenomenon. The key appears to be that you enjoy what you’re hearing. “If you like the music or you like the sound — even listening to a horror novel — then you do better. The kind of sound doesn’t matter,” he says.

(H), it’s worth considering that music is not always helpful while you’re trying to work. Trying to perform a task which involves recall — for instance, doing mental calculations — will be disturbed by sounds with variation, which includes most types of music, says Perham. Songs with lyrics, on the other

hand, are more likely to interfere with tasks that involve semantics³ — such as reading comprehension. “The task and the sound are important; when you have both of them using the same process then you get problems,” he says.

So, it seems that schools that choose to screen out disturbing noises and create positive sound environments could enhance the learning of their students, so long as they make careful choices.

(Adapted from “Hacking our senses to boost learning power” by C. Lange, 2013, *BBC.com*)

(注)

- 1 acoustics 音響学
- 2 open-plan 教室と教室もしくは部屋と部屋の上に壁がない
- 3 semantics 文章や語句の意味

1 次の各問の答を①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) 下線部(A) lag behind の意味に最も近いものは次のどれか。

- ① achieve less
- ② do better
- ③ fall down
- ④ work out

(2) 下線部(B) would do well to の意味に最も近いものは次のどれか。

- ① can
- ② may
- ③ should
- ④ will

(3) 空欄(D)に入る最も適切なものは次のどれか。

- ① that
- ② what
- ③ when
- ④ which

(4) 空欄(E)に入る最も適切なものは次のどれか。

- ① believe
- ② sense
- ③ sure
- ④ up

(5) 空欄(F)に入る最も適切なものは次のどれか。

- ① control
- ② creativity
- ③ logic
- ④ memory

(6) 空欄(G)に入る最も適切なものは次のどれか。

- ① do
- ② must
- ③ never
- ④ who

(7) 空欄(H)に入る最も適切なものは次のどれか。

- ① Consequently
- ② However
- ③ In summary
- ④ Moreover

(8) 下線部(I) screen out の意味に最も近いものはどれか。

- ① choose
- ② exclude
- ③ notice
- ④ protect

2 下線部(C)「昨年出版された一連の研究で、ラビ・メータと彼の同僚は、コーヒーショップのしゃべり声や建築現場の掘削音などの背景雑音に、異なった音量でさらされている時の人々の創造性をテストした」を英訳すると、たとえば次のような英文になる。

In a (①) of studies (②) last year, Ravi Mehta and his colleagues tested people's creativity while (③) to background noises such as coffee-shop (④) and (⑤)-site drilling at different volumes.

それぞれの空所に最も適切な語を1つ書いて、文を完成させなさい。ただし、次の[]内の単語は、必ず1度用いること。

[chatter, exposed]

3 本文の内容について、次の質問に対する最も適切な答を①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) Which of the following is NOT stated in the text?

- ① Children's learning is affected by external noises such as aircraft and traffic noises.
- ② Children's learning is often disturbed by the chatter of other children in the classroom.
- ③ An open-plan studying environment encourages communication among children.
- ④ Office workers in open-plan offices are often disturbed by chatter.

(2) Which of the following is stated in the text?

- ① Even if there is not much variation in the background sound, it distracts your attention.
- ② Low level tension helps you more than medium or high level tension while you are doing art.
- ③ Listening to music is likely to have a positive effect on you while you are working on mathematical calculation.
- ④ When you read a book while listening to music with lyrics, you use the same information processes and it reduces comprehension.

〔Ⅲ〕 以下の空欄に入る最も適切なものを①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) It takes a lot of time, energy, and effort to () with clear plans for large-scale research projects.

- ① catch up
- ② come up
- ③ sign up
- ④ sum up

(2) When founded, the seafood products company () in the northern part of Hokkaido.

- ① has been located
- ② located
- ③ locates
- ④ was located

(3) The Queen's private life is () limits to the press, especially when it comes to her new baby.

- ① beyond
- ② off
- ③ out of
- ④ outside

(4) The new fitness center offers personal training services, including one-on-one training, to all members () no extra cost.

- ① at
- ② by
- ③ of
- ④ on

(5) () we're in good physical condition, the guide won't take us to the ancient pines of Yakushima.

