

## 英 語

## 注 意

1. 問題は全部で15ページ、解答用紙は全部で3枚である。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。(裏面に記入しても採点の対象とはならない。)
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

## マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。HBの黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶしなさい。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答が1のとき)

1	●	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
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4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

**問題 I** 次の英文を読んで、設問に答えなさい。

The following passage was written by Jared Diamond, the famous American geographer, historian, and writer.

April 30, 2006, 7:00 A.M.

I'm in an airport's check-in hall pushing my baggage cart. The scene is familiar: hundreds of travelers carrying suitcases, boxes, backpacks, and babies, forming long lines approaching a counter, behind which stand uniformed airline employees at their computers. Other uniformed people can be found among the crowd: pilots and flight attendants, and two policemen. The security staff are X-raying luggage, airline employees tag the bags, and baggage handlers put the bags onto a conveyor belt carrying them off. Along the wall opposite the check-in counter are shops selling newspapers and fast food. Still other objects around me are the usual wall clocks, telephones, ATMs, escalators to the upper level, and of course airplanes on the runway visible through the terminal windows.

The airline clerks are moving their fingers over computer keyboards and looking at screens. The crowd exhibits the usual mixture of good humor, impatience, and respectful waiting in line. When I reach the head of my line, I show a piece of paper (my flight plan) to someone I've never seen before and will probably never see again (a check-in clerk). She in turn hands me a piece of paper giving me permission to fly hundreds of miles to a place that I've never visited before, and whose inhabitants don't know me but will nevertheless tolerate my arrival.

To travelers from the U.S. or Europe, the first feature that would strike them as distinctive about this otherwise familiar scene is that all the people in the hall except myself and a few other tourists are New Guineans. Other differences that would be noted by overseas travelers are that the national flag

over the counter is the black, red, and gold flag of the nation of Papua New Guinea; the counter airline signs don't say American Airlines or British Airways but Air Niugini; and the names of the flight destinations on the screens have an exotic sound: Goroka, Kikori, Kundiawa, and Wewak. The airport at which I was checking in that morning was that of Port Moresby, capital of Papua New Guinea. To anyone with a sense of New Guinea's history — including me, who first came to Papua New Guinea in 1964 — the scene was at once familiar, astonishing, and moving. I found myself mentally comparing the scene with the photographs taken by the first Westerners to enter and “discover” New Guinea's highlands in 1931, filled with more than a million New Guinea villagers still, at that time, using stone tools. In those photographs the highlanders, who had been living for thousands of years in relative isolation with limited knowledge of an outside world, stare in horror at their first sight of Europeans. I looked at the faces of those New Guinea passengers, counter clerks, and pilots at Port Moresby airport in 2006, and I saw in them the faces of the New Guineans photographed in 1931. The people standing around me in the airport were of course not the same individuals of the 1931 photographs, but their faces were similar.

The most obvious difference between that 2006 check-in scene in my memory and the 1931 photographs of “first contact” is that New Guinea highlanders in 1931 were clothed in grass skirts, had net bags over their shoulders, and wore headdresses of bird feathers, but in 2006 they wore standard international clothing, such as shirts, trousers, skirts, shorts, and baseball caps. Within a generation or two, New Guinea highlanders learned to write, use computers, and fly airplanes. Some of the people in the hall might actually have been the first people in their tribe to have learned reading and writing. That generation gap was symbolized for me by the image of two New Guinea men in the airport crowd, the younger leading the older: the younger in a pilot's uniform, explaining to me that he was taking the older one, his

grandfather, for the old man's first flight in an airplane; and the gray-haired grandfather looking almost as confused and overwhelmed as the people in the 1931 photos.

But an observer familiar with New Guinea history would have recognized bigger differences between the 1931 and 2006 scenes, beyond the fact that people wore grass skirts in 1931 and Western clothing in 2006. New Guinea highland societies in 1931 lacked not just manufactured clothing but also all modern technologies, from phones and credit cards to computers, escalators, and airplanes. More fundamentally, the New Guinea highlands of 1931 lacked writing, metal, money, schools, and national government. If we hadn't actually had recent history to tell us the result, we might have wondered: could a society without writing really master it within a single generation?

