

平成 28 年度

[英 語]

問 題 用 紙

試験時間	90分
問題用紙	1 ~ 15頁

注 意 事 項

1. 指示があるまで問題用紙は開かないこと。
2. 問題用紙および解答用紙に落丁、乱丁、印刷の不鮮明な箇所があったら、手を挙げて監督者に知らせること。
3. 解答が終わっても、または試験を放棄する場合でも、試験終了までは退場できない。
4. 机上には、受験票と筆記用具および時計（計時機能のみ）以外は置かないこと。
5. 筆記用具は鉛筆、シャープペンシル、消しゴムのみとする。
(コンパス、定規等は使用できない。)
6. 止むを得ず下敷を使用する場合は、監督者の許可を得ること。
7. 問題用紙および解答用紙に受験番号と氏名を記入すること。
8. 解答はすべて解答用紙の所定の解答欄に記入すること。欄外には何も書かないこと。
9. この問題用紙の余白は草稿等に自由に用いてよい。
10. 耳栓の使用はできない。
11. 携帯電話等の電源は必ず切り、鞆の中にしまうこと。
12. 質問、用便、中途退室など用件のある場合は、無言のまま手を挙げて監督者の指示に従うこと。
13. 受験中不正行為があった場合は、試験の一切を無効とし、試験終了時間まで別室で待機を命じる。
14. 退室時は、試験問題および解答用紙を裏返しにすること。
15. 試験終了後、この問題用紙は持ち帰ること。

受験番号	
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氏 名	
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[I] 次の英文を読み、設問に答えよ。

The human household is one of the few ecosystems on Earth becoming increasingly common. Each day, more foundations are laid, more sidewalks are poured and more lawns are mowed. The species in and around our households are interesting intrinsically. They are the ones we interact with most often, and they are the species among which evolution is likely most rapidly, both because their biome is expanding and because they are very often small and reproduce rapidly. These species living on and beside us are also interesting for another very important reason: their may directly influence our health and wellbeing. curiously scientists have dedicated relatively little attention to understanding the ecology and evolution of the species that live alongside us, be they bacteria, fungi, or insects . . . until now.

With your help, we'll start by exploring the microbial life of our homes. Microbes are abundant and ubiquitous on our bodies, in the environment, and in our homes, yet we know so little about their diversity in the most everyday places. We aim to change that by building an atlas of house-associated microbial diversity. We'll use information you provide about the features of your house and lifestyle to test a handful of ⁽¹⁾ hypotheses that might explain something about the microbial communities we observe in your homes.

{ ア } We think some of the physical and design attributes of your house might determine the microbial species that live there. , we'll ask you a few questions about the architecture, building materials, carpeting, ventilation, and heating and cooling system of your home — think of these questions as characterizing your home. If patterns emerge linking home characteristics to specific types of microbes, our research could (ultimately suggest useful ways to re-design our homes.

{ イ } It's likely that your home's occupants (particularly those you see and interact with on a daily basis) might play a role in structuring the microbial communities we find living in there. Not only do we hypothesize that the number of humans occupying your home matter to microbes, but we suspect their age and sex could too. We think the non-human species you keep in your home may also wield some influence on the type of microbes we find there — so we'll ask you questions about your pets (type and number) and even the number of house plants you maintain.

{ ウ } Realistically, it is very unlikely that the species in a house in Alaska and one in Florida are the same, or that Grandpa's Iowa farmstead shares exactly the same species with Cousin Beverly's Park Avenue penthouse. But how different are they really and what for those differences?

{ エ } To characterize the outside environment of your house, we can do everything

from space (and our desktops). With your address in hand, we'll use a range of large, publicly available data sources to describe the outside attributes of your home — climatic conditions, amount of paved surface, density of people living in your neighborhood, and vegetation — each factor we think has the potential to influence the creatures with which you share your home.

A number of adverse health symptoms or diseases (itchy eyes, headaches, asthma, allergies, and auto-immune disorders, ⁽²⁾to name a few) may be linked to changes in the microbial species with which we live. Perhaps, as a consequence of “modern” living we've lost some beneficially protective species or improved the conditions for the survival of pathogens. After all, we now spend less time getting “dirty” outside, and many of us live in homes with central air, sealed windows and surfaces scrubbed clean, at every opportunity, with antimicrobial ⁽³⁾wipes.