- ① Because
- ② Once
- ③ Since
- ④ Unless

(6) All of the policies and procedures will be applied to () company employees, regardless of age, gender, or position.

- ① all
- ② each
- ③ every
- ④ whole

(7) I wish the student in front of me () tapping his foot. It is really irritating.

- ① stop
- ② stopping
- ③ to stop
- ④ would stop

(8) () is no better feeling than helping somebody who needs and deserves help.

- ① It
- ② That
- ③ There
- ④ What

(9) In his presentation, the speaker mentioned the article () the details about the Nakano Redevelopment Project are explained.

- ① in which
- ② of which
- ③ what
- ④ which

(10) Please don't forget to return the book you checked out once you () reading it.

- ① are finishing
- ② have finished
- ③ will finish
- ④ will have finished

〔Ⅳ〕 以下の空欄に入る最も適切なものを①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) Peter: I think I left a little memo here. Do you know where it is?

Mary: Oh, I think I threw it away. It was lying there for a long time.

Peter: What? But I told you I needed it!

Mary: Did you? I don't remember that, but anyway, I threw it away a few days ago. Sorry about that, but I can't do anything about it now!

It's gone ().

- ① for bad
- ② for good
- ③ for never
- ④ for worse

(2) Jane: Cristina, can you e-mail me the information about the concert you are going to play in?

Cristina: Actually, I attached it to a message I sent you yesterday, but () to open it because I found some mistakes in it. I'll send you a revised version today.

- ① don't bother
- ② don't forget
- ③ don't hesitate
- ④ don't stop

(3) Nadia: You know what Richard has done to me?

Caroline: No. What did he do?

Nadia: He's a cheater. He copied whole sections from the term paper I was writing. Can you believe it?

Caroline: What! That's intellectual theft. You must report him. You can't let him () with it!

- ① come along
- ② get away
- ③ get carried away
- ④ put up

(4) Juliet: Did you know that the neighborhood rehabilitation project we've been working on has been cancelled? I'm so disappointed. It's such a waste, isn't it? We invested so much time, money, and effort in it.

David: Yes, I heard. Well, the time and money won't come back, but () the effort, I'm sure it won't be entirely lost. It will eventually help the community in some way.

- ① in addition to
- ② instead of
- ③ respecting
- ④ with respect to

(5) Juana: How was your weekend, Anita? You went on that little trip with your family, didn't you?

Anita: Well, yes and no, and it was rather messy and miserable to tell you the truth.

Juana: How come?

Anita: You see, as the weather wasn't perfect, I proposed to cancel it, but my husband insisted so much that I agreed to go. But half way, suddenly it started to rain like cats and dogs, and we () turning back without reaching anywhere. It was as if we wasted the whole day just to get wet and to argue.

- ① came up
- ② ended up
- ③ failed on
- ④ gave up

(6) Yusuke: I can't bear this traffic jam! We've been stuck for over an hour! I'm wasting my life here!

Taro: Terrible, isn't it? I think it's because of the repairs that are () at the next junction. Until the roadwork is done, everyone will just have to bear with it.

Yusuke: You're a real saint, aren't you? Don't you ever get annoyed?

- ① under the circumstances
- ② under the table
- ③ undercover
- ④ underway

(7) Jackie: The problem with Angie is that she doesn't keep her appointments.

Sharon: She doesn't? I thought she was a great businesswoman.

Jackie: Maybe, but she's different in private. Like the other weekend, Linda, Angie, and I agreed to get together to visit a museum and have dinner. Linda and I got there on time and stood in front of the ticket office for 45 minutes but Angie never (), so we went in without her.

- ① turned in
- ② turned out
- ③ turned right
- ④ turned up

(8) Fred: Congratulations, Jack! How's your baby? How does it feel to be a father?

Jack: Well, I'm really happy, but you know, it's still a bit unreal for me. Just a few months ago, it was just me and my wife at home, but suddenly, there's another person there and I have to adapt to him. So I'm still trying to () with this new reality.

- ① come home
- ② come to terms
- ③ get confused
- ④ keep in touch

(9) Antonio: Maria, what time will you leave work today?

Maria: I think I'll be off by 5:30.

