

法学部A方式Ⅱ日程・国際文化学部A方式
キャリアデザイン学部A方式

1 限 英 語 (90分)

〈注意事項〉

1. 試験開始の合図があるまで、問題冊子を開かないこと。
2. 解答はすべて解答用紙に記入しなさい。
3. マークシート解答方法については以下の注意事項を読みなさい。

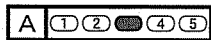
マークシート解答方法についての注意

マークシート解答では、鉛筆でマークしたものを機械が直接読みとって採点する。したがって解答はHBの黒鉛筆でマークすること(万年筆、ボールペン、シャープペンシルなどを使用しないこと)。

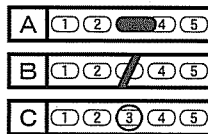
記入上の注意

1. 記入例 解答を3にマークする場合。

(1) 正しいマークの例



(2) 悪いマークの例



枠外にはみださないこと。

○でかこまないこと。

2. 解答を訂正する場合は、消しゴムでよく消してから、あらためてマークすること。
3. 解答用紙をよごしたり、折りまげたりしないこと。
4. 問題に指定された数よりも多くマークしないこと。

4. 問題冊子のページを切り離さないこと。

[I] Read the passage, and answer the questions following it.

His classmates (1) him very fortunate indeed to have been (2) as a full-time English teacher in a private junior high school upon graduating from college. It had been his first choice, a job he had always wanted to do. The job market had gotten better (3), but it was still tight, and many of his friends (4) themselves having to (5).

He had felt good during the interview in autumn with the school principal, and he felt great when in January he was told they had chosen him. Not everybody out of college could immediately step into their ideal (6).

April came, and it was his first day on the job. He was happy and excited, and a little nervous. When he walked into the classroom of first-year students, there were thirty pairs of young eyes looking at him. All the education courses he had taken and all the practice teaching he had done (7) prepare him for this moment. Ever since he was six years old he had been on the (8) side of education and now, at the age of twenty-two, he was suddenly face-to-face with thirty students (9) a dozen years younger than himself.

Trying to stay calm, he opened the textbook. In a loud voice he began (10) the words that had echoed so many times in his own adolescent ears. It was with a (X) to himself: I am the teacher now.

1. Choose the most appropriate word or phrase to fill in each of the blanks

to , and mark the letter on your answer sheet.

- | | |
|-----------------------|-------------------|
| (1) a. confronted | b. consulted |
| c. considered | d. confirmed |
| (2) a. applied | b. hired |
| c. rejected | d. declined |
| (3) a. something | b. someone |
| c. somewhat | d. someday |
| (4) a. found | b. forced |
| c. failed | d. formed |
| (5) a. compare | b. compromise |
| c. combine | d. compose |
| (6) a. occupation | b. inclination |
| c. education | d. preparation |
| (7) a. wouldn't very | b. couldn't quite |
| c. doesn't ever | d. hadn't any |
| (8) a. receiving | b. grading |
| c. deciding | d. instructing |
| (9) a. over | b. altogether |
| c. never | d. almost |
| (10) a. comprehending | b. pronouncing |
| c. writing | d. memorizing |

2. Arrange the following words in the blank so as to complete the sentence, and mark the letters for the fourth word and the sixth word on your answer sheet. Use each choice only once.

- | | | | |
|----------|------------|-------|---------|
| a. of | b. thought | c. he | d. that |
| e. shock | f. bit | g. a | |

〔Ⅱ〕 つぎの英文を読み、問いに答えよ。

Albert Schweitzer was invited by the Norwegian royalty to a banquet in his honor after he had won the Nobel Prize for Peace. A plate of herring* was placed before him — a food he could not stand. He did not want to appear impolite by refusing it, so when the queen turned away for a moment, he quickly put the herring in the pocket of his jacket. “You certainly ate the herring fast,” commented the queen with a funny smile. “Would you like some more?”