<注> biome: 生物群系 microbial: 微生物の microbe: 微生物
ubiquitous: 至る所にいる pathogen: 病原菌, 病原体

問1 ~ に入れるのに最もふさわしい1語を次の語群から選び, 記号で答えよ。
なお, 文頭に来る語でも小文字のままとし, 同じ語を繰り返して選ばないこととする。

- | | | |
|------------------|-------------------|----------------|
| (a) accounts | (h) despite | (o) more |
| (b) additionally | (i) deteriorating | (p) point |
| (c) almost | (j) furthermore | (q) proceeding |
| (d) apparently | (k) leads | (r) receding |
| (e) changes | (l) least | (s) stands |
| (f) consequently | (m) less | (t) yet |
| (g) conversely | (n) likewise | |

問2 本文の趣旨に照らし, に入れるのに最もふさわしい表現を次の(a)~(d)から1つ選び, 記号で答えよ。

- (a) presence and attendance
- (b) appearance and attendance
- (c) appearance and resemblance
- (d) presence and absence

問 3 本文の趣旨に照らし、 に入れるのに最もふさわしい表現を次の(a)～(d)から1つ選び、記号で答えよ。

- (a) the family situations in
- (b) the ecological conditions inside
- (c) the external features regarding
- (d) the microscopic details surrounding

問 4 2番目の段落の内容から判断して、筆者は読者に対して基本的に何を何のために期待していると考えられるか。50字以内の日本語で記せ。句読点も字数に換算する。なお、解答の末尾は「すること」で締めくくることがある。

問 5 下線部(1)が指している内容は次の(A)～(D)の4つに要約することができる。本文で示されている順番がわかるように、解答欄に記号を記せ。

- (A) The microbes you live with influence your health and wellbeing.
- (B) The macro-species with whom you share your home influence the microbial species found within it.
- (C) Your home's physical characteristics influence the microbial communities found inside it.
- (D) Geographically, climate and landscape features influence the microbial composition inside and outside of houses.

問 6 次の英文は、本文のどこに入れるのが最も適切か。本文中の{ア}～{エ}から1つを選び、記号で答えよ。さらに、そのように判断した理由を80字以内の日本語で記せ。句読点も字数に換算する。必ず文中の前後のつながりに言及すること。

While home design and occupancy might have a strong influence on the microbes in your house, the other non-exclusive possibility is that where you live also impacts the microbes living on or in your house.

問7 下線部(2)の意味に最も近いものを、次の(a)～(d)から1つ選び、記号で答えよ。

- (a) to give a few new names to the changes
- (b) to give some diseases a few names
- (c) calling some diseases by a few names
- (d) although there are many more that you could mention

問8 下線部(3)は端的に何を表しているか。表している意味に最も近いものを、次の(a)～(d)から1つ選び、記号で答えよ。

- (a) special pieces of thin cloth or soft paper
- (b) rubber devices used to remove liquid from windows
- (c) the act of removing dirt using a cloth
- (d) powder used for washing things

問9 次の(A)～(C)は本文で使われている単語を示したものである。まず、(A)～(C)の最も強く発音される部分を、単語の下に表示されている数字から1つ選び、それぞれ解答欄の左側に記入せよ。さらに、選んだ数字の部分と同じ母音を持ちしかもその母音が最も強く発音される単語をそれぞれ(あ)～(こ)から1つ選び、その記号を解答欄の右側に記入せよ。

(A) hy—poth—e—sis
① ② ③ ④

(B) tech—nique
① ②

(C) ul—ti—mate—ly
① ② ③ ④

- (あ) virus
- (い) convenience
- (う) condition
- (え) assignment
- (お) sympathetic
- (か) temporary
- (き) consequence
- (く) classification
- (け) agricultural
- (こ) characteristic

[II] 次の《英文 A》および《英文 B》を読み、設問に答えよ。

《英文 A》

A university is a community in which ideas can be expressed freely, and where there is mutual respect even when ideas or conflict. But even where such freedom exists, sharing ideas will never be safe without some consensus about how to protect those ideas. It is from these concerns that ⁽¹⁾conventions about how to cite other writers' thoughts, ideas and work have developed. Part of the learning process you have already been with will have encouraged you to acknowledge your sources, and to avoid the “cut and paste” approach to written assignments that the digital age has allowed.

