

平成 27 年度 前期

外国語 A (英語)

10:00~10:50

解答上の注意

1. 試験開始の合図があるまでこの問題冊子を開いてはならない。
2. 外国語 A (英語) の問題紙は表紙を含めて 10 ページある。
3. 解答用紙は「外国語 A (英語) 解答用紙」1 枚である。
4. 解答用紙は必ず提出すること。(問題紙は持ち帰ってよい)
5. 受験番号は、監督員の指示に従い、解答用紙の指定された箇所に必ず記入すること。
6. 解答はすべて解答用紙の指定された欄に記入すること。
7. 必要以外のことを解答用紙に書いてはならない。
8. 問題紙の余白は下書きに使用してもさしつかえない。

Part 1. Vocabulary

Directions: Questions (1)-(20) are incomplete sentences. Beneath each sentence (or set of sentences) you will see 4 words or phrases, marked (A), (B), (C), and (D). Choose the *one* word or phrase that best completes the sentence(s). Then, write in the letter of the answer you have chosen on the answer sheet.

- (1) According to the official report, influenza () more than 500,000 people nationwide this season.
- (A) afflicted
 - (B) developed
 - (C) injured
 - (D) revealed
- (2) Almost all of the chickens in the poultry farm have been () by the deadly virus.
- (A) scrubbed out
 - (B) swept out
 - (C) washed out
 - (D) wiped out
- (3) Although we were greatly () by his plan, it seemed too costly.
- (A) inquired
 - (B) insured
 - (C) intercepted
 - (D) intrigued
- (4) As new students at medical school, many of us were unfamiliar with the campus and () late for class.
- (A) coincidentally
 - (B) consequently
 - (C) controversially
 - (D) conversely
- (5) As we took notes, our anatomy instructor labored through a lecture on the way nerve cells () impulses.
- (A) take
 - (B) transcend
 - (C) transmit
 - (D) travel
- (6) The car accident seemed to be caused by () brakes.
- (A) fall
 - (B) fatal
 - (C) fatigue
 - (D) faulty

- (7) Even though the village is comparatively small, it () one of the most spectacular rural landscapes in Hokkaido.
- (A) boasts
 - (B) conveys
 - (C) speculates
 - (D) undergoes
- (8) A fire on the top floor of the building forced the () of hundreds of residents.
- (A) alteration
 - (B) evacuation
 - (C) negligence
 - (D) occupation
- (9) Harry has been so helpful. I have to () to him someday.
- (A) do it back
 - (B) give it in
 - (C) look it out
 - (D) make it up
- (10) He couldn't concentrate on studying for his final exams because he was () with the adventurous trip he was planning for the summer holiday.
- (A) associated
 - (B) offended
 - (C) plagued
 - (D) preoccupied
- (11) Julia () the bag as hers by listing what it contained.
- (A) found
 - (B) identified
 - (C) searched
 - (D) suspected
- (12) The local semiconductor factory is () of closing because of a sharp decrease in demand.
- (A) in the neck
 - (B) on the heels
 - (C) on the verge
 - (D) over the top
- (13) The pharmaceutical company allegedly () the results of clinical trials to make us believe that their new medicine had no side effects.
- (A) assembled
 - (B) confused
 - (C) manipulated
 - (D) reduced

(14) Many scientists have long been () about her theory, but the latest experiment has proved that she is right.

- (A) contradictory
- (B) decisive
- (C) faithful
- (D) skeptical

(15) One of the () graduate courses my brother took at the university was political communication.

- (A) highest
- (B) smartest
- (C) strongest
- (D) toughest

(16) Prosperity makes friends, () tests them.

- (A) adversity
- (B) liability
- (C) probability
- (D) unity

(17) Smoking in this facility is strictly () to specific areas. Violators can be subject to a penalty.

- (A) banned
- (B) modified
- (C) restricted
- (D) tied

(18) A student came into the school office and told the secretary that he had () his bus.

- (A) jumped
- (B) missed
- (C) misunderstood
- (D) mixed

(19) There are several types of car which () on something other than gasoline.

- (A) go
- (B) run
- (C) take
- (D) use

(20) When it () mathematics, Rachel is a total loss.

- (A) becomes
- (B) comes to
- (C) goes to
- (D) relates

Part 2. Structure

Directions: Questions (21)-(40) are incomplete sentences. Beneath each sentence (or set of sentences) you will see 4 words or phrases, marked (A), (B), (C), and (D). Choose the *one* word or phrase that best completes the sentence(s). Then, write in the letter of the answer you have chosen on the answer sheet.

(21) () changed the date, we would have had to cancel the game because of the torrential rain.

- (A) Had not we
- (B) Had we not
- (C) We had not
- (D) We not had

(22) () solar power generation will be developed much further as an alternative source of energy.