Schweitzer had not wished to offend and had solved the problem by hiding the dinner in his pocket. He too was unable to say no — at least on that occasion. Perhaps, one might say that, despite his innocent trick, he had not completely digested the meal, for years later he felt urged to tell the story. It makes me wonder how many of us are walking around with psychological herring in our pockets.

A while ago, my family and I boarded a train without having bought tickets. We were going to buy them from the conductor on the train. When he approached us, I said, “We arrived at the station at the last moment, so we would like to pay now.”

“No, that’s not how it went,” my wife, Vivien, surprisingly spoke up. “We had plenty of time.” The conductor looked perplexed. Vivien didn’t want to get me in trouble. She is simply a very honest person. Yet I was also telling the truth. I explained we had arrived at the station ten minutes before departure, hardly sufficient time for me to familiarize myself with an unfriendly ticket machine.

This reluctance to lie, however embarrassing it may be at times, is an aspect of human nature — a spontaneous reaction. This reaction is especially found in children. Sometime earlier, my wife had been shopping with our six-year-old son, Jonathan. She was returning a T-shirt,

exchanging it (A) a different size, when Jonathan, full of goodwill, exclaimed: "But Mommy, we didn't get the shirt here! You bought it at another store." After a moment of embarrassment, the mystery was clarified: that other shop was part of the same chain of stores, and the exchange, although somewhat unusual, was permitted. Children's honesty is all very well, unless it interferes with our everyday compromises.

At first it may seem that telling the truth is more uncomfortable and difficult than telling a lie. And it is just this conviction that (1) (2) (2) (3) in (4) (5) (6) (7) and avoid giving explanations or getting into trouble — out of laziness or perhaps out of fear. Yet it is falsehood that in the long run is more difficult and complicates our life.

The lie-detector machine is based on this very principle. When we lie, we subject our body to stress. The stress is measurable: sweating, heart rate, muscle tension, and blood pressure increase. This reaction is invisible to us but easily revealed by scientific instruments. When we lie, we are grasping at straws. When we pretend, we are making a big effort: we must invent a lie and feel anxious about being found out. We try to avoid being unmasked, and thus increase our anxiety. What a (B) !

Computerized scanning of mental activity shows that when we lie, our brain has to carry out a series of complex operations that are needless when we tell the truth. The scientist who invented this method maintains that the brain tells the truth "by default" — meaning that we are programmed to be sincere.

*herring : ニシン

1. 下線部(1) perplexed の意味にもっとも近いものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. impressed b. discouraged c. fascinated d. puzzled
2. 空所 (A) に入るもっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. for b. in c. of d. on
3. 下線部(2)の空所 (1) ～ (7) に入るよう、つぎの a～g を並べ替え、(3) と (6) に入るものの記号を、それぞれ解答欄にマークせよ。ただし、同じ選択肢を二度以上使用しないこと。
- a. leads b. order c. our d. to hide
e. to lie f. us g. weakness
4. 空所 (B) に入るもっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. nerve b. job c. person d. relief
5. 本文の内容に合うものを、つぎの a～e より一つ選び、その記号を解答欄にマークせよ。
- a. Albert Schweitzer had trouble with his stomach after he had herring at the royal dinner, a fact which he made public after many years.
- b. The author's wife revealed the truth to the conductor because she was disappointed that her husband couldn't get the tickets in ten minutes.
- c. Children frankly say what they believe to be true, as the author's son did, but it sometimes contradicts their parents' intentions.
- d. People tend to consider telling a lie easier than telling the truth, but from a longer perspective there is no difference.
- e. Scientific instruments reveal that even when we tell the truth, we are attempting to hide something.

〔Ⅲ〕 つぎの英文を読み、問いに答えよ。

One widely held belief that is certain to be challenged is the assumption that automation is (X) . That assumption emerges from the fact that the jobs threatened by technology tend to be routine and repetitive. Before you get too comfortable with that idea, however, consider just how fast the frontier is moving. At one time, a “routine” occupation would probably have implied standing on an assembly line. The reality today is far different. While lower-skill occupations will no doubt continue to be affected, a great many college-educated, white-collar workers are going to discover that their jobs will also be affected as software automation advances rapidly in capability.

