

平成 27 年度

慶應義塾大学入学試験問題

法 学 部

英 語

- 注 意
1. 指示があるまで開かないこと。
 2. 受験番号と氏名は、解答用紙のそれぞれ指定された箇所に必ず記入すること。
さらに解答用紙の受験番号欄をマークすること。
 3. 解答は、必ず解答用紙の指定の欄をマークすること。
 4. 解答用紙（マークシート）の解答欄にマークするときには、すべて HB の黒鉛筆を使用し、また、次の解答例に従うこと。
(解答例) と表示のある問いに対して、「9」と解答する場合は、右に示すように解答欄 (12) の 9 にマークすること。
 5. 解答に際し、解答用紙の「注意事項」を必ず読むこと。
 6. 下書きの必要があれば、問題冊子の余白を利用すること。解答用紙の余白には何も書いてはいけない。
 7. この問題冊子は10頁ある。試験開始後ただちに落丁、乱丁等の有無を確認し、異常がある場合にはただちに監督者に申し出ること。

(12)
0
1
2
3
4
5
6
7
8
●
○

I. [A] *In each of the following groups (1)–(5) one of the five choices is not correct in English. Mark the number of the incorrect item on your answer sheet.*

- (1) 1. Critics of the government say it has been too slow.
2. Certain authors criticize that the government has been too slow.
3. Criticism has come from certain authors that the government has been too slow.
4. Certain authors criticize the government for being too slow.
5. The government has been criticized by certain authors for being too slow.
- (2) 1. Popular activities in Switzerland include climbing and skiing.
2. Among the most popular activities in Switzerland are climbing and skiing.
3. Climbing and skiing are one of the most popular activities in Switzerland.
4. Climbing and skiing continue to be popular activities in Switzerland.
5. In Switzerland you can enjoy popular activities such as climbing and skiing.
- (3) 1. He rejected the accusation.
2. He refused the accusation.
3. He reviewed the accusation.
4. He responded to the accusation.
5. He remembered the accusation.
- (4) 1. Mount Fuji is certainly a wonderful sight.
2. You can make an argument for anything if you know which author to cite.
3. They considered Mount Fuji but decided it wasn't the right site.
4. To shoot properly you need to look along the sight.
5. He decided to cite his novel in the past.
- (5) 1. She said he couldn't get back quickly.
2. She said the people there were friendly.
3. She said her brother was too fussy.
4. She said the situation wasn't safely.
5. She said the room was nice and sunny.

[B] *Read the short sentences (6)–(15) below. In a number of these sentences, there is a mistake in grammar or usage. One word needs to be changed or removed in order to make the sentence correct in English. The meaning of the sentence must not be changed. Counting from the left, write the number corresponding to the word needing to be changed or removed as your response to each question.*

(E.g. suppose the sentence was, "The hunger man ate a hamburger." In that case, the incorrect word would be "hunger" which is the second word in the sentence and so you should mark 2 on your answer sheet.)

If you think the sentence is correct as it is, mark 0 on your answer sheet.

- (6) I laid on the beach looking at the clouds.
- (7) Your mother wants to discuss about this matter.
- (8) I forgot to teach her my phone number.
- (9) The film star has divorced with her husband.
- (10) He asked her if she had had a good vacation.
- (11) My sister met an accident when riding her bicycle.
- (12) Where did you go to shopping yesterday?
- (13) He is always claiming he was misunderstood.
- (14) This pamphlet provides information for tourist in Tokyo.
- (15) The poor man conducted suicide because of his debts.

II. In the dialogue that follows, words or phrases have been removed and replaced by spaces numbered (16) — (30). From the boxed lists [A], [B] and [C] below, choose the most appropriate word (0 — 9) to fill each of the numbered spaces. In each list, each choice can only be used once. (Note that initial capitals have been ignored.)

