

英 語 問 題

はじめに、これを読むこと。

(注意事項)

1. この問題用紙は〔Ⅰ〕から〔Ⅲ〕まで12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. 解答用紙に印刷されている受験番号が正しいかどうか、受験票と照合し確認すること。
3. 解答用紙の所定の欄に氏名を記入すること。
4. 解答はすべて解答用紙の所定の欄にマークするか、または所定の欄に記入すること。
5. 解答は必ず鉛筆またはシャープペンシル(いずれもHBの黒)で記入すること。
6. 訂正は、消しゴムできれいに消し、消しくずを残さないこと。
7. 解答用紙は、絶対に汚したり折り曲げたりしないこと。また、所定以外のところには絶対に記入しないこと。
8. 問題に指定された数より多くマークしないこと。
9. 解答用紙は持ちかえらないこと。
10. この問題用紙は必ず持ちかえること。
11. 試験時間は60分である。
12. 解答をマークする場合の注意。

(マーク記入例)

良い例	悪い例
	  

[I] 次の英文を読んで、1～6の問いに答えなさい。

More and more of the world is working in English. Multinational companies (even those based in places such as Switzerland or Japan) are making it their corporate language. And international bodies like the European Union and the United Nations are doing an ever-greater share of business in the world's new default language. At the office, it's English's world, and every other language is just living in it.

Is this to the advantage of the native speaker of English? Working in a foreign language is certainly hard. It is easier to argue fluently or to make a subtle point when not trying to recall rarely used vocabulary or construct sentences correctly. Non-native speakers have not just one hand, but perhaps a bit of their brains, tied (あ) their backs. A recent column by Michael Skapinker in the *Financial Times* says that it's important for native English speakers to learn the skills of talking with non-natives successfully.

But, as Mr. Skapinker notes, there are advantages to being a non-native, too. These are subtler — but far from trivial. Non-native speakers may not be able to show off their brilliance easily. It can be an advantage to have your cleverness highly rated, and this is the luck of verbally fluent people around the world. But it is quite often the other way round: it can also be an advantage to be thought a little less clever than you really are, giving the element of surprise in a negotiation. It can sometimes be effective to begin to make your point by saying something like "I'm not sure how things work here, but I was just thinking..."

People working in a language not their own report other (ア), too. Asking for an explanation of someone's meaning can help buy valuable time or be a useful *distraction, says a Russian working at *The Economist*. Speaking slowly allows a non-native to choose just the right word — something most people don't do when they are excited and emotional. There is a lot to be said

(い) thinking faster than you can speak, rather than the other way around.

Most interestingly, there may be a feedback loop from speech back into thought. Some studies have found that sometimes decision-making in [イ] language is actually better. Researchers at the University of Chicago gave subjects a test with certain traps — easy-looking “right” answers that turned (e) (う) to be wrong. Those taking it in a second language were more likely to avoid the trap and choose the right answer. Very smooth, quick thinking, in other words, has its disadvantages, and extra-carefulness has its own special merits. 4 One of the same researchers found that even in moral decision-making — such as whether it would be acceptable to kill someone with your own hands to save a larger number of lives — people thought in a more practical, less emotional way when tested in a foreign language. An American working in Denmark says he insisted on having salary negotiations in Danish — asking for more money in English would have been embarrassing to him. 5

All this applies regardless of the first language. But in the modern world it is English monoglots in particular who work in their own language, joined by (x) non-native polyglots working in English too. Those non-native speakers can (y) always go (え) and speak their languages privately before rejoining the English conversation. Jumping from language to language is a constant reminder of how others might see things differently, notes a Dutch official at the European Commission. (One study found that bilingual children were better (お) guessing what was in other people’s heads, perhaps because they were constantly monitoring who in their world spoke what language.) Indeed, those working in (f) foreign languages are keen to talk about these advantages and disadvantages. Unfortunately, monoglots will never have that chance. Pity those struggling in a second language — but also spare a thought for those many monoglots who have no way of knowing what they are [ウ].

