

## 英語正誤問題の解法 4 (阿佐谷英語塾)

全体が1つの passage を成し、ちょっとした読解問題並の量と内容を伴う、上智型正誤問題。さすがは英語の上智というレベルの問題が出題されていた頃まで遡ってみた。この辺が現在の大学入試の正誤問題の上限と考えてよいだろう。しかし全然歯が立たないということもない。最近は量的減少、さもなければ内容と語彙の易化など、上智の正誤問題は以前よりだいぶ解き易くなっている。正誤問題を英語の得点原にすることも可能であり、他の難関大学受験生にとっても取り組んでみる価値はある。

### 正誤 (NO ERROR を含む 5 択)

[ 00 上智・外国語]

1. Now that last week's e-mail virus epidemic (a) subsided, a question (b) vexes network executives: What (c) can be done to prevent the children of Melissa from (d) causing even greater harm in the future? (e) NO ERROR
2. There is (a) no single answer, experts agree. *Letnick* *herald* posed the question to (b) more than dozen network professionals who attended last week's Electronic Messaging Association (c) Conference in Dallas as their colleagues struggled (d) with Melissa back home. (e) NO ERROR
3. Among the consensus views: Software vendors in general, and Microsoft in particular, must (a) work harder to stay ahead of the problem, especially regarding "information-gathering" (b) viruses like Melissa. Network administrators (c) need tighter controls over macros that (d) enter their networks via e-mailed Word attachments. (e) NO ERROR
4. End users must be educated and (a) convinced the need to practice safe e-mail, although a few dissenters at the conference (b) consider this approach ultimately futile. Virus authors (c) must be faced with stiffer penalties — as in jail time — to (d) deter them from plying their wares. (e) NO ERROR
5. The vast majority of end users who (a) were faced with the Melissa virus have (b) never used a macro in a document and (c) doesn't know what to do with a macro, says Edmund Lee, vice president of information services at E. W. Blanch Holdings in Minneapolis. "I'd like to see (d) administrators have more control over [those macros]." (e) NO ERROR
6. When Melissa (a) first detected, Lee's IS team (b) remotely reset the macro warning mechanism on the desktops of end users who (c) had deactivated it. "Of course, you can't force users to then (d) disable macros," he says. (e) NO ERROR
7. (a) First discovered on the *alt. sex* newsgroup on March 26, the Melissa (b) virus spread rapidly as recipients of the (c) infected Word attachment unwittingly launched the malicious macro (d) they contained. (e) NO ERROR
8. The macro in turn (a) helped itself to the first 50 names in users' contact lists and (b) sent copies to those people. The e-mail always (c) appeared to be from a known party, which (d) helped it spread within a day to thousands of companies. (e) NO ERROR
9. Macro viruses are (a) easy to write, and the inter-operability of e-mail software (b) give viruses ample opportunity to spread. So guarding against Melissa-like viruses in the future may (c) involve trade-offs, (d) observers say. (e) NO ERROR
10. The (a) suspected creator of Melissa (b) was arrested late last week in New Jersey by federal and state officials. (c) To be punishing the Melissa perpetrator (d) is considered by most to be an important element of reducing future virus threats. (e) NO ERROR

[解答・解説]