The fact is that “routine” may not be the best word to describe the jobs most likely to be threatened by technology. A more accurate term might be “predictable.” Could another person learn to do your job by studying a detailed record of everything you’ve done in the past? Or could someone become proficient by repeating the tasks you’ve already completed, in the way that a student might take practice tests to prepare for an exam? If so, then there’s a good chance that an intelligent machine may someday be able to learn to do much, or all, of your job. That’s made especially likely as the “big data” phenomenon continues to unfold. Organizations are collecting incomprehensible amounts of information about nearly every aspect of their operations, and a great many jobs and tasks are likely to be contained in that data — waiting for the day when an intelligent machine appears and begins schooling itself by investigating the record left by its human predecessors.

As a result of all this, acquiring more education and skills will not necessarily offer effective protection against job automation in the future. In general, computers are becoming very proficient at acquiring skills,

especially when a large amount of data is available. Entry-level jobs, in particular, are likely to be heavily affected, and there is evidence that this may already be occurring. Wages for new college graduates have actually been declining over the past decade, while up to fifty percent of new graduates are forced to take jobs that do not require a college degree. Indeed, employment for many skilled professionals—including lawyers, journalists, scientists, and pharmacists—is already being significantly threatened by advancing information technology. They are not alone: most jobs are, on some level, fundamentally routine and predictable, with relatively few people paid primarily to engage in truly creative work.

This suggests that we are headed toward a transition that will put enormous stress on both the economy and society. Much of the conventional advice offered to workers and to students who are preparing to enter the workforce is likely to be ineffective. The unfortunate reality is that a great many people will do everything right—at least in terms of pursuing higher education and acquiring skills—and yet will still fail to find a solid foothold in the new economy.

Beyond the potentially serious impact of long-term unemployment and underemployment on individual lives and on the fabric of society, there will also be a significant economic price. The virtuous feedback loop between (3) productivity, rising wages, and (4) increasing consumer spending will collapse. That positive feedback effect is already seriously diminished: we face soaring inequality not just in income but also in consumption. The top five percent of households are currently responsible for nearly forty percent of spending, and that trend toward increased concentration at the top seems almost certain to continue. Jobs remain the primary mechanism by which purchasing power gets into the hands of consumers. If that mechanism continues to be weakened, we will face the prospect of having too few active consumers to continue driving economic growth in our mass-market economy.

1. 空所 (X) に入るもっとも適切なものを, つぎの a~d より一つ選び, その記号を解答欄にマークせよ。
- a. a threat not only to workers without a college degree but also to college-educated ones
 - b. a threat not only to college-educated workers but also to ones without a college degree
 - c. primarily a threat to workers without a college degree
 - d. primarily a threat to college-educated workers
2. 下線部(1) That's made especially likely の意味するものとして, もっとも適切なものを, つぎの a~d より一つ選び, その記号を解答欄にマークせよ。
- a. Technology may be very useful in making similar machines that can all do excellent jobs.
 - b. An intelligent machine that helps us do our jobs more effectively may be the end result of the development of technology.
 - c. It is preferable for an intelligent machine to be able to do jobs instead of us so that we can save time and money.
 - d. It has become probable that an intelligent machine will be able to do jobs instead of us by learning the patterns of operations.
3. 下線部(2) schooling の意味するものとして, もっとも適切なものを, つぎの a~d より一つ選び, その記号を解答欄にマークせよ。
- a. indulging b. praising c. scolding d. training
4. 下線部(3) price の意味するものとして, もっとも適切なものを, つぎの a~d より一つ選び, その記号を解答欄にマークせよ。
- a. benefit b. rate c. loss d. value

5. 下線部(4) The virtuous feedback loop between productivity, rising wages, and increasing consumer spending を説明した, つぎの英文の空所 ~ に入るもっとも適切なものを, それぞれ a ~ d より一つずつ選び, その記号を解答欄にマークせよ。

through more efficient use of resources, companies , and then workers more money on themselves, products produced by companies, and this in turn leads to further increased profits for companies.