*distraction 気を散らすもの

1. 下線部 (a) ~ (f) の単語の意味に最も近いものを, それぞれ(1)~(4)より
選び, その番号をマークしなさい。

(a) bodies

- | | |
|-------------|-------------------|
| (1) cases | (2) companies |
| (3) figures | (4) organizations |

(b) subtle

- | | |
|--------------------------|---------------------|
| (1) delicate | (2) logically clear |
| (3) not very significant | (4) very critical |

(c) trivial

- | | |
|------------------------|-----------------|
| (1) disadvantageous | (2) not obvious |
| (3) not very important | (4) out of date |

(d) buy

- | | | | |
|----------|--------------|---------|--------------|
| (1) gain | (2) multiply | (3) pay | (4) purchase |
|----------|--------------|---------|--------------|

(e) subjects

- | | | | |
|-------------|------------------|--------------|------------|
| (1) classes | (2) participants | (3) students | (4) topics |
|-------------|------------------|--------------|------------|

(f) monitoring

- | | | | |
|--------------|----------------|------------------|----------------|
| (1) checking | (2) displaying | (3) interpreting | (4) respecting |
|--------------|----------------|------------------|----------------|

2. 文中の (あ) ~ (お) に入れるのに最も適切な語をそれぞれ(1)~(4)から選
び, その番号をマークしなさい。

- | | | | | |
|-----|-------------|------------|-------------|-------------|
| (あ) | (1) against | (2) behind | (3) beneath | (4) upon |
| (い) | (1) around | (2) before | (3) for | (4) without |
| (う) | (1) off | (2) on | (3) out | (4) over |
| (え) | (1) away | (2) past | (3) through | (4) under |
| (お) | (1) at | (2) for | (3) to | (4) with |

3. 以下の文が入るのに最も適切な場所を、文中の空所

1

 ~

5

 から選び、その記号をマークしなさい。

And coming from another culture — not just another language — allows people to notice weak points and habits of thinking shared by the rest of the natives, and to steer past them in a meeting.

4. 下線部 (X) の English monoglots および下線部 (Y) の non-native polyglots は、文中ではそれぞれどのような人を意味するか、以下の(1)~(7)から最も正確に表現しているものを選び、その番号をマークしなさい。

- (1) those for whom English is the only language they can speak
- (2) those who cannot speak English
- (3) those who can speak English but not as their first language
- (4) those who can speak several languages but cannot use English
- (5) those whose second language is non-English
- (6) those who speak English as their native tongue, as well as one or more other languages
- (7) those who speak only one language and it is not English

5. 空欄 [ア] ~ [ウ] に入るのに最も適切な語を、以下の(1)~(5)から選び、その番号をマークしなさい。

[ア]

- (1) accounts (2) benefits (3) issues
- (4) problems (5) reflections

[イ]

- (1) a familiar (2) a foreign (3) a native
- (4) a non-English (5) English

[ウ]

- (1) avoiding (2) finding (3) missing
- (4) noticing (5) rejecting

6. 本文の内容に一致しているものを次の(1)～(8)から2つ選び、その番号をマークしなさい。3つ以上マークした場合は無効となるので、注意すること。

- (1) In Denmark, employees from the United States are more likely to win a salary increase than native Danish colleagues.
- (2) It can be difficult for non-native English speakers to prove their excellence when they have to do so in English.
- (3) Major international bodies, such as the European Union and the United Nations, have made English the world's official language.
- (4) Native English speakers pity those who are forced to speak English as a second language.
- (5) Non-native English speakers are more likely to ignore ethical problems than native speakers when they discuss morally charged issues in English.
- (6) Those who can speak English fluently are usually underestimated.
- (7) Those who speak English as a second language have more diverse points of view than those who don't speak English as a mother tongue.
- (8) Using English as a second language often encourages a speaker to be more careful in considering English meaning than native English speakers are.

〔Ⅱ〕 次の英文を読んで、1～7の問いに答えなさい。

A magazine ad campaign (A) in my hometown quotes a young boy who says that he wants to study computer science so he can “invent a robot that will make his bed for him.” I admire the focus of this future genius. I, too, hated that particular job as a child. Robot-servants, as well as robot-husbands and robot-wives, have appeared in the pages of science fiction for more than a century.