- (a) subsided → has subsided ※especially regarding "information-gathering" (b) viruses like Melissa now (that)... 「いまや...なので」が過去時制の場合は、主節の動詞 a question (b) vexes も同じ過去時制になる。しかし a question の内容を表している :What (c) can be done が現在時制なので、vexed にはできない。要するに誤りは1カ所だけなので、(b)と(c)の両方を過去時制に変えることはできない。そこで subsided を現在完了の has subsided とすれば、時制の矛盾はなくなる。現在完了と現在時制が矛盾しないのは言うまでもない。  
なお (d) の cause [do] (×give) harm は **基本・頻出**。
- (b) more than dozen ⇔ more than a dozen ※dozen [名/形] の使い方は中々難しいが、more than hundred [thousand] people がおかしいのと同じ。two [three] dozen (of) eggs のように、数詞が付いても dozens と s が付かない点でも hundred, thousand と同じ (two hundred [thousand] people)  
・ as their colleagues struggled with Melissa back home = 同僚たちが本拠地に戻ってメリッサ(ウィルス)と格闘していたとき
- (e) NO ERROR ※1~10の全体が1つの passeege であり、全体の内容を正確に読み取ろうとすると読解問題よりも難しいが、あくまでも正誤問題であることを忘れなければ、(a)~(d)に不自然な箇所は見当たらない。  
・ especially regarding "information-gathering" viruses like Melissa = 特に、メリッサのような情報収集型のウィルスに関して
- (a) convinced the need → convinced of the need ※convince 人 of ~ → 人 be convinced of ~ **基本**  
(b) consider this approach (to be) ultimately futile (=useless)  
(c) be faced with ~ = ~ に直面する  
(d) deter them from plying their wares 「彼らに自分が作ったソフトウェア(ウィルス)を使うのを思い止まらせるために」は難しい表現だが、(a)が誤りと分かるはず
- (c) doesn't know what to do with ⇔ don't know what to do with ※the [a] majority 自体は単数扱いにも複数扱いにもなるが、The vast majority of end users は当然複数扱い。The vast majority of end users (who were faced with the  
S  
Melissa virus) have never used a macro in a document and doesn't know what  
V V  
to do with a macro, という関係さえ掴めれば、have never used の have には下線が引かれていないので、複数扱いが正しいことになる。主語と動詞の一致は **基本・頻出**  
・ I'd like to see administrators have more control over [those macros].  
= 知覚動詞 + 目的語 + 原形
- (a) first detected → was first detected ※When Melissa was first detected 「メリッサが初めて検出されたとき」受動態が正しいというごく **基本的**な誤り。内容の取っつきにくさに、いかに惑わされないかがポイント。  
・ force users to then disable macros = to と disable の間に副詞が入った、いわゆる分離不定詞の形。

7. (d) they contained → it contained ※パソコンが普及し、ウィルスが日常的に話題になる昨今と違い、2000年の時点では、内容を正確に読める人はむしろ例外だったはずである。しかし、視点を they (代名詞) が何を受けるか、という正誤問題頻出のポイントに絞って考えれば、前にも後にも they で受けられるものは recipients しかないので、they=recipients か否かの見極めさえつければ良い。
- the Melissa virus spread rapidly as recipients of the infected Word attachment unwittingly launched the malicious macro (that) they contained. つまり that の先行詞=直前の the malicious macro を読み取れさえすれば、contained の主語は recipients ではなく、the infected Word attachment だとわかるはず、と言いたいが、それが簡単にわかれば苦労はない。この頃の上智外国語学部の正誤問題は確かに難しかった。したがって、正誤問題解法の基本ポリシーに反するが、7. の日本語訳を提示する。
- 3月26日に alt. sex ニュースグループで最初に発見されてから、メリッサ・ウィルスは、ウィルスに感染したワードの添付ファイルを受け取った者が、添付ファイルに含まれる有害なマクロを、そうと知らずに (添付ファイルを開いて) 自動的に起動させるにつれて、急速に蔓延(まんえん)した。
8. (e) NO ERROR ※(b)と(d)に誤りがないことは明らかなので、問題は(a)と(c)をどう理解するか。(a)は「自由にとって食べる, 飲む」でお馴染みの help oneself to であり、飲食物に限らず、「自由に取る, 利用する」の意味で広く使われるので問題ない。(c)も The e-mail was always from a known party → The e-mail always appeared [seemed] to be from a known party で誤りなし。
- a party=相手 cf. a third party=第三者, the concerned party=当事者
9. (b) give viruses → gives viruses ※S=the inter-operability of e-mail software さえ見抜ければよい。主語と動詞の一致は **基本・頻出**
10. (c) To be punishing → Punishing or To punish ※進行形のto不定詞では意味をなさない。 **基本**

※解いてみれば、半分の5問が他大学にも共通の**基本**または**基本・頻出**問題である。あと1~2問上乘せすれば合格ラインに達することになる。

正誤 (NO ERROR を含む 5 択)

[ '01～'02 上智・外国語]