[A] Questions (16) — (20)

- | | | | | |
|-------|---------|------------|--------|----------|
| 0. at | 1. away | 2. between | 3. on | 4. round |
| 5. in | 6. over | 7. to | 8. out | 9. up |

[B] Questions (21) — (25)

- | | | | | |
|----------|-----------|---------|------------|---------|
| 0. about | 1. around | 2. back | 3. between | 4. down |
| 5. in | 6. for | 7. by | 8. out | 9. up |

[C] Questions (26) — (30)

- | | | | | |
|----------|-----------|---------|------------|---------|
| 0. about | 1. around | 2. back | 3. between | 4. down |
| 5. in | 6. off | 7. on | 8. at | 9. up |

Jack: Morning, Haru.

Haru: Oh, good morning, Jack.

Jack: Are you reading some vital text message or catching (16) with the news?

Haru: No, I'm embarrassed to say you have caught me (17). I was playing a card game on my mobile phone.

Jack: Aha, so that explains the unusual look of concentration. Were you just about to win the game?

Haru: No, I don't think my luck is (18) this time. As a matter of fact, I wasn't really concentrating. I was quite far (19). I find that when I am playing simple games like this one with one part of my mind, another part is able to wander off into other thoughts.

- Jack:** Ah, I think I'm catching (20). You're saying that is a kind of meditation?
- Haru:** Something like that. Anyway I've stopped reading the news in the morning. Everything is so depressing. It just brings me (21).
- Jack:** So you float off to a world of Zen card games, eh?
- Haru:** Not always. I do read on the train sometimes but not newspapers; usually novels, especially detective stories.
- Jack:** That's another thing I was thinking (22). Just cast your eye (23) these passengers and count (24) how many of them are actually reading something made of paper.
- Haru:** If you leave (25) the lady checking her shopping list I think there are three.
- Jack:** And what does the total of smart phone or tablet readers come to?
- Haru:** Um, seventeen I think. But what made you bring that (26)?
- Jack:** Well, just think (27) to a couple of years ago. At that time the ratio would have been fifty-fifty and ten years before that the figures would have been the other way (28).
- Haru:** (29) other words you're saying this is the end of print media.
- Jack:** It looks as though the writing is (30) the wall—or rather the screen!
- Haru:** * At least people are reading something.
- Jack:** For now, yes, but in another five years all those words will be pictures!

III. *Read the following passage and answer the questions that follow.*

Time, on television, is an extremely rare commodity. When you use up precious time to say obvious things, to the extent that they cover up precious things, these obvious things become in fact very important. If I stress this point, it's because everyone knows that a very high proportion of the population reads no newspaper at all and is dependent on television as its sole source of news. Television enjoys a **de facto**₍₃₁₎ monopoly on what goes into the heads of a significant part of the population and what they think. So much emphasis on headlines and so much filling up of precious time with empty air with nothing or almost nothing—**shunts**₍₃₂₎ aside relevant news, that is, the information that all citizens ought to have in order to exercise their democratic rights. We are therefore faced with a **gulf**₍₃₃₎, as far as news is concerned, between individuals in a position to read so-called "serious" newspapers and, on the other hand, everyone else—those who get from television news all they know about politics. What the latter know, in short, is precious little, except for what can be learned from seeing people, how they look, and how they talk—things even the most culturally disadvantaged can **decipher**₍₃₄₎.

So far I've emphasized elements that are easy to see. I'd like now to move on to slightly less obvious matters in order to show the **paradoxical**₍₃₅₎ way in which television can hide by showing. In his book, Patrick Champagne offers a **meticulous**₍₃₆₎ examination of how the media represent events in the "inner city". He shows how journalists are carried along by the **exigencies**₍₃₇₎ of their job, by their view of the world, by their training and orientation, and also by the way those in their profession think. They select very specific aspects of the inner city as a function of their particular **perceptual**₍₃₈₎ categories. These categories are the product

of education, history, and so forth. The most common metaphor to explain this notion of category—that is, the invisible structures that organize perception and determine what we see and don't see—is eyeglasses. Journalists have special “glasses” through which they see certain things and not others, and through which they see the things they see in the special way they see them.

The principle that determines this selection is the search for the sensational and the spectacular⁽³⁹⁾. Television calls for dramatization, in both senses of the term: it puts an event on stage, puts it in images. In doing so, it exaggerates the importance of that event, its seriousness, and its dramatic, even tragic character. This relentless⁽⁴⁰⁾, self-interested search for the extraordinary can have just as much political effect as self-censorship that comes from fear of being left behind or abandoned.

