

英 語

注 意

1. 問題は全部で19ページである。
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。
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)

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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。

第1問 次の英文(1)~(25)の下線の意味に最も近いものを、それぞれ下の(1)~(4)のうちから1つ選びなさい。

(1) A diligent student is well rewarded.

- (1) rich
- (2) skilled
- (3) punctual
- (4) conscientious

(2) The mayor read his proclamation from the steps of city hall.

- (1) amnesty
- (2) freedom
- (3) denial
- (4) government announcement

(3) The cheerleaders strutted at the head of the parade.

- (1) swindled
- (2) swaggered
- (3) waved
- (4) leaped high

(4) Nancy finally succeeded in unraveling the wool thread.

- (1) untangling
- (2) knitting
- (3) selling
- (4) buying

- (5) It is time to replenish our supply of paper.
- (1) reduce
 - (2) refill
 - (3) use up
 - (4) advertise
- (6) You will not accomplish much with a defiant attitude.
- (1) friendly
 - (2) discreet
 - (3) placid
 - (4) antagonistic
- (7) We are sending our surplus butter abroad.
- (1) rancid
 - (2) excess
 - (3) useless
 - (4) spoiled
- (8) The newspaper received an anonymous letter.
- (1) a friendly
 - (2) a full of praise
 - (3) an unsigned
 - (4) a critical
- (9) Pious thoughts and generous actions characterize a good man.
- (1) Virtuous
 - (2) Violent
 - (3) Faithless
 - (4) Patient

(10) Valiant efforts were exerted to elect our candidate.

- (1) Vain
- (2) Futile
- (3) Courageous
- (4) Foolish

(11) He tried to do the painting but he botched the job.

- (1) tore
- (2) removed
- (3) spoiled
- (4) quit

(12) The wind ruffled the water.

- (1) smoothed
- (2) disturbed
- (3) spilled
- (4) cooled

(13) The deer was startled when he saw me.

- (1) pleased
- (2) aware
- (3) surprised
- (4) shot

(14) The teacher permitted John to dispute.

- (1) argue
- (2) leave
- (3) talk
- (4) remain

- (15) Look at the cow grazing peacefully.
- (1) roaming
 - (2) staring
 - (3) lying
 - (4) feeding
- (16) The book engrossed her.
- (1) stimulated
 - (2) interested
 - (3) bored
 - (4) repelled
- (17) He had a bluff expression.
- (1) an angry
 - (2) a threatening
 - (3) a hearty
 - (4) a pretentious
- (18) He never wavered in his determination to become a lawyer.
- (1) sulked in
 - (2) hesitated in
 - (3) regretted
 - (4) strengthened
- (19) With what intensity the sun shines on the water!
- (1) propensity
 - (2) facility
 - (3) consequence
 - (4) brightness

20) Perseverance led to his success.

- (1) Precaution
- (2) Testimony
- (3) Rectitude
- (4) Persistence

21) Arteries dilate and contract.

- (1) respond
- (2) carry blood
- (3) bleed
- (4) expand

22) The chairman was anxious to adjourn the meeting.

- (1) conduct
- (2) attend
- (3) close
- (4) address

23) Not long after the play began, the children began to fidget.

- (1) clap
- (2) move restlessly
- (3) laugh aloud
- (4) shriek

24) The person has a habit of meddling.

- (1) stumbling
- (2) cheating
- (3) interfering
- (4) playing jokes

(25) The policeman consoled the weeping child.

(1) found

(2) scolded

(3) played with

(4) comforted

第2問 次の(A)~(D)に答えなさい。

(A) 次の英文を読んで小問(26)~(31)について、それぞれ最も適切なものを(1)~(4)の中から一つ選びなさい。

As the last continental ice sheet wasted away, what effects did the tremendous volume of meltwater have on American rivers? Rivers that now contain only a trickle of water were huge in the glacial ages. Other river courses were blocked by the ice sheet or clogged with morainal debris. Large dry stream channels have been found that were preglacial tributaries to the Mississippi and other river systems.