An attentive observer familiar with New Guinea history would have noted still other features of the 2006 scene shared with other modern airport scenes but different from the 1931 highland scenes captured in the photographs made by the initial European explorers. The 2006 scene contained a higher proportion of gray-haired old people, relatively fewer of whom survived in traditional highland society. The people gathered in the airport, while initially striking a person without previous experience of New Guineans as being mostly the same, were diverse in other respects: tall lowlanders from the south coast, without beards and with narrower faces; shorter, bearded, wide-faced highlanders; and islanders and north coast lowlanders with somewhat Asian-like facial features. In 1931, it would have been utterly impossible to photograph highlanders, south coast lowlanders, and north coast lowlanders together.

A linguist listening to the crowd would have distinguished dozens of languages, falling into very different groups: languages with words distinguished by pitch as in Chinese, Austronesian languages with relatively simple syllables and consonants, and other Papuan languages. In 1931 one

could have encountered individual speakers of several different languages together, but never a gathering of speakers of dozens of languages. Two widespread languages, English and Tok Pisin (also known as Neo-Melanesian or Pidgin English), were the languages being used in 2006 at the check-in counter and also for many of the conversations among passengers, but in 1931 all conversations throughout the New Guinea highlands were in local languages, each of them spoken only in a small area.

Another subtle difference between the 1931 and 2006 scenes was that the 2006 crowd included some New Guineans with a common American body type: overweight people with “beer bellies” hanging over their belts. The photos of 75 years ago show not even a single overweight New Guinean: everybody was lean and muscular. If I could have interviewed the physicians of those airport passengers, I would have been told of a growing number of cases of diabetes linked to being overweight, plus cases of high blood pressure, heart disease, stroke, and cancers unknown a generation ago.

Still another difference between the 2006 crowd and the 1931 crowds was a feature that we take for granted in the modern world: most of the people packed into that airport hall were strangers who had never seen each other before, but there was no fighting going on among them. That would have been unimaginable in 1931, when encounters with strangers were rare, dangerous, and likely to turn violent. In the modern Western world we have come to take the freedom to travel for granted, but previously it was exceptional. In 1931 no New Guinean born in Goroka had ever visited Wapenamanda, a mere 107 miles to the west; the idea of traveling from Goroka to Wapenamanda, without being killed as an unknown stranger within the first 10 miles from Goroka, would have been unthinkable. Yet I had just traveled 7,000 miles from Los Angeles to Port Moresby, a distance hundreds of times greater than the distance that any traditional New Guinea highlander would have gone in the course of his or her lifetime from his or her birthplace.

All of those differences between the 2006 and 1931 crowds can be summed up by saying that, in the last 75 years, the New Guinea highland population has raced through changes that took thousands of years to happen in much of the rest of the world. For individual highlanders, the changes have been even quicker: some of my New Guinea friends have told me of making the last stone axes and participating in the last traditional tribal battles a mere decade before I met them. Today, citizens of industrial states take for granted the features of the 2006 scene that I mentioned: metal, writing, machines, airplanes, police and government, overweight people, meeting strangers without fear, diverse populations, and so on. But all those features of modern human societies are relatively new in human history. For most of the 6,000,000 years since the pre-human and pre-chimpanzee evolutionary lines split from each other, all human societies lacked metal and all those other things. Those modern features began to appear only within the last 11,000 years. Thus, New Guinea is a window onto the human world as it was until a mere yesterday, measured against a time scale of the 6,000,000 years of human evolution. All those changes that came to the highlands in the last 75 years have also come to other societies throughout the world, but in much of the rest of the world those changes appeared earlier and much more gradually than in New Guinea. Even in those societies where the changes appeared first, it was less than 11,000 years ago, which is still tiny in comparison with 6,000,000 years. Basically, our human societies have undergone profound changes recently and rapidly.