- (A) If
- (B) No doubt
- (C) No matter
- (D) That

(23) As a president adviser in my dormitory, I was often called upon to unlock doors when keys () or forgotten.

- (A) losing
- (B) lost
- (C) was lost
- (D) were lost

(24) At the data-entry company () I work, the other operators and I share a coffeepot.

- (A) when
- (B) where
- (C) while
- (D) whom

(25) "How do you evaluate ()?"---"It's definitely of superb quality."

- (A) John's new article of this
- (B) this John's new article
- (C) this new article of John
- (D) this new article of John's

(26) I found your new article on ecotourism ()

- (A) interest
- (B) interested
- (C) interesting
- (D) interests

- (27) I have to go shopping for my mother because she has sprained her ankle and has trouble () around.
- (A) get
 - (B) getting
 - (C) that she gets
 - (D) to get
- (28) I just put down my contact number () there should be a problem.
- (A) as long as
 - (B) if
 - (C) in case
 - (D) unless
- (29) I stayed () all night, preparing for today's presentation.
- (A) and woke
 - (B) awake
 - (C) to be awake
 - (D) waking
- (30) I tried to explain the complex theory to the class but could not make myself () even though I deliberately avoided using technical terms.
- (A) to understand
 - (B) understand
 - (C) understanding
 - (D) understood
- (31) I usually have to do () at night because I leave for work early every morning.
- (A) a laundry
 - (B) laundries
 - (C) laundry
 - (D) the laundry
- (32) If you'd like to () the matter further, please come to my office later.
- (A) discuss
 - (B) discuss about
 - (C) discuss how
 - (D) discuss what
- (33) It is estimated that () of the people in developing countries do not have access to safe drinking water.
- (A) a three-quarter
 - (B) three-quarter
 - (C) three-quarters
 - (D) threes-quarter

- (34) It is known that 600 years ago, (), there was a ball court where nobles watched uniformed teams compete.
- (A) in what is now Mexico City
 - (B) in which Mexico City is now
 - (C) that now is Mexico City
 - (D) where is Mexico City now
- (35) Kenji apologized for being () minutes late for our meeting.
- (A) a few
 - (B) few
 - (C) less
 - (D) little
- (36) A military spokesman was quoted () saying that the border area is now safe.
- (A) as
 - (B) by
 - (C) from
 - (D) with
- (37) My mother and father were about () their 50th anniversary.
- (A) celebrate
 - (B) celebrating
 - (C) celebrating for
 - (D) to celebrate
- (38) "Oh, gosh, I haven't finished my assignment!"---"()"
- (A) I have done anything.
 - (B) Neither have I.
 - (C) No, I haven't.
 - (D) Nothing I do have.
- (39) The very first package tour Thomas Cook invented () transportation by train, a free lunch and some recreational events.
- (A) was comprised
 - (B) was comprised of
 - (C) was comprising
 - (D) was comprising of
- (40) When we watch football games on TV, () we are looking for is victory without effort.
- (A) that
 - (B) what
 - (C) when
 - (D) which

Part 3. Reading Comprehension

Directions: Read the following passage and choose the *one* best answer, (A), (B), (C), or (D), to each question below. Then, write in the letter of the answer you have chosen on the answer sheet.

The United Kingdom (UK) is a complicated country. What is the difference between 'the UK', 'Great Britain' and 'England'? Why, for instance, can this single country field different football teams in the FIFA World Cup competition, with the team that qualified for the finals in Brazil playing as 'England' and not 'the UK'? Despite the perception held by many people from outside the UK, including many in Japan, British and English (the identity, not the language) are not the same thing.

In fact, the UK has been a multicultural state for many hundreds of years. Simply put, four different 'home nations' - the ethnic nations of the English, Scots, Welsh and the Protestant Ulster community of Northern Ireland - share the islands with various 'ethnic communities' of immigrants from both Europe and former imperial colonies. All these groups have their own ethnic identities and cultures. These have come to be subsumed under the larger identity of 'British', which refers to what is essentially a 'civic' identity based on residency and citizenship. British, in other words, is the umbrella civic identity under which various ethnic sub-identities coexist. The tolerance and acceptance of ethnic diversity is therefore one of the core 'British values'.

To be 'English' rather than 'British', then, is actually to have a distinct but often implicit ethnicity - to be 'white', speak English, and share some broad cultural assumptions of an English 'way of life' that nevertheless recognize some regional variation. The civic culture of the UK (its political, legal and economic structures) by and large reflects the fact that the English are the dominant majority. But the English are not seen by ordinary people as an 'ethnic community'; this term is reserved mainly for such minority peoples as 'the black (or Afro-Caribbean) community', or the 'Asian community' (usually lumping together people of differing faiths and places of origin from the Indian subcontinent). The individuals of these communities have different physical characteristics that make them stand out from the majority population - in other words, in the popular language of UK politics and society they are 'racially' distinct. But because 'British' is a civic identity based on citizenship and loyalty to the state, it is perfectly normal for an individual with, say, Jamaican or Nigerian ancestry to be regarded as 'Black British'. This is often not the case in other countries where to be a legal citizen is also perceived to be dependent on membership in the majority ethnic nation.