During the glacial ages, the climate in North America, even beyond the glaciated parts, was more humid than it is now. Most of the presently arid regions of the western United States had moderate rainfall, as traces or remnants of numerous lakes indicate. These pluvial lakes (formed in a period of abundant rainfall) once existed in Utah, Nevada, and eastern California. Some may have been fed by meltwater from mountain glaciers, but most were simply the result of a wetter climate.

Great Salt Lake in Utah is but a small remnant of a much larger body of fresh water called Lake Bonneville, which, at its maximum size, was nearly as large as Lake Michigan is today. Ancient beaches and wave-cut terraces on hillsides indicate the depth and extent of ancient Lake Bonneville. As the climate became more arid, lake levels lowered, outlets were cut off, and the water became salty, eventually leaving behind the Bonneville salt flats and the present very saline Great Salt Lake.

Even Death Valley in California — now the driest and hottest place in the United States — was occupied by a deep lake during the Pleistocene. The salt flats that were left when this lake dried include rare salts that were mined during the pioneer days of the American West.

All of the water for the great glaciers had to come from somewhere. The water was “borrowed” from the oceans, such that sea level worldwide was lower than it is today — at least 130 meters lower, according to scientific estimates.

If today’s ice sheets were to melt, sea level worldwide would rise by over 60 meters, and shorelines would be considerably further inland. It’s important to realize that our present shorelines are not fixed and are very much controlled by climate changes. We should also realize that we are still in a cooler than usual (relative to most of Earth’s history) time, perhaps the effects of the last ice age.

What is the evidence for lower sea level? Stream channels have been charted in the present continental shelves, the gently inclined, now submerged edges of the continents. These submerged channels are continuations of today’s major rivers and had to have been above sea level for stream erosion to take place. Bones and teeth from now-extinct mammoths and mastodons have been dredged up from the Atlantic continental shelf, indicating that these relatives of elephants roamed over what must have been dry land at the time.

(26) What is the main purpose of this passage?

- (1) to develop a policy to stop glaciers from completely disappearing
- (2) to determine if global warming is causing glaciers to melt
- (3) to ascertain the causes of rising sea levels
- (4) to explain the effects of glaciation

(27) Which of the following statements about the geography of North America during the glacial ages is not true?

- (1) Many rivers were much larger than they are today.
- (2) The climate was more humid than it is today.
- (3) The Mississippi river was a small river system compared to today.
- (4) Many dry regions had more rainfall than they do today.

- (28) What is the author's main purpose in introducing Lake Bonneville?
- (1) to provide an example of how a lake decreased in size over time
 - (2) to verify how wide and sanitary beaches were in early times
 - (3) to analyze how the lakes of North America became so salty
 - (4) to explain how glaciation affected the quality of fishing in deep lakes
- (29) The word "these" in paragraph 7, line 3 refers to which of the following words?
- (1) channels
 - (2) shelves
 - (3) edges
 - (4) continents
- (30) According to the passage, which of the following statements about sea levels during the glacial ages is true?
- (1) If the present ice sheets melted, sea levels would shrink by 130 meters.
 - (2) Sea levels were 60 meters lower than today.
 - (3) Shorelines around the world were influenced by climate changes.
 - (4) Coastal regions were more heavily affected by tidal waves.
- (31) The main reason to include paragraph 6 is _____.
- (1) to explain why global warming is not such a big issue
 - (2) to provide further support for the author's point in paragraph 5
 - (3) to summarize all of the main points of the passage
 - (4) to present a different viewpoint to the author's opinion in paragraph 1

- (B) 次の英文を読んで小問(32)~(38)について、それぞれ最も適切なものを(1)~(4)の中から一つ選びなさい。

The skills that typify effective managers fall into three general categories: technical, conceptual, and interpersonal. A technical skill is a specific skill needed to accomplish a specialized activity. For example, the skills engineers and machinists need to do their jobs are technical skills. First-line managers (and, to a lesser extent, middle managers) need the technical skills relevant to the activities they manage. Although these managers may not perform the technical tasks themselves, they must be able to train subordinates, answer questions, and otherwise provide guidance and direction. A first-line manager in the accounting department of the Hyatt Corporation, for example, must be able to perform computerized accounting transactions and help employees complete the same accounting task. In general, top managers do not rely on technical skills as heavily as managers at other levels. Still, understanding the technical side of a business is an aid to effective management at every level.