設問 本文の内容から考えて、以下の1から10の下線部を埋めるのに最も適切なものを①から④の中から一つ選び、解答欄にそれぞれマークしなさい。解答用紙(その1)を使用。

1. The main thing that is emphasized in the first paragraph is \_\_\_\_\_.

- ① how poor the security arrangements are
- ② how normal the scene appears
- ③ the large crowds of people waiting to be served
- ④ the use of uniforms by employees who do different jobs

2. The papers exchanged between the check-in clerk and the writer will allow the latter to \_\_\_\_\_.

- ① go to a place that's familiar and where he will be welcomed by friends
- ② have a special privilege that is not available to other airline customers
- ③ take an airplane to a place where people will be bothered by his presence
- ④ travel to an area where he will be put up with even though the locals don't know him

3. The author of the passage was \_\_\_\_\_.
- ① shocked to find that he knew many of the people in the crowded airport
  - ② among the first Westerners to explore New Guinea's highlands
  - ③ a New Guinean pleased to be able to return to his home country for a visit
  - ④ able to see similarities between the faces in the 1931 photos and those of the people in the airport
4. The young New Guinea pilot leading his grandfather to his first flight represented to the author how \_\_\_\_\_.
- ① difficult it is to trust strangers in airports and other public places
  - ② much the lifespan of people in New Guinea lengthened since the 1930s
  - ③ far New Guinea society had come in just a few generations
  - ④ the relationship between elders and young people had changed over time
5. Before the 1930s, societies in the New Guinea highlands lacked \_\_\_\_\_.
- ① clothing produced in factories but enjoyed the use of some modern technologies
  - ② the ability to make any sort of clothing
  - ③ not only clothing made in factories but any kind of modern appliances
  - ④ ways of knowing about the customs and practices of their ancestors



6. The scene at the airport in 2006 featured \_\_\_\_\_.
- ① people who varied much more in appearance than those in the 1931 photos
  - ② children who were better behaved than those in the 1931 photos
  - ③ a lower percentage of elderly people than those pictured in the 1931 photos
  - ④ so many European travelers that traditional New Guinean culture had little chance of survival
7. English and Tok Pisin were \_\_\_\_\_.
- ① used in customer service situations in the New Guinea highlands prior to 1931
  - ② spoken throughout the New Guinea highlands in 1931
  - ③ not allowed to be spoken in public because they were the languages of the colonizers
  - ④ among the dozens of languages being spoken at the airport
8. In the paragraph beginning with “Another subtle difference”, a reader might assume that the diet and lifestyle of New Guineans \_\_\_\_\_ over the previous 75 years.
- ① changed a little
  - ② transformed for the better
  - ③ went through drastic changes
  - ④ stayed the same

9. Prior to 1931, it would have been \_\_\_\_\_.

- ① impossible for New Guineans to travel long distances because they lacked the physical stamina
- ② dangerous or deadly for a New Guinean to travel long distances
- ③ an enjoyable adventure for New Guineans to go to places where they could meet strangers
- ④ common for airports to serve as places where New Guineans could socialize

10. The changes New Guinea experienced in the last 75 years \_\_\_\_\_.

- ① happened in a short time compared to those experienced in most other parts of the world
- ② happened more slowly than in most other areas of the world
- ③ involved technology but not social or political matters
- ④ were more radical than those experienced by humans in general over the period of their evolution

**問題Ⅱ** 次の英文を読んで、下線部(1)、(2)を日本語に訳しなさい。解答用紙(その2)を使用。

Sketching has long been an effective tool to help imagine, think about, define, refine and realize ideas. Inventors, in particular, often depend on this resource to explore concepts, test approaches, clarify ideas, and explain their creative method. Artistic skill is not the point; rather, there seems to be a <sup>(1)</sup> mysterious relationship between the mind and the hand that stimulates the imagination. For many, the very gestures involved in moving a pen or pencil across paper produce a thought that will be developed further in gradually more finished drawings.

Inventors may follow the first visual notes on their concepts with scale or measured drawings and, in time, build the first model. A series of sketches can illustrate the whole “invention biography” of an item. Once completed, a sketch can provoke responses, sparking discussions and other dynamic engagement with an inventor’s work. These sketches are a significant part of the invention record, providing insight into how innovative ideas take shape, from the first inspiration to a concrete result. And these sometimes rough drafts may be the only remaining evidence of an idea that disappeared or one that was never realized.