Antonio: Great. Then can you do me a favor and () the dry cleaning on your way back from work? By the time I get back, the place will be closed.

Maria: Okay, I'll do it.

- ① pick out
- ② pick up
- ③ set out
- ④ set up

(10) Diana: Do you remember the Spanish restaurant we went to about a month ago?

Rachel: Yes, of course. The place we had dinner with Carlos.

Diana: That's right. Do you know the telephone number of that place?

Rachel: Sure, just () a second. I'll find it.

- ① back up
- ② hang up
- ③ hold on
- ④ wait on

[V] 次の(A)~(J)の空欄に入る最も適切なものを①~⑬の中から1つ選び、その番号を解答欄にマークしなさい。ただし、同じものを2度以上使ってはならない。なお、選択肢は、文頭にくるものも小文字で始まっている。

Masanori Matsumoto (MM) worked in the foreign exchange department of a Japanese bank which sent him on training trips around the world to learn about the world's financial systems. He then looked for an opportunity to finish his work in banking in order to pursue his real interest, which was language. He subsequently became qualified as a teacher of Japanese to foreign students, and after teaching students in Japan for four years, he moved to Australia and began teaching students there. Brett Cumming (BC), who teaches at a Japanese prefectural university, interviewed him in Australia.

BC : Did you find many differences in teaching Japanese in Japan and teaching Japanese here in Australia?

MM : Well, after teaching Japanese for four years in Japan, I (A) teaching in foreign countries, which would also provide me with the opportunity to utilize my English. In 1989, just around the time the Japanese economic bubble burst, I was employed (B) on the Gold Coast. It was right at the peak of the Japanese inbound tourism market. Classes were easily attracting 50-60 businessmen and women. These students were extremely motivated to attract more Japanese tourists. (C) , teaching here in Australia to monolingual students, all with the same native language, was unique in that they all had similar expectations and the objective of wishing to communicate with tourists. The Australian students at the time also generally had very little experience in language learning and (D) about the effort required. Questions about whether fluency was possible in three months were not uncommon.

BC : Could you tell us a little about your latest research?

MM : I'm presently continuing my research on motivation. An example to illustrate this is the motivation of Asian students studying a foreign language such as Japanese in an Australian educational context, and having (E) and cultures simultaneously. Cultural distance is always regarded as a factor affecting the students' motivation. It is said that the smaller the cultural distance between students' native languages and the language they are studying, the greater the students' motivation, which to some extent is true. It is my hope (F) studying Japanese in Australia and to see how this influences their motivation and progress.

BC : I would like to discuss your most recent publication. Could you briefly explain what your findings were?

MM : I believe motivation is (G). Even if teachers try to motivate students (which is of course part of our job as teachers), students with different backgrounds and ideas view what we do in different ways.

BC : So, did you find that students reacted positively to teachers who were very enthusiastic and genuinely tried to motivate them?

MM : The general finding is that, yes, there is a positive relationship between the teacher's motivation and the intensity of the student's motivation. Therefore, the teacher is a very important factor. Further examination found that depending on (H), which motivational factors or strategies are important differs. For instance, lower level students are more visually-oriented and respond to the teacher's enthusiastic behaviour, while higher level students start to shift their focus more to the teacher's teaching skills in the classroom. I found advanced level students who are approaching (I) focus more on the teacher's actual techniques. In the future I would also like to observe Japanese (J) in Japan and conduct a comparative analysis of how Chinese and other foreign students view their Japanese teachers' commitment and motivation.

BC : That sounds very worthwhile. I wish you all the best with your future research.

(Adapted from “From Foreign Exchange to Foreign Language Teaching: An Interview with Masanori Matsumoto in Australia” by Brett Cumming. *The Language Teacher*, 2013.)

- ① somewhat false expectations
- ② to look at Chinese students
- ③ often a personal matter
- ④ the student’s level of proficiency
- ⑤ to achieve their goal
- ⑥ in addition to their motivation
- ⑦ being taught as a second language
- ⑧ on a 2-year contract
- ⑨ their goal of speaking fluently
- ⑩ got tired of
- ⑪ to deal with two foreign languages
- ⑫ make time and money
- ⑬ became more interested in