These visions extend the idea we have about all technology, (ア) that it should and could make our lives easier and more fun. (あ), the consequences of creating a robot working class have always had a dark side. The basic problem is that the robot helper is also scary. Indeed, a deep fear of such man-made “others” reaches fairly far back in literary and cultural history and includes *Frankenstein and his monster. (我々のために働くロボットに対する最大の恐怖は、反乱するのではないかと^(X)いうことである).

“Work is of two kinds,” Bertrand Russell wrote in his essay “In Praise of Idleness”: “first, altering the position of matter at or near the earth’s surface (イ) to other such matter; second, telling other people to do so. The first kind is unpleasant and poorly paid; the second is pleasant and highly paid.” (い), the robot becomes the mechanical realization of our desire to avoid work of the first kind while indulging a leisurely version of the second kind. They seem to offer a fantasy-land in (a) we all employ servants who cook our meals, tend our gardens, help us dress, and — yes — make our beds. Even here, one might immediately wonder (b) the price of non-human servants might prove, as with human ones, (ウ) high for many. And what about those humans (c) are put out of work forever by a machine willing to work for less?

Let us consider the consequences of a human race altogether freed by robots from work, as was (B) on the “passenger spaceship,” the Axiom, in

the 2008 animated film *WALL-E*. Here, robot labor has proved so successful — and so non-threatening — that the human masters have been freed to indulge in nonstop indulging of their desires. (う), they have over generations (C) **morbidly obese. They are ***addicted to soft drinks and video games, and their bones have become liquid in the ship's ****microgravity conditions. They exist, but they cannot be said to be “living.”

The most serious danger of (D) all our work to robots is not a robot revolt but a human decline. Work makes skills sharper, challenges us to think more, and, (え), serves noble ends. It also makes the experience of genuine idling, in contrast to busily spent leisure time, even more valuable. Here, with only our own ends and desires to contemplate — what shall we do with this free time? — we come face to face with life's ultimate question. To ask what is worth doing when nobody is telling us what to do, to wonder about how to spend our time, is to ask why we are here in the first place. Like so many of the standard philosophical questions, these ones tend to push us up against the threshold of mortality.

The author Isaac Asimov once offered his Three Laws of Robotics: (1) “a robot may not injure a human being or, through inaction, allow a human being to come to harm”; (2) “a robot must obey the orders given to it by human beings, except (d) such orders would conflict with the First Law”; and (3) “a robot must protect its own existence as long as such protection does not conflict with the First or Second Laws.” Today, as our dreams extend out to the limits of an existence of simple idling, we find the Two Laws of Life: Law No. 1 is tomorrow we die; and Law No. 2 is nobody, not even the most helpful robot, can change Rule No. 1. Enjoy!

*Frankenstein フランケンシュタイン

**morbidly obese 病的に肥満している

***addicted to ~に病みつきになっている

****microgravity マイクログラビティ, 極微重力

1. 文中の (a) ~ (d) に入るものとして最も適切な語をそれぞれ(1)~(5)から
選び、その番号をマークしなさい。

- (1) what (2) where (3) whether
(4) which (5) who

2. 文中の (A) ~ (D) に入るものとして最も適切な語をそれぞれ以下から選
び、前後の文意に合うように、必要があれば適切な形に変えて解答欄に書きな
さい。

give / grow / run / show

3. 下線部 (X) には、「我々のために働くロボットに対する最大の恐怖は、反
乱するのではないかということである」という意味の英文が入る。下線部 (X)
を英訳するには、The と is のあいだの語群(ア)と、is の右側の語群(イ)を
それぞれ並び替える必要がある。語群(ア)と(イ)のそれぞれ3番目に来るべ
き語の番号をマークしなさい。ただし、各語群には、不要な語が1つある。

(ア)

(イ)

The

- | |
|--------------|
| (1) about |
| (2) fear |
| (3) for |
| (4) greatest |
| (5) robots |
| (6) us |
| (7) who |
| (8) whom |
| (9) work |

is

- | |
|------------|
| (1) for |
| (2) revolt |
| (3) that |
| (4) they |
| (5) will |