Most inventors keep written records of their work, and many of the sketches include text describing function and the types of raw materials intended for creating a model. However, words alone are not adequate. Sketches make it possible to vividly imagine what something will look like, and <sup>(2)</sup> how it might work, before the inventor commits time and money to manufacturing the item.

**問題Ⅲ**

次の設問に答えなさい。

- (1) 次の文を英文に訳しなさい。解答用紙(その3)を使用。

ネットには情報が溢<sup>あふ</sup>れているということになっているけど、ぜんぜんそんなことはないんです。むしろ重要な情報は見えない。なぜなら、ネットでは自分が見たいと思っているものしか見ることができないからです。そしてまた、みな自分が書きたいと思うものしかネットに書かないからです。

- (2) 次の11から15について、空所に①から⑤の中から最も適切な語を入れ、文法的に正確かつ意味の通る文を作りなさい。そのとき( \* )に入る語の番号を解答欄にマークしなさい。文頭に来る文字も小文字にしてあります。解答用紙(その1)を使用。

11. Draw a straight line AB four centimeters long. Continue the line AB to point C (      ) (      ) AC is (      ) ( \* ) (      ) as AB.

- ① as                                  ② long                                  ③ so  
④ twice                                  ⑤ that

12. (      ) that events depicted in this novel (      ) fictional, we ( \* ) (      ) (      ) to look for historical accuracy.

- ① are                                  ② know                                  ③ than  
④ given                                  ⑤ better

13. In a lecture, you must ( ) into ( ) the students' cultural background and other socioeconomic characteristics that ( ) ( \* ) the way your message is ( ).

- ① may                                  ② account                                  ③ take  
④ received                                  ⑤ influence

14. Spilling the coffee made the boss get even ( ) ( ) ( \* ) I ( ) rudely ( ) his thinking.

- ① than                                  ② had                                  ③ interrupted  
④ when                                  ⑤ angrier

15. There ( ) ( ) ( \* ) that all kinds of animals, ( ) humans, communicate with each other by whatever ( ) so that they can avoid conflict and maintain peace.

- ① is                                  ② means                                  ③ denying  
④ including                                  ⑤ no

**問題IV** 次の設問について、50 語程度の英文を書きなさい。解答用紙(その3)を使用。

What do you think are the warning signs of using social media too much and what would you do if you saw such signs in someone close to you?

**問題 V** 以下の 16 から 25 の空所に入る最も適切なものを①から④の中から一つ選び、解答欄にそれぞれマークしなさい。解答用紙(その1)を使用。

16. He owes it entirely ( ) you that his presentation the other day was a great success.

- ① with                      ② by                      ③ to                      ④ at

17. Young ( ) she is, she has already been running a company that designs knit caps for many years.

- ① for                      ② but                      ③ still                      ④ as

18. Our department is committed to providing students ( ) the best possible curriculum for learning English in Japan.

- ① at                      ② over                      ③ with                      ④ on

19. Though she feels lonely, she ( ) to herself because she is very timid.

- ① reserves                      ② keeps                      ③ preserves                      ④ frightens

20. You should rewrite this sentence, since it does not ( ).

- ① make sense                      ② make notice  
③ take senses                      ④ take notes

21. I never look at this photograph without being (        ) my high school days.

① remembered

② remembered of

③ reminded

④ reminded of

22. We stayed in a hotel room with (        ) that we would like to come here again.

① such a nice view

② so a nice view

③ view so nice

④ a such nice view

23. Even if we are in a difficult situation, we (        ) positive.

① forgot staying

② will forget to staying

③ would not forget to staying

④ will not forget to stay

24. Little (        ) that I would meet him in Tokyo after ten years' separation.

① am I dreaming

② did I dream

③ have I dreamed

④ will I dream

25. If I (        ) her all I knew, she would be shocked.

① will tell

② were to tell

③ have told

④ am telling