Conceptual skill is the ability to think in abstract terms. Conceptual skill allows a manager to see the “big picture” and understand how the various parts of an organization or idea can fit together. These skills are useful in a wide range of situations, including the optimization of goals. They are usually more useful for top managers than for middle or first-line managers.

An interpersonal skill is the ability to deal effectively with other people, both inside and outside an organization. Examples of interpersonal skills are the ability to relate to people, understand their needs and motives, and show genuine compassion. One reason why Mary Kay Ash, founder of Mary Kay Cosmetics, has been so successful is her ability to motivate her employees to keep the same vision as she has for the company. And although it is obvious that a chief executive officer (CEO) such as Mary Kay Ash must be able to work with employees throughout the organization, what is not so obvious is

that middle and first-line managers also must possess interpersonal skills. For example, a first-line manager on an assembly line at Procter & Gamble must rely on employees to manufacture Tide detergent. The better the manager's interpersonal skills, the more likely the manager will be able to lead and motivate those employees. When all other things are equal, the manager who can exhibit these skills will be more successful than the arrogant and brash manager who does not care about others.

- (32) Which of the following titles is the most appropriate for this passage?
- (1) How to Become an Organized Manager
 - (2) Key Management Skills
 - (3) Essential Training for Business Managers
 - (4) The Diminishing Role of Managers in the Workplace
- (33) Each of the following is an example of a technical skill EXCEPT _____.
- (1) reviewing an accounting system
 - (2) writing an excellent computer program
 - (3) being a good listener
 - (4) calculating complex statistics
- (34) According to the passage, which of the following statements about management skills is not true?
- (1) An example of an interpersonal skill is the ability to motivate people effectively within an organization.
 - (2) Conceptual skills can be applied to only a limited number of situations.
 - (3) A technical skill is a skill needed to carry out a particular task.
 - (4) First-line managers should have the technical skills relevant to the activities they manage.

- (35) According to the passage, which of the following statements about conceptual skills is true?
- (1) They are important for middle level managers to possess.
 - (2) They enable managers to think of the uppermost goals.
 - (3) They require more concentration than other skills.
 - (4) They make it necessary for managers to earn an advanced degree.
- (36) According to the author, what is the reason for Mary Kay's success?
- (1) She encourages her employees to have the same goals as she has.
 - (2) She gives large bonuses to employees who strongly support her.
 - (3) She's excellent at training middle level and first-line managers.
 - (4) She reinvests most of the company's profits back into the firm.
- (37) According to the passage, why is it important for first-line managers to possess interpersonal skills?
- (1) It supports them in performing crisis management.
 - (2) It assists them in understanding how to fix machinery.
 - (3) It helps them in becoming more effective leaders.
 - (4) It hinders them in motivating assembly line workers.
- (38) If a new paragraph were added to the passage after paragraph 3 what would it most likely be about?
- (1) Mary Kay Ash's academic background
 - (2) methods of managerial skill training
 - (3) the history of Hyatt Corporation
 - (4) a list of the top CEOs in the U.S.

- (C) 次の英文を読んで小問(39)~(44)について、それぞれ最も適切なものを(1)~(4)の中から一つ選びなさい。

Fifty years ago, computers were used primarily by researchers and scientists. Today, computers are an integral part of our lives. Experts call this trend pervasive computing, in which few aspects of daily life remain untouched by computers and computing technology. With pervasive computing — also referred to as ubiquitous computing — computers are found virtually everywhere and computing technology is integrated into an ever-increasing number of devices to give those devices additional functionality, such as enabling them to communicate with other devices on an on-going basis. Because of the prominence of computers in our society, it is important to understand what a computer is, a little about how a computer works, and the implications of living in a computer-oriented society.