4. (あ)～(え)に入れるものとして、もっとも適切な語句を(1)～(4)から選び、その番号をマークしなさい。ただし文頭にくる語であっても最初の文字は小文字にしてある。

- (1) as a result (2) at its best
(3) at the same time (4) from this point of view

5. (ア)～(ウ)に入れるものとして、もっとも適切な語を(1)～(3)から選び、その番号をマークしなさい。

- (1) namely (2) prohibitively (3) relatively

6. 下線部 (Y) の具体的な内容を日本語で解答欄に書きなさい。

7. 本文の内容に一致しているものを次の 1～6 から 1 つ選び、その番号をマークしなさい。

1. ロボットを召使として利用するという考えがあらわれたのは、最近のことである。
2. ロボットからなる労働者階級が登場する未来には、明るい側面しかないと本文の著者は考えている。
3. パートランド・ラッセルは、人に命令するよりも命令された方が心地よいと書いている。
4. 労働から解放されたからといって、人間は充実した生活を満喫できるとは限らない。
5. 労働から解放された人間は、技能が向上し、高貴な目標にまい進するようになる。
6. アシモフのロボット三原則は、人間がロボットを傷つけないということを最も重視している。

[III] The conversation below is taken from the film *Being There*. It involves three people: ①Ben, an elderly, very rich, and politically powerful businessman who is suffering from a serious illness, ②the **President** of the United States, who has come to visit Ben for advice on economic policy, and ③Chance, a simple man who has become a friend to Ben. Chance's only work in life has been to take care of a garden, and both Ben and the President mistakenly think that his name is Chauncey Gardiner.

For each of the questions (1)~(10), choose the answer from (a)~(d) that is most appropriate for the conversation.

* * * * *

Ben: There is no longer any margin for inflation — it has gone as far as it can. We've got our limits on taxation, dependence on foreign energy is at a point of crisis, and, from where I _____ it, Mr. President, the so-called "free enterprise system" could be at the breaking point.

President: Then you _____ I should take that chance?

Ben: Absolutely not.

President: Do you agree with Ben, Mr. Gardiner? Or do you think we can stimulate growth through temporary incentives?

Chance: _____ the roots are not cut off, all is well — and all *will* be well — in the garden.

President: In the garden?

Chance: Yes. In a garden, growth has its seasons. There is spring and summer, but there is also fall and winter. And then spring and summer again.

President: Spring and summer... Then fall and winter.

Ben: I think _____ my most clever friend is suggesting, Mr. President, is that we _____ the inevitable seasons of nature, yet

we _____ the seasons of our economy.
(6)

Chance: Yes. There will be growth in the spring.

President: Well, Mr. Gardiner, I _____ that is one of the most refreshing
(7) and optimistic statements _____ in a very, very long time. I
(8) envy your good, solid sense—that is precisely what we lack in
Congress. I must be going. This visit has been most _____
(9)

Chance: Yes, it has.

President: Ben, I want to thank you for your time and thoughts.

Ben: Nonsense, Mr. President—I thank you for coming _____ with a
(10) dying man.

President: Now, Ben, I won't have any of that. Why don't you listen to your
good friend Chauncey? This is a time to think of life!

- | | |
|----------------------|------------------------|
| (1) (a) see | (b) seeing |
| (c) to see | (d) will see |
| (2) (a) don't think | (b) haven't thinking |
| (c) weren't to think | (d) won't think |
| (3) (a) As long as | (b) Having |
| (c) So far | (d) With |
| (4) (a) that | (b) what |
| (c) when | (d) which |
| (5) (a) are welcomed | (b) did welcoming |
| (c) welcome | (d) will have welcomed |
| (6) (a) are upset by | (b) can upset with |
| (c) want to upset at | (d) would be upset in |
| (7) (a) am admitting | (b) have admitted |
| (c) must admit | (d) was admitted |

- (8) (a) I am hearing
(c) I heard
- (9) (a) help
(c) helpful
- (10) (a) having spent time
(c) to spend time
- (b) I hear
(d) I've heard
- (b) helped
(d) helping
- (b) spending time
(d) while spending time