1. "Cancerous growths (a) demand food; but, as far as I know, (b) it has never been cured by getting it." (c) So declared Alan Gregg, a respected vice president of the Rockefeller Foundation, in 1955. The cancer he was (d) referring to was humanity itself. (e) NO ERROR
2. (a) Human population, Gregg argued, (b) spreads over the surface of the Earth like (c) one tumor. All attempts (d) to increase resources are ultimately useless. (e) NO ERROR
3. (a) Even in 1955, the thought was (b) hardly new. Thomas Malthus (c) supplied the original script, in a hastily written pamphlet (d) which published anonymously in 1798. (e) NO ERROR
4. Population (a) increases geometrically, food supplies (b) are only arithmetically. Sooner or later, the growing (c) gap between supply and demand must (d) end in war, famine, and general misery. (e) NO ERROR
5. If there is one thing (a) certain on this Middle Earth, it is (b) that geometric growth cannot continue forever. The laws of mathematics (c) forbids it. Or that, at least, (d) has been and remains the most fundamental article of faith in Soft Green environmentalism. (e) NO ERROR
6. Partly because (a) they were televised, the Anita Hill-Clarence Thomas hearings inflamed the nation, provoked (b) everyone to take sides, and (c) was causing sexual harassment (d) to be debated in the living rooms and workplaces across the country. (e) NO ERROR
7. A reporter, (a) stopping us on the street, asked (b) Bob and I whether we (c) believed the testimony of Clarence Thomas or (d) that of Anita Hill. (e) No error. (e) NO ERROR
8. (a) Although many workplaces (b) have become more flexible, in the nineties women still (c) must choose (d) between having a serious career and having a family. (e) NO ERROR
9. (a) In this day and age, sexual harassment is dealt with (b) publicly, and is often covered by the media; (c) whereas before the Anita Hill-Clarence Thomas debacle, (d) they were usually handled privately or not at all. (e) NO ERROR
10. Speaking before the Senate committee, (a) Anita Hill was reserved; Clarence Thomas, (b) on the other hand, (c) demonstrated tremendous force and (d) self-righteous rage. (e) NO ERROR

※2001年と2002年の出題は各5問ずつなので、合わせて10問とした。したがって、1～5と6～10では passage が異なる。

[解答・解説]

1. (b) it has → they have ※下線部(b)が Cancerous growths を受けていることは明らか。またまた代名詞が何を受けているかという問題 **基本・頻出**  
(c)の So declared Alan Gregg は Alan Gregg declared so の倒置で問題なし。
2. (e) NO Error ※(b)の spreads over を argued に合わせて spread over としたくなるが, All attempts to increase resources are ultimately useless. も Gregg が argue した内容の続きと考られるので, are と同じ現在時制のままでよい。
3. (d) which published → which was published ※誤りはごく **基本的**
4. (b) are ⇒ increase → 省略 ※food supplies are only arithmetically がおかしいことは明らか。当然 increase が正しいが, Population increases geometrically, (and) food supplies (increase) only arithmetically. となる。  
要は(b)が誤りと気づけばよいので **基本的**
5. (c) forbids ⇒ forbid ※S=laws これも主語と動詞の一致で **基本・頻出**  
※2. は中々難しいが, 他は基本問題。5問中4問は取れる。なお NO ERROR が1つはあると考えるのは, 必要な受験テクニックのうち。
6. (c) was causing ⇒ were causing ※下線部(c)の主語は the Anita Hill-Clarence Thomas hearings しかなく, それを下線部(a)で they で受けていることを見抜けさえすればよい。主語と動詞の一致は **基本・頻出**
7. (b) Bob and I ⇒ Bob and me ※A reporter asked Bob and me whether... と asked の目的語であることは明らか。あまりにも **基本的**
8. (c) must choose ⇒ had to choose ※8. だけを見ると, 前に Although many workplaces have become more flexible, とあり, 一見 must でも良いように思われるが, 6. ~10. の全体を通して見れば, in the nineties は明らかに過去である。Although many workplaces have become more flexible (today), in the nineties ... と考える。**基本的** cf. なお時制の一致の場合には must は had to としても must のままだでもよいことは必要な知識。
9. (d) they were usually handled → it was usually handled ※下線部(d)が受けている主語は sexual harassment 以外にあり得ない。当然, 単数扱い。代名詞が何を受けているかは **基本・頻出**  
・ whereas=while「一方」は必須の知識。
10. (e) NO ERROR ※(a) reserved=[形]控えめな, (d) self-righteous=[形]独善的な  
※両年度とも, 判断に迷うとすれば NO ERROR の場合であり, 誤りはすべて基本的。