This concern for preserving the freedom of academic communities works in two directions. It both protects the intellectual ownership of others, but it also safeguards your own original ⁽²⁾contributions. It is an ethic that transcends time and includes all individuals and learning communities, past and present, which have to the development of knowledge and understanding. In the global, borderless community of which we are a part, theories are to be found on the world-wide-web, in print, film and in new technologies which are rapidly developing. All of this represents intellectual effort and ⁽³⁾investments which need to be respected. Respecting ⁽⁴⁾the intellectual property of others is therefore the central ethic of academic integrity in the university community, which takes its place among many different knowledge producing communities. It is a responsibility and set of values for which all members of such communities are accountable to uphold and protect.

University lecturers frequently push students to produce well informed and original work. To do so, you will need to search for, and be familiar with the ideas and theories or practices of many other people. It is important that you understand the rules of academic integrity, so that you are not of cheating, such as ⁽⁵⁾plagiarism, and collusion. Thinking through the values associated with “academic integrity” will as an independent thinker in the university community. The important thing about carefully ideas about academic integrity is that it will help you to develop the good habits of citation and referencing as you absorb information, paraphrase ideas and quote the words of other people.

《英文 B》

The word *plagiarism* [1] derives from the Greek word *plagion*, [2] means to kidnap. In a sense, [3] taking ideas and work from [4] others unlawfully is similar to kidnapping [5] their ideas and work. If plagiarism is discovered, it not only makes the student concerned liable to serious penalties, but raises questions about personal integrity. However, sometimes [6] appears to be intentional plagiarism can be [7] poor academic practice [8] arising [9] a lack of understanding of standard methods of acknowledging the source of words, [10] ideas and diagrams in your work.

問 1 ～ に入れるのに最もふさわしい動詞を次の語群から選び、必要ならば適切な形に直して 1 語で記せ。なお、同じ語を繰り返して選ばないこととする。

accuse	consider	deprive	dispute	involve
aim	contribute	differ	distort	participate

問 2 下線部 (1)～(3) の本文中の意味は何か。最も近い意味で使われている文を次の (a)～(d) からそれぞれ 1 つ選び、記号で答えよ。

(1) convention

- (a) We go to the annual teachers' convention every summer.
- (b) It's important to follow the conventions of punctuation in an essay for school.
- (c) Britain was at the forefront of writing the conventions that established legal rights for refugees.
- (d) He addressed the convention in a confident tone.

(2) contribution

- (a) They made some important contributions to the debate.
- (b) We asked parents for a contribution toward the cost of the trip.
- (c) The money was raised by voluntary contribution.
- (d) All contributions for the school magazine must be received by August 1.

(3) investment

- (a) Her investments were mainly in technology stocks.
- (b) Lack of investment had led to a decline in public services.
- (c) Computer courses aren't cheap, but they're a good investment for your career.
- (d) Teachers' investment of time in class preparation is always underestimated.

問3 下線部(4)の具体例として本文で示されているものは何か。該当するものを次の(a)～(d)から1つ選び、記号で答えよ。

- (a) theories
- (b) the university community
- (c) academic integrity
- (d) thinkers

問4 に入れるのにふさわしい英語表現となるように、次のすべての語を最も適切な順序に並びかえよ。解答欄には並べ替えた順番に記号を記入すること。

- (あ) assist (い) be (う) for (え) operating
- (お) prepared (か) to (き) you

問5 《英文B》は、《英文A》の下線部(5)を説明している。《英文B》の文意を成り立たせるためには、[1]～[10]のいずれか3か所に文法的に適切な語を1語ずつ補う必要がある。補うべき場所3つを番号で答え、それぞれの場所について、補うべき単語1語を記せ。番号は必ず小さい順に書くこと。

問6 《英文B》の下線部を和訳せよ。

問7 次の3つの行為について、下記の指示にしたがって英文を書け。

- Skipping a class
- Cheating on a test
- Submitting an assignment late

In your opinion, which of these is most serious? Which of these is least serious? Give reasons to support your opinion. Write a paragraph of about 50 words.