However, in the UK these immigrant 'racial' groups have come to be seen by some in majority society as a 'problem'. Right-wing nationalists believe that such 'racial' communities are incapable of adopting 'British values' and customs; they 'don't fit in' and moreover, live off benefits and welfare handouts. On the other hand, there are actually many first and later

generation 'white' immigrants from Ireland, Eastern Europe and the White Commonwealth countries of Australia, New Zealand and South Africa who have assimilated and go largely unnoticed in UK society (though with the enlargement of the European Union in 2004 the new wave of Eastern Europeans that has arrived in the UK has somewhat changed this).

Finally, British identity is yet further complicated by the partial granting of political authority and power to the Scottish, Welsh and (dependent on the peace process) Northern Ireland assemblies, and the concurrent growth in 'nationalist' sentiments in the home nations that have accompanied the new institutions. This process may actually lead to the breakup of Britain. On 18 September 2014, the people of Scotland will vote in a referendum on whether to leave the UK (of which they have been part since England and Scotland signed the Act of Union that joined the two countries in 1707) and form an independent state of Scotland. The implications of this for the future of the UK are enormous. If Scotland breaks away, an essential part of the UK's multicultural identity will be lost and English nationalism may well strengthen as a result. Even if they decide to stay in the UK, increased expectations of power, a strengthened national identity and an intensified rivalry appear inevitable. Added to the rising tensions in the UK over immigration (shared with much of Europe) and the backlash against further political integration with Europe itself, such feelings may place the treasured 'British values' of tolerance and coexistence among different ethnic communities under increasing strain.

Questions:

- (41) Which statement best summarises the main point of this passage?
- (A) British values of tolerance and diversity are the result of many ethnic minorities immigrating to the UK.
 - (B) The football teams of the UK are a reflection of its multicultural composition.
 - (C) 'Racial' minorities and the people of Scotland are a big problem in the UK.
 - (D) The UK has a multicultural political and ethnic structure that incorporates different ethnic identities and communities but this could be under threat.
- (42) Which of the following statements about paragraph three is NOT correct?
- (A) British is a civic identity which all ethnic community members can share.
 - (B) For most people, the English are not one of the UK's ethnic communities as they are the majority.
 - (C) It is not possible to be both Black and British because of 'racial' differences.
 - (D) To be English is also to have a specific ethnic identity.
- (43) In paragraph four, what is the nature of 'problem' referred to?
- (A) All immigrants live off welfare and destroy the British way of life.
 - (B) British values and customs are not useful for immigrants.

- (C) 'Racially' different immigrant communities are believed not to assimilate to British society or pay for themselves.
- (D) 'Racially' different immigrants do not go unnoticed like 'white' immigrants.
- (44) Which of the following is NOT suggested in the final paragraph?
- (A) British values are under threat from recent developments in Scotland and Europe.
- (B) Nationalism in the home nations of the UK has accompanied the granting of political power and authority.
- (C) The Scottish vote on independence is unlikely to change much in the UK.
- (D) The UK has been in its current political form for over three hundred years.
- (45) Which of the following points is NOT suggested in the passage?
- (A) British identity depends on shared loyalty to the UK state and its political institutions.
- (B) Civic and ethnic identities are not the same thing in the UK, unlike in many other countries.
- (C) The civic framework of the UK is under threat from independence movements in places like Scotland, and rising anti-immigrant feelings.
- (D) Intolerance of ethnic communities is a traditional British value that is now changing.

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Part 1
Vocabulary

(1)	A
(2)	D
(3)	D
(4)	B
(5)	C
(6)	D
(7)	A
(8)	B
(9)	D
(10)	D
(11)	B
(12)	C
(13)	C
(14)	D
(15)	D
(16)	A
(17)	C
(18)	B
(19)	B
(20)	B

20 点

Part 2
Structure

(21)	B
(22)	B
(23)	D
(24)	B
(25)	D
(26)	C
(27)	B
(28)	C
(29)	B
(30)	D
(31)	D
(32)	A
(33)	C
(34)	A
(35)	A
(36)	A
(37)	D
(38)	B
(39)	B
(40)	B

20 点

Part 3
Reading Comprehension

(41)	D
(42)	C
(43)	C
(44)	C
(45)	D

10 点

合 計
50 点