上智受験生は周知のことですが, 試験日程の変更に伴い同一の入試問題を使用する学部・学科が変わり, 出題傾向にも微妙な変化が生じています。しかし外国語学部の正誤問題にはその前から変化があり, 2003年度は「NO ERROR を含まない4択」となり, 2004年度は出題されず, 2005年度は 英語学科以外の外国語学部でのみ「NO ERROR を含む5択」が出たものの, 2006年度は英語学科, 英語学科以外ともに正誤問題は出ていません。したがって次に取り上げるのは, 2005年度の外国語学部(英語学科以外)の問題です。問題自体は一時に比べると本当に易くなりました。2007年度がどうなるかは, 出題形式を含めて, まったく推測の域を出ません。準備はしておかなければいけません。

正誤 (NO ERROR を含む 5 択)

[ 05 上智・外国語(英語学科以外)他]

1. My parents' faces (a) lit up (b) the minute they heard that I (c) have passed the examination (d) after all these years. (e) NO ERROR
2. It did not (a) take long (b) before the news (c) spread among the workers that Mr. Jordan was appointed (d) to president. (e) NO ERROR
3. (a) No matter how (b) beautifully a dish may look, you (c) never know how it tastes (d) until you actually have a bite. (e) NO ERROR
4. (a) Since I was feeling tired (b) from work last night, I would (c) not rather have (d) gone to the game. (e) NO ERROR
5. (a) I am no doubt that someone (b) came (c) into my room when I (d) was out this morning. (e) NO ERROR
6. Mrs. Harris (a) was kind enough to ask if our sick baby (b) was little (c) better (d) this morning. (e) NO ERROR
7. Distracted by the loud noise (a) outside, I did not notice (b) someone (c) to go (d) upstairs. (e) NO ERROR
8. (a) Having (b) so much to do, we had to spend (c) all morning in (d) the office. (e) NO ERROR
9. The crack is not (a) that big. It's only (b) three quarter of inches (c) wide and (d) an inch long. (e) NO ERROR
10. These (a) feel too tight (b) around the toes. Please show me (c) other pair, (d) will you? (e) NO ERROR

[解答・解説]

1. (c) have passed → had passed ※they heard that I had passed... という時制の問題は **基本・頻出**  
・ (b) の the minute=the moment [the instant]=as soon as (=immediately [directly]) は必須の知識。
2. (d) to president ⇔ (to be) president ※appoint A (to be [as]) B=AをBに指名する [任命する] ・一人しかいない役職を表す名詞が補語として用いられるときは、通常無冠詞。
3. (b) beautifully ⇔ beautiful ※look beautiful (VC) は、あまりにも **基本的**
4. (c) not rather ⇔ rather not ※would rather not / had better not は **基本・頻出** ・be [feel] tired from [after] ~ = ~で疲れている
5. (a) I am no doubt ⇔ I have no doubt [There is no doubt] ※I have no doubt [There is no doubt] that... は **基本**
6. (b) was little ⇔ was a little ※a little better 「少しは良くなった」でなければ意味をなさない。 **基本**
7. (c) to go ⇔ go ※notice someone go = 知覚動詞 + 目的語 + 原形 **基本的**  
・ the loud noise outside の outside = 名詞の後に置かれた副詞が前の名詞にかかる形容詞の働きをしている。  
・ go upstairs [downstairs] は基本知識 upstairs [downstairs] = 副詞
8. (e) NO ERROR ※(a) の Having... = 分詞構文 が分からない人はまずいなだろう。(c) の all morning は all the morning としてもよい。
9. (b) three quarter of inches ⇔ three quarters of an inch ※three quarters of an inch wide and an inch long = 幅が4分の3インチで、長さが1インチ  
・ (a) that big の that = 副詞 「そんなに、それほど」
10. (c) other pair ⇔ another pair ※**基本中の基本**  
・ These feel too tight (to me); 感じるのは feel の主語ではなく人である。