50 〇

[III] Read this passage and answer the questions that follow.

Person A: I'm a teenager and am in my final year of school. I found that the system is incredibly grades-driven, so much so, that often education for its own sake is at sacrifice.

① We are over-examined and under-taught. What will you do to improve education?

Person B: I want to see our education improve as it has done over the last few years. We need teachers with better qualifications. We need young people with the ⁽¹⁾aspiration to succeed, and we need to give people the chance to start education early, that's why education starts at three and goes through to 18. That's what we are saying in our manifesto, education will be part-time or full-time till the age of 18. As far as grades and standards are concerned, I myself believe in the highest of standards. I believe if we don't search for the highest of standards, then we will not in the end get the best pupils coming out of our schools. Yes, we've got to look at the different types of exams and we will do so. But I think it's important to realize we're in this new world where we are competing with Asia, as well as America and Europe and our young people have got to have the grades, the qualifications to be able to meet the best in the world. That's what I want to achieve and I hope I can work with you to do so.

Person C: I have every sympathy with what ^②you say because education is important, that, as well as getting good grades that actually we're opening young people's minds to all the best things that have been written and all the best things that have been said and to really excite people about education. I think there is a danger that our education system has become terribly ⁽²⁾bureaucratic. We send 4,000 pages of information to schools every year. We spend a lot of money on educational quangos*. We're not getting enough to the frontline, following the child into the school. As someone who has got two children, one of whom has started school, and hopefully another to come, I'm passionate about getting as much money into the school as possible, rather than wasting it in the government. In terms of exams, we've got to have good external marking, done properly, and to high standards. I think that's absolutely key. I wouldn't want to see that change. But let's set the schools free, so we trust in the vocation of the teachers who do what they want — they're there because they have a vocation they care about.

Person D: I think everyone will recognize what ^③you're talking about, this feeling that you have to constantly jump through hoops*. The symptoms are everywhere. Our National Curriculum is 600 pages. The curriculum in Sweden, which has generally got a fairly good education system, is 16 pages. I just read the other day that head teachers now by e-mail over

the last year, have received — get this — 4,000 pages of instructions from on high from the government. This is crazy. We've got to let head teachers teach, we've got to let teachers teach. We've got to help teachers regain a sense of enthusiasm and creativity in the way that you are taught. That's why we want to put on to the statute book an Education Freedom Act which literally bans government from micromanaging what happens every minute of the day with every single test in every classroom in the country. That's what I'd like to see. I think it would make a big difference to you and other people who are at school.

<Notes> **quango**: an institution that works for the government

jump through hoops: to do something difficult or complicated in order to achieve something

1. *Based on what Person A says, which of these statements is he/she most likely to agree with?*

- (a) Schools focus on grades so much that education for its own sake is sacrificed.
- (b) Education for its own sake should be sacrificed, so that schools can focus on grades.
- (c) Students are over-examined so that education for its own sake can be fulfilled.
- (d) Students sacrifice their grades for the sake of education.

2. *Person B says "I want to see our education improve as it has done over the last few years."*

Which of the following best describes what Person B means?

- (a) Person B wants to see education start to improve over the next few years.
- (b) Person B wants to see education continue to improve over the next few years.
- (c) Person B wants to see education stay the same as it has been over the last few years.
- (d) Person B wants to see if education has improved over the last few years.