Prior to about 1980, computers were large and expensive, and few people had access to them. Most computers used in organizations were equipped to do little more than carry out high-volume processing tasks, such as issuing bills and keeping track of product inventories. The average person did not need to know how to use a computer for his or her job, and it was uncommon to have a computer at home. Furthermore, the use of computers generally required a lot of technical knowledge and the use of the Internet was reserved primarily for researchers and educational institutions. Because there were few good reasons or opportunities for learning how to use computers, the average person was unfamiliar with them.

Beginning in the early 1980s, things began to change. Microcomputers — inexpensive personal computers — were invented and computer use increased dramatically. The creation of the World Wide Web (WWW) in the late 1980s and the graphical Web browser in the 1990s brought personal computing to a whole new level and began the trend of individuals buying and using computers

for personal use. Today, more than 80% of all U.S. households include a personal computer, and most individuals use some type of computer on the job. Whether you become a teacher, attorney, doctor, engineer, restaurant manager, salesperson, professional athlete, musician, executive, or skilled tradesperson, you will likely use a computer to obtain and evaluate information, to facilitate necessary on-the-job tasks, and to communicate with others. Today's computers are very useful tools for these purposes; they are also taking on new roles in our society, such as delivering entertainment on demand. In fact, computers and the traditional communication and entertainment devices that we use every day — such as telephones, televisions, and home entertainment systems — are converging into single units with multiple capabilities. For instance, you can check your e-mail (electronic messages), watch videos, and view other Internet content on your living room TV; you can make telephone calls via your personal computer; and you can view Internet content and watch TV on your mobile phone. As a result of this convergence trend, the personal computer has moved beyond an isolated productivity tool to become an integral part of our daily lives.

- (39) Which of the following titles is the most appropriate for this passage?
- (1) Overcoming Computer Problems
 - (2) Mastering Computer Programming
 - (3) The Early History of Computer Science
 - (4) The Ubiquitous Nature of Computers
- (40) What point does the author try to make about the importance of pervasive computing?
- (1) The quality of computer hardware and software has greatly improved.
 - (2) There are a variety of operating systems to choose from.
 - (3) Computers have had an effect on almost every area of human life.
 - (4) Today's computers have more functions than they did in the early days.

- (41) According to the passage, which of the following points about computers before 1980 is true?
- (1) Computers were accessible to a larger number of people.
 - (2) Computers were larger and less costly to produce.
 - (3) Computers were equipped with more programs.
 - (4) Computers were not commonly used in the workplace.
- (42) According to the passage, which of the following statements about computers after 1980 is not true?
- (1) The cost of purchasing a new computer decreased.
 - (2) The number of computer owners increased.
 - (3) The use of computers required a lot of knowledge.
 - (4) The World Wide Web was created.
- (43) According to the passage, what is one of the main differences between early computers and today's?
- (1) Early computers were cheaper and more powerful.
 - (2) Early computers were used only by the military.
 - (3) Today's computers have fewer entertainment functions.
 - (4) Today's computers are more omnipresent.
- (44) According to the passage, what influenced people to start using computers for personal purposes?
- (1) the WWW and web browser
 - (2) Microsoft Windows and Office
 - (3) Apple computers and iPhones
 - (4) expensive and smaller computers

- (D) 次の英文を読んで小問(45)~(50)について、それぞれ最も適切なものを(1)~(4)の中から一つ選びなさい。

Creativity is the ability to produce novel and socially valued ideas or objects. The ideas and objects may range from philosophy to painting, from music to mousetraps so long as they are novel and socially valued. The effort to understand creativity began with an attempt to identify the relationship between creativity and intelligence.

Some researchers believe that creativity is simply one aspect of intelligence. Previous studies have found that experts on intelligence generally placed creativity under the heading of verbal intelligence. Creativity and insight have been included as important elements in the experiential component of human intelligence.