- (i) a. Consuming more money b. Earning a higher salary
c. Having greater deficits d. Making greater profits
- (ii) a. pay workers a lower salary
b. pay workers a higher salary
c. lower the price of their products
d. raise the price of their products
- (iii) a. get b. lose c. save d. spend
- (iv) a. buying b. discarding c. lending d. selling

6. 本文の内容に合うものを、つぎの a～e より一つ選び、その記号を解答欄にマークせよ。

- a. A great many college-educated workers will have to do lower-skill jobs instead of machines.
- b. "Predictable" may be the most suitable word to describe the jobs threatened by technology because machines can do the same things repeatedly.
- c. It is only the top five percent of households that support economic conditions now.
- d. Employment is not the main factor that determines if consumer spending increases.
- e. Efforts at education will not necessarily prevent a serious decline in consumption.

[IV] つぎの英文を読み、問いに答えよ。

“Whoa, look at those teeth, they’re so cool!” I enjoy walking through the exhibits at natural history museums when I visit for research. This time it was the Smithsonian. The little girl, six or seven, dragged her younger brother by the arm across a crowded hall ⁽¹⁾ to see the skull of *Dimetrodon*, a mammal-like reptile*¹ that lived nearly 300 million years ago. Its teeth *are* cool — but so are yours. Think about it. Your teeth are the product of half a billion years of evolution. They provide fuel for the body by breaking apart other living things; and they do it again and again over a lifetime without themselves being broken in the process. It’s like a never-ending death match in the mouth, with plants and animals developing tough or hard tissues for protection, and teeth evolving ways to sharpen or strengthen themselves to overcome those defences.

Why are we drawn to teeth in the halls of natural history museums and in picture books of fossil species? There’s something instinctive about them. Perhaps it’s because our early ancestors spent so much time running away from teeth. Or maybe it’s because they (A) us: Georges Cuvier, the great 19th-century naturalist, is often quoted to have said, “Show me your teeth, I will tell you who you are.” We know intuitively something about an animal by looking at its mouth. Think of *Tyrannosaurus rex*, with its long, sharp teeth for killing prey and ripping flesh. A little closer to home, a recent survey of nearly 5,500 American singles by the online dating service Match.com found teeth to be the number-one attribute both men and women use to judge potential partners. Yes, teeth matter.

Teeth can help us understand (B) ⁽²⁾, the study of how living things interact with one another and with their physical environment. What could be more fundamental to those interactions than feeding? ⁽³⁾ An organism eats its neighbour for the fuel and raw materials needed to grow, sustain itself,

and reproduce. Teeth matter because they are right in the middle of it,⁽⁴⁾ mediating between eater and eaten. They are the front line in Nature's "struggle for existence," as Darwin called it.

Conventional wisdom suggests that teeth gave early vertebrates*² an edge in the "arms race" between predator and prey. The filter-feeding, jawless fishes that dominated the seas for hundreds of millions of years had no chance once jaws and teeth evolved. As the renowned 20th-century palaeontologist*³ Edwin Colbert wrote, "A vertebrate without jaws was efficient in a sense, but unless it became adapted to certain very specialized habits it was not well enough equipped for survival in a world where a pair of upper and lower jaws had evolved as a food-gathering mechanism." In reality, though, jawless fishes did just fine for nearly 100 million years, much of it alongside their jawed and ultimately toothed cousins.

But teeth must have given those that had them an advantage for capturing and weakening prey. They could be used to scrape, pull, grasp, and bite all manner of living things. And better access to food meant more offspring, and more evolutionary success. Teeth spread quickly through the oceans of the early Palaeozoic Earth*⁴, whether toothed fishes replaced their toothless cousins or not. As 20th-century palaeontologist James Marvin Weller wrote, "Although teeth rarely excite the attention that their importance deserves, their evolution among the early vertebrates without a doubt played an unrivaled role in the successful adaptation of these animals and their achievement of rapid and effective dominance in the organic world."