正誤 (NO ERROR を含む 5 択)

英語学科, したがって心理学科, 地球環境法学科も2007年は正誤問題は出題されなかったが, 2008年に復活した。しかも2001年, 2002年当時の傾向に戻っている。読解問題として取り組めば相当な難問になる。あくまでも正誤問題であることを忘れずに。なお2009年は出題されなかったので, 2010年は隔年現象で復活する可能性が少くない。急遽, 追加掲載する次第である。

[ '08 上智 英語・地球環境法・心理]

1. (a) For some time, paleontologists and evolutionary biologists have known that (b) chimp ancestors were the last line of today's apes (c) to have been divergent from the branch that (d) led to humans, probably six million, maybe four million years ago. (e) NO ERROR
2. More recent examination shows that (a) despite profound differences in the two species, (b) just a 1.23 percent difference in their genes separates Homo sapiens from chimpanzees. And (c) certain similarities between the two species, scientists say, (d) goes beyond expressive faces and opposable thumbs. (e) NO ERROR
3. (a) Chimps display a remarkable range of behavior and talent. They make and (b) use simple tools, hunt in groups (c) and engaging in aggressive, violent acts. (d) They are social creatures that appear to be capable of empathy, altruism, self-awareness, cooperation in problem solving and learning through example and experience. Chimps even outperform humans in some memory tasks. (e) NO ERROR
4. "Fifty years ago, (a) we knew next to nothing about chimpanzees," said Andrew Whiten, (b) an evolutionary psychologist. (c) "You could not have predicted (d) the richness and complexity of chimp culture that we know now." (e) NO ERROR
5. Jane Goodall began changing perceptions. (a) At first, experts were disputed (b) her reports of chimps' using tools and social behavior. (c) The experts especially objected to her references to chimp culture. (d) Just humans, they insisted, had "culture." (e) NO ERROR
6. (a) "Jane suffered early rejection by the establishment," Richard Wrangham said. (b) "Now, the people who say (c) chimpanzees don't have emotions and culture are (d) the ones who rejected." The new consensus framed discussions in March at a symposium, "The Mind of the Chimpanzee," at the Lincoln Park Zoo here. More than 300 primatologists and other scientists reviewed accumulating knowledge of chimps' cognitive abilities. (e) NO ERROR
7. After one session, Frans de Waal of Emory University said that as recently (a) as a decade ago (b) there was no firm consensus on many of (c) the social relationships of chimps. (d) "You don't hear any debate now," he said. (e) NO ERROR

8. In his own studies at the Yerkes Primate Research Center at Emory, (a)Dr. de Waal found that chimps as social animals (b)have had to constrain and alter its behavior in various ways, (c)as have humans. It is a part of ape inheritance, he said, and (d)in the case of humans, the basis for morality. (e) NO ERROR
9. Other reports (a)had elaborated on the abilities of chimps as toolmakers. Pruetz (b)described 22 examples of chimps in Senegal (c)making stick spears to hunt smaller primates for their meat. Dr. Goodall was (d)the first to call to the attention to chimps as hunting carnivores, not strictly vegetarians. (e) NO ERROR
10. A team of archaeologists led by Julio Mercader (a)report they find stones in the Ivory Coast (b)that chimps used 4,300 years ago to crack nuts. (c)Today's chimps have often been videotaped using rocks as a hammer to open nuts. (d)The old stones with starch residues from nuts, the researchers said, were the earliest strong evidence of chimp tool use, and the finding suggested that chimps had learned the skill on their own, rather than copying humans. (e) NO ERROR
- (Adapted from "Almost Human, and Sometimes Smarter" by John Noble Wilford, April 17, 2007, *The New York Times*)

[解答・解説]