(Adapted from Pierre Bourdieu, *On Television and Journalism*, London, Pluto Press, 1996)

If you looked up the underlined words (31) — (40) in the above passage in a dictionary, you would find the following definitions (0—9). In each case, decide which definition best matches the underlined word and mark that number on your answer sheet.

0. relating to the way you think about or understand someone or something
1. remaining strict or determined, continuing without becoming weaker, less severe, etc.
2. something that attracts attention because it is very unusual or very shocking
3. actually existing, although perhaps not intended, legal or accepted
4. to move (someone or something) to a different and usually less important or noticeable place or position
5. a wide gap which separates two things
6. of a statement that seems to say two opposite things but that may be true
7. very careful about doing something in an extremely accurate and exact way
8. that which is required in a particular situation
9. to make out the meaning of something even though it may at first seem unclear

IV. Read the text below and answer the questions that follow.

- [A] D.H. Lawrence described the English as being “paralysed by fear” to the point that their fear blocks and distorts the Anglo-Saxon existence. If the writer were alive today to turn on a television or radio, listen to politicians or engage in a conversation in a pub, he would find his observations confirmed by an obsession with the countless dangers that exist in the modern world, ranging from epidemics and terrorism to smoking cigarettes, drinking alcohol and eating fast food.
- [B] In no area of public policy does this obsession with dangerousness dominate so much as in penal policy. It shapes how the contemporary prison system is understood, to a point where it blocks and distorts public debate, pushing deeper underlying social problems into the background.
- [C] The image of dangerous offenders dominates the emotionally charged public debate about crime. Even official reports scream that the public are sick and tired of a sentencing system that does not make sense, that they read about dangerous, violent, sexual, and other serious offenders who get off lightly, or are not in prison long enough.
- [D] But how is a dangerous offender defined? The interpretation has varied wildly over time and between settings. In the early 20th century, successful thieves were seen as the big threat, but, subsequently, a range of moral panics has focused on others who threaten to tear apart the fabric of society, including teenage gangs, dangerous dogs, and, recently, hoodies (menacing adolescents who wear hoods). The dangerous offender definition is now spreading to cover non-criminal but antisocial behaviour.
- [E] Even if it is agreed that dangerous offenders are those who commit the most serious violent and sexual offences, accurately identifying people who may be dangerous in the future is difficult. Government research into the main risk assessment method used in prisons shows that it is effective at predicting how likely prisoners are to re-offend, but does not take account of the seriousness of the offences, and is largely based on high-volume less serious crime such as theft, burglary and drugs offences. The second part of the assessment examines risk of harm, and is intended to identify those who would commit serious violent and sexual offences. However, the research shows that in a third of cases this assessment was not done, and even when it was it was often incomplete and conclusions were inconsistent. As a result, there will be significant false positives (people identified as dangerous, but who are not) and false negatives (#).
- [F] A criminal justice system that has a vague picture of dangerousness has wider consequences in the community. There is a mistaken view that streets and prisons are overflowing with dangerous people. The British Crime Survey has shown that 65% of people think crime is on the rise, despite the fact that—including violent crime—it has fallen by 40% over the last 12 years.

[G] And this mistaken view of things is feeding an explosion in the use of prison that has seen the population grow from 43,000 to 82,000 in 15 years. Those passing sentence are more willing to use imprisonment for longer periods—most notably, indefinite sentences have doubled since the Criminal Justice Act of 2003. Sentencing inflation lower down the seriousness scale has also been affected. The majority of people sent to prison have committed less serious offences—more than half of prison sentences are shorter than six months and less than 10% are for four years or more. The mistaken view that all prisoners are dangerous creates an impression that the growth in the prison population is a sign of success.

[H] The prison population does not mirror the population as a whole but is distorted, with marginalised groups over-represented. Prisons have an over-representation of people from black and minority ethnic communities, people who have been in care, who have low levels of literacy and numeracy, are homeless or jobless, or have mental health problems. People in economically deprived communities are more likely either to suffer from or commit serious crime. Therefore, the increasing use of imprisonment does not fall evenly across the community but is felt most keenly within these groups and worsens these social inequalities.