*1 reptile : 爬虫類

*2 vertebrates : 脊椎動物

*3 palaeontologist : 古生物学者

*4 Palaeozoic Earth : 古生代の地球

1. 下線部(1) The little girl, six or seven, dragged her younger brother by the arm across a crowded hall の含意する内容として、もっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. The girl was angry because her brother did not obey her.
 - b. The girl was in a hurry to make a tour of the museum.
 - c. The girl was excited and couldn't wait to examine the skull closely.
 - d. The girl was worried that her brother might get lost in the crowd.
2. 空所 に入るもっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. define b. disturb c. encourage d. frighten
3. 下線部(2) matter ともっとも近い用法の matter を含む文を、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. You should go there, no matter how late.
 - b. She refused to comment on the matter.
 - c. Where do space, matter, energy, and the forces of nature come from?
 - d. It doesn't matter what you wear.
4. 空所 に入るもっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. psychology b. ecology c. economy d. sociology

5. 下線部(3) What could be more fundamental to those interactions than feeding? の含意する内容として、もっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. There may be another activity that is more fundamental to the interactions between living things than feeding.
 - b. The most fundamental relationship living things have with one another is that between a parent and its offspring.
 - c. Feeding is the most essential relationship that living things have with one another and with their physical environment.
 - d. Feeding is only one aspect of how living things interact with one another and with their physical environment.
6. 下線部(4) they are right in the middle of it の意味するものとして、もっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. Fuel and raw materials form a connecting link between eater and eaten.
 - b. Teeth are deeply involved when a living creature eats another creature.
 - c. Teeth are located in the middle part of an organism that eats its neighbour.
 - d. Teeth determine your relationship with your potential partners.

7. 本文の内容に合うものを、つぎの a～e より一つ選び、その記号を解答欄にマークせよ。

- a. Toothed fishes first appeared about 50,000,000 years ago.
- b. Teeth could be weapons with which prey fights against predators.
- c. Jawless fishes didn't last long after fishes with jaws and teeth appeared.
- d. Teeth enabled jawed fishes to obtain food more effectively than jawless fishes.
- e. The part teeth played in the "struggle for existence" is widely acknowledged.

[V] つぎのシナリオは、アメリカの劇作家 Neil Simon の作品 *The Odd Couple* の一場面である (ただし、表現の一部は改変してある)。これを読み、問いに答えよ。

(Felix and Oscar are good friends. Oscar is already divorced. Felix's wife Frances wants to divorce him.)

FELIX: I can't help myself. I drive everyone crazy. A marriage counselor once kicked me out of his office. He wrote on my chart, "Lunatic!" I don't blame her. It's impossible to be married to me.

OSCAR: It takes two to make a rotten marriage.

(1)
(2) *(He lies back down on the couch.)*

FELIX: You don't know what I was like at home. I bought her a book and made her write down every penny we spent. Thirty-eight cents for cigarettes; ten cents for a paper. Everything had to go in the book. And then we had a big fight because I said she forgot to write down how much the book was. Who could live with anyone like that?

OSCAR: An accountant! What do I know? (ア) We all have faults.

FELIX: Faults! Heh! Faults. We have a maid who comes in to clean three times a week. And on the other days, Frances does the cleaning. And at night, after they've both cleaned up, I go in and clean the whole place again. I can't help it. I like things clean. Blame it on my mother. I was toilet-trained at five months old.

OSCAR: How do you remember things like that?

FELIX: I ruined the marriage. Nothing was ever right. I used to recook everything. The minute she walked out of the kitchen I would add salt or pepper. It's not that I didn't trust her, it's just that I was a better cook. Well, I cooked myself out of a marriage. *(He bangs his head with the palm of his hand three times.)* What a

fool I am!

(*He sinks down in the armchair.*)

OSCAR: Don't do that; you'll get a headache.