Although some psychologists believe that creativity is one aspect of intelligence, most IQ tests do not measure creativity, and many researchers in the area of cognitive abilities would argue that intelligence and creativity are not the same thing. What, then, is the relationship between intelligence and creativity? For instance, are people who score high on IQ tests likely to be more creative than those who score low?

Early studies typically found little or no relationship between creativity and intelligence. Critics pointed out, however, that these early studies examined only bright students. The average IQ of the students tested, for example, was 132. Perhaps creativity and intelligence are linked until IQ reaches a certain level, or threshold, after which there is little or no relationship between them. This is called the threshold theory and there is considerable evidence to support it. One study found that the correlation between intelligence and creativity was measured as 0.88 for people with IQ scores below 90, 0.69 for those with IQ scores ranging from 90 to 110, -0.30 for those with IQ scores between 110 and 130, and -0.09 for those with IQ

scores above 130. In other words, intelligence was important up to an IQ of 110, but above this threshold there was little or no relationship between IQ and creativity. Other studies have borne out these findings. All of these studies relied heavily on tests of creativity, but other studies of people who have demonstrated outstanding creativity in their lives also support the threshold theory. These studies show that creative people tend to be highly intelligent; that is, highly creative artists, writers, scientists, and mathematicians tend, as a group, to score high on intelligence tests. But for individuals in this special group, there is little relationship between IQ scores and levels of creative achievement, just as the threshold theory would predict. Thus, a certain level of intelligence appears to be a necessary, but not sufficient, condition for creative work.

Interestingly, creative people are often perceived as being more intelligent than less creative people who have equivalent IQ scores. Perhaps some characteristic that creative people share—possibly “effectiveness” or some quality of social competence—conveys the impression of intelligence even though it is not measured by intelligence tests.

In general, creative people are problem finders as well as problem solvers. The more creative people are, the more they like to work on problems they have set for themselves. Thus, creative scientists, such as Charles Darwin or Albert Einstein, often work for years on a problem that has sprung from their own curiosity. Great artists, scientists, and writers have more than simple “talent” or “genius”; they also have intense dedication, ambition, and perseverance.

- (45) Which of the following titles is the most appropriate for this passage?
- (1) Research Methods for Analyzing Human Creativity
 - (2) The History of Cognitive Science
 - (3) How to Increase IQ through Creativity
 - (4) The Relationship between Creativity and Intelligence
- (46) According to the passage, which of the following points about threshold theory is true?
- (1) The correlation between IQ and creativity is much higher for extremely intelligent people.
 - (2) Little correlation exists between IQ scores and levels of creative achievement for some people.
 - (3) Lower IQ people tend to be more creative than higher IQ people.
 - (4) Scientists tend to be more creative than people in other professions.
- (47) The main purpose of paragraph 3 is _____.
- (1) to explain how to conduct research in the behavioral sciences
 - (2) to provide evidence for the claim presented in the previous paragraph
 - (3) to introduce a different opinion from the one presented in paragraph 2
 - (4) to prepare readers for the argument presented in paragraph 4
- (48) According to the passage, one possible reason why creative people are viewed as more intelligent than less creative people is that they _____.
- (1) have a deep understanding of sociology and anthropology
 - (2) are evaluated only by intelligence tests
 - (3) value rote memorization in academic training
 - (4) tend to be socially skillful and good at problem solving

- (49) Why does the author mention Charles Darwin and Albert Einstein?
- (1) to support the main argument presented in the paragraph
 - (2) to give credibility to the notion that scientists must possess creativity
 - (3) to illustrate how dedication and hard work can make a person smarter
 - (4) to explain why creativity was the key to their popularity and success
- (50) According to paragraph 4, which of the following IQ levels exhibited the highest correlation for the link between intelligence and creativity?
- (1) less than 90
 - (2) between 90 and 110
 - (3) between 110 and 130
 - (4) higher than 130