1. (c)to have been divergent from → to diverge from ※1問目に紛らわしい問題が登場した。chimp ancestors were the last line of today's apes to diverge from the branch... は A was the last [first] ~ to V 「Aは最後に [最初に] ーした～」という表現に過ぎないが、diverge 「枝分かれする/分岐する」の語彙レベルが高いので、難。この問題でパニックにならないことが肝心。なお問9に、下線を引かれてはいるが、Dr. Goodall was the first to call ... という表現が出てくる。
2. (d)goes beyond expressive faces and opposable thumbs. → go beyond ... このセンテンスの主語が下線部(c)の certain similarities であることさえわかればよい。主語と動詞の一致は **基本=頻出**
3. (c)and engaging in aggressive, violent acts → and engage in ... 下線に目くらしされずに They make and use simple tools, hunt in groups and engaging in aggressive, violent acts. というセンテンス全体に目を通せば、下線部(c)の and は make and use と hunt と and 以下の述語動詞をつないでいるはずだと気づくだろう。仮に engaging を 分詞構文として用いているならば、接続詞の and は不要なはず。文法・構文的に正確に押さえられなくとも、他の下線部はごくまともな表現なので、(c)が不自然だと気づけばそれでよい。
4. (e) NO ERROR ※ひっかかるとしたら(a)の we knew next to nothing だろう。ただし next to impossible=almost impossible なら聞いたことがあるはず。
5. (a)At first, experts were disputed → At first, experts disputed **基本**



- dispute の用法を正確に知らなくても、人 be disputed という表現には、人 be discussed [argued] と同様に違和感を覚えるはず。なお (b) her reports of chimps' using tools and social behavior の chimps' using は「意味上の主語 + 動名詞」で問題ないが、所有格を用いずに chimps using としても構わない。
6. (d) the ones who rejected → the ones (who are) rejected ※rejected では他動詞の目的語が存在しない。他動詞を自動詞として用いる人もいるが、正用法ではない。しかもこの場合、自動詞の過去形ということになり、文全体の時制と矛盾する。なお、the ones (who are) rejected = those (who are) rejected = the people (who are) rejected **基本**
7. (e) NO ERROR ※下線部はどれも短く単純な表現なので、これといった誤りがないことはわかるだろう。**基本** (10問中2問は NO ERROR のはずである)
8. (b) have had to constrain and alter its behavior → have had to constrain and alter their behavior ※that節の主語 chimps (as social animals) を受ける代名詞は何か。**基本・頻出** (c) の as have humans = as humans have (= as humans have had to constrain and alter their behavior in various ways)
9. (d) the first to call to the attention to chimps as hunting carnivores → the first to call attention to chimps as hunting carnivores  
call [draw/catch/attract/arrest] (a person's) attention to ~ 「～に注意を引く/注意を向けさせる」は pay [give] attention to ~ の逆だが、call to the attention to ~ という to が二度出てくる形がおかしいと気づけばよい。  
(b), (c) の described 22 examples of chimps in Senegal making stick spears to hunt smaller primates for their meat がしっくりしない人は、in Senegal を取ってみれば、making ... は単純な現在分詞の形容詞用法だとわかる。置く場所がないので chimps と making の間に入れてだけ。
10. (a) report they find stones ※ただし、どう直すかはなかなか難しい。仮に report の現在時制はありとしても、find はどう見ても「見つける/発見する」の意味であり、現在時制はおかしい。誤文訂正問題ではないので、(a) を選べばそれでよいが、直すとするば → reported finding [having found] stones 当たりが妥当か。reported + that節 とすると、reported (that) they had found stones となり、stones を先行詞とする関係詞節 that chimps used 4,300 years ago to crack nuts との時制のずれ(矛盾)が生じる。reported finding でも used と同じ過去時制は厳密に言えばおかしいが、関係詞節の場合は、名詞節と違って、前後関係が明らかなきは同じ過去時制を用いることもあるからだ。これを that chimps had used とすると 4,300 years ago は使えなくなるので、関係詞を用いずにセンテンスを変えざるをえなくなる。(c) 以下 Today's chimps have often been videotaped using rocks as a hammer to open nuts. の using ... は分詞構文と考えてよい。(d) の with starch residues from nuts 「木の実のデンプン残留物が付着した」

※この年度の正誤問題の難度は相当に高いが、20点の配点を占める以上、基本的な問題で確実に得点したい。要は読解問題と混同しないことである。