FELIX: I can't stand it, Oscar. I hate me. Oh, boy, I really hate me.

OSCAR: (1) You love you. You think no one has problems like you.

FELIX: Don't give me that analyst stuff. I happen to know I hate my guts.

OSCAR: Come on, Felix, I've never *seen* anyone so in love.

FELIX: (*Hurt*) I thought you were my friend.

OSCAR: That's why I can talk to you like this. Because I love you almost as much as *you* do.

FELIX: Then help me.

OSCAR: (*Up on one elbow*) How can I help you when I can't help myself? You think *you're* impossible to live with? My ex-wife Blanche used to say, "What time do you want dinner?" And I'd say, "I don't know. I'm not hungry." Then at three o'clock in the morning I'd wake her up and say, "Now!" I've been one of the ⁽⁵⁾ highest paid sports-writers in the East for the past fourteen years, and we saved eight and a half dollars — in pennies! I'm never home, I gamble, I burn cigar holes in the furniture, drink like a fish and lie to her every chance I get. And for our tenth wedding anniversary, I took her to see the New York Rangers-Detroit Red Wings hockey game where she got hit with a hockey puck. And I ⁽⁶⁾ still can't understand why she left me. That's how impossible I am!

FELIX: I'm not like you, Oscar. I couldn't live all alone. I don't know how I'm going to work. (ウ) How am I going to make a living?

OSCAR: You'll go on street corners and cry. They'll throw small change

at you! You'll work, Felix, you'll work.

(*He lies back down.*)

FELIX: You think I ought to call Frances?

OSCAR: (*About to explode*) What for?

(*He sits up.*)

FELIX: Well, talk it out again.

OSCAR: You've *talked* it all out. There are no words left in your entire
⁽⁷⁾marriage. When are you going to face up to it?

FELIX: I can't help it, Oscar. I don't know what to do.

OSCAR: Then listen to me. Tonight you're going to sleep here. And tomorrow you're going to get your clothes and your electric toothbrush and you'll move in with me.

FELIX: No, no. It's your apartment. (±)

OSCAR: There're eight rooms. We could go for a year without seeing each other. Don't you understand? I *want* you to move in.

1. 下線部(1)~(7)の発言の意図にもっとも近いものを、それぞれ a~c の中から一つずつ選び、その記号を解答欄にマークせよ。

- (1) a. 妻が僕を責めるのは理不尽だ。
b. 妻が僕を立ち直らせようとしている。
c. 妻が僕にうんざりするのももっともだ。
- (2) a. 結婚の破局は、これで二度目か。
b. 結婚の破局は、二人の責任だ。
c. 結婚の破局は、二日で乗り越えろよ。
- (3) a. そこまで細かい男と、一緒に暮らせる奴はいない。
b. そこまで本が好きなら、独身でいた方がいい。
c. そこまで節約したければ、専門家に相談しろよ。
- (4) a. 破局の原因は、僕が毎晩外食していたことだ。
b. 破局の原因は、僕の食べ物の好き嫌いだ。
c. 破局の原因は、僕が料理が上手いことだ。
- (5) a. 僕は高給取りだけど、節約も得意だ。
b. 僕は高給取りだけど、お金が貯まらない。
c. 僕は高給取りだけど、誰もそう思わない。
- (6) a. どうやら僕は、無神経らしい。
b. どうやら僕は、悲観的らしい。
c. どうやら僕は、出不精らしい。
- (7) a. 夫婦に言葉は要らない。
b. 言葉では女に敵わない。
c. もう話し合いは無駄だ。

2. 空所 ～ に入るもっとも適切な発話を、つぎの a～f の中から一つずつ選び、その記号を解答欄にマークせよ。ただし、同じ選択肢を二度以上使用しないこと。

- | | |
|-----------------------------------|----------------------------|
| a. I don't love Frances any more. | b. I'll be in the way. |
| c. You don't hate you. | d. They've got to fire me. |
| e. We can't afford our house. | f. We're not perfect. |