3. Choose one of the following words that could best be used instead of the underlined word (“aspiration”) marked (1).
- (a) confidence
 - (b) potential
 - (c) intention
 - (d) agreement
4. Which of the following is closest in meaning to “As far as grades and standards are concerned”?
- (a) As grades and standards are my concern
 - (b) As long as grades and standards are of my concern
 - (c) Concerning grades and standards
 - (d) As I’m concerned with grades and standards
5. What does Person C mean by “I have every sympathy with what you say”? Choose the best answer from the following options.
- (a) I feel sorry for everything that you have said.
 - (b) I’m always happy to listen to what you say.
 - (c) I understand how you feel.
 - (d) I think you should feel sorry for yourself.
6. Which of the following is closest in meaning to the underlined word (“bureaucratic”) marked (2)?
- (a) Being of poor quality
 - (b) Including much information
 - (c) Involving complicated rules and procedures
 - (d) Responding to external conditions

7. *What is Person C's main reason for being "passionate about getting as much money into the school as possible"? Choose the best answer from the following options.*

- (a) He does not want to waste money in the government.
- (b) He has a young family.
- (c) The country spends a lot of money on educational quangos.
- (d) He wants good external marking.

8. *Which of the following best describes speaker C's family?*

- (a) He has no children.
- (b) He has one child.
- (c) He has one child and his wife is pregnant.
- (d) He has two children and his wife is pregnant.

9. *Person C and Person D both mention that schools receive 4,000 pages of information every year. What point are they trying to make? Choose the best answer from the following options.*

- (a) Schools have enough information.
- (b) Schools receive too much information.
- (c) Schools need information.
- (d) Sending information to schools is dangerous.

10. *What is speaker D's main reason for talking about the Swedish National curriculum? Choose the best answer from the following options.*

- (a) To support his opinion that Sweden has a good educational system
- (b) To provide evidence that the Swedish curriculum is 16 pages long
- (c) To support the idea that the government controls classrooms too much
- (d) To provide evidence that head teachers have received 4,000 pages of instructions from the government

11. Which of the following statements are true about an Education Freedom Act, according to what Person D says?

- (a) This is intended to provide teachers and schools with more guidance from government.
- (b) This is included in the 4,000 pages of instructions sent to teachers.
- (c) This is adopted from the education system in Sweden.
- (d) This would reduce the amount of government interference in schools.

12. Person D says "I think it would make a big difference"—What does the "it" refer to? Choose the best answer from the following options.

- (a) School
- (b) Education Freedom Act
- (c) Micromanaging
- (d) Classroom

13. Which of the following statements would Speaker D be most likely to agree with? Choose two answers from the following options.

- (a) The National Curriculum should be detailed and thorough.
- (b) Teachers and schools need more guidance from the government.
- (c) There should be a law that prevents the government from interfering too much with teaching.
- (d) Teachers' enthusiasm for teaching is constrained by government interference.
- (e) The education system in Sweden is perfect and should be copied.
- (f) The government should not influence what happens in schools in any way.
- (g) There is no way to prevent government from interfering with education.
- (h) Teachers lack creativity.

14. *Who do these underlined words refer to as they appear in the text: ①we, ②you, ③you? Choose the best answer for each of the words ①~③ from the following options.*

- | | |
|---|---------------------------|
| (a) The audience | (h) Person A, B, C, and D |
| (b) Teachers | (i) Person B, C, and D |
| (c) Students | (j) Person A |
| (d) The school | (k) Person B |
| (e) The person who is reading the article | (l) Person C |
| (f) The country as a whole | (m) Person D |
| (g) The government | |

15. *Who is most likely to say the following statements? Choose the best answer from the four Persons (A, B, C, and D).*

STATEMENT 1

“I think creativity is important in the classroom, and I think we need freedom for teachers and head teachers. One thing which I think would really help in all of those things — discipline, creativity, freedom for teachers — is quite simply good old-fashioned smaller class sizes.”

STATEMENT 2

“What I’d say in terms of what I care about most in education with my own children going through the system, I want what every parent in this country wants, and it starts with something that actually doesn’t necessarily cost money, and that is good discipline in our schools.”

16. *Which of the following best describes the above interaction among the four people?*

- (a) Four school students are talking about politics.
- (b) A teacher, head teacher, and two parents are having a heated conversation about politics.
- (c) Three politicians are answering a question about their education policies.
- (d) A student and three politicians are having a conversation about school.

使用著作物:

<https://www.nottingham.ac.uk/csc/academic-integrity/>

<http://homes.yourwildlife.org/>

<http://news.bbc.co.uk/2/shared/bsp/hi/pdfs/>

(一部改変あり)