[I] Labelling certain groups as dangerous also contributes to social exclusion. It turns away and neutralises concerns about inequality—marking particular groups as dangerous suggests they are undeserving of attention. Such labelling also diverts attention from other social harms, such as road safety or health and safety at work—both of which result in many more deaths than murder. The emphasis on crime control reinforces established power structures and inequality. Powerless groups, such as the socially excluded, the young and immigrants, are targeted for control under the “danger to society” label, rather than powerful groups such as employers and economic interests.

[J] A combination of paralysis and distortion has (50) from the fear of crime. It has (51) the real nature of the criminal justice system, building instead a picture of offenders (52) more serious offences than is the reality; it (53) consideration of social issues that (54) to crime; and it supports the view that imprisonment is effective.

[K] The consequences are serious. The ever-increasing prison population worsens social inequalities and increases the moral impoverishment of society, undermining compassion in social policy. These are the circumstances in which it has been suggested by Norwegian academic Nils Christie that, rather than talking about dangerous offenders, we should be asking (X).

(Adapted from Jamie Bennett, “The Fear Factor”, *The Guardian*, Wednesday May 21 2008)

(41) *Which of the following can best be stated on the basis of paragraph [A]?*

1. If D.H. Lawrence could come back to life he would be amazed at the dangers of the modern world.
2. If D.H. Lawrence could come back to life he would find he had been right about the English character.
3. If D.H. Lawrence could come back to life he would still find appliances such as television easy to use.
4. If D.H. Lawrence could come back to life he would find the English character changed.

(42) *In paragraph [C] what can we best infer from the author's use of the word "scream" in connection with official reports on crime?*

1. The author thinks that although official reports should use neutral language their tone is unusually emotional in such cases.
2. The author thinks that official reports fail to reflect the emotions felt by the general public in such cases.
3. The author thinks that official reports need to be written in strong language to win the attention of the general public in such cases.
4. The author thinks that official reports show anger towards the emotions of the general public in such cases.

(43) *Which of the following statements can **not** be made on the basis of paragraph [D]?*

1. Theft was regarded as a major dangerous crime a hundred years ago.
2. Some young people wearing hoods are regarded as dangerous.
3. Gangs of teenagers behave like packs of dogs.
4. Behaviour which is not actually criminal is also seen as threatening.

(44) *Which of the following statements can best be derived from paragraph [E]?*

1. It is easier to tell whether someone is likely to re-offend than whether they are dangerous.
2. Those committing serious crimes are more likely to re-offend.
3. In a third of prisons, risk assessment on prisoners was not carried out.
4. It is easier to tell whether someone is likely to cause harm than whether they will re-offend.

(45) *Which of the following could best be put into the bracketed space marked (#) in the last sentence of paragraph [E]?*

1. people identified as dangerous, and who are
2. people identified as not dangerous, but who are
3. people identified as not dangerous, but who are not
4. people identified as not dangerous, and who are

(46) Which of the following statements can **not** be made on the basis of paragraph [F]?

1. Crime is declining in Britain.
2. Violent crime is declining in Britain.
3. A majority of people in Britain are right about the trends in the crime rate.
4. A majority of people in Britain think that crime is rising.

(47) Which of the following statements can **not** be made on the basis of paragraph [G]?

1. People think that the more people are in prison the more effectively crime is being dealt with.
2. The majority of people sent to prison go there for less than a year.
3. The number of people in prison almost doubled over 15 years.
4. Less than ten percent of those in prison are there for violent offences.

(48) Which of the following statements can **not** be made on the basis of paragraph [H]?

1. People from disadvantaged social backgrounds are more likely to go to prison.
2. Poorly educated people are more likely to go to prison.
3. Sending people to prison is likely to increase existing imbalances in society.
4. Going to prison makes it harder for people to become educated.

(49) Which of the following best restates the argument made in paragraph [I]?

1. Concentrating on the danger from minority groups diverts attention from other causes of harm to society.
2. Concentrating on the danger from minority groups draws attention to other causes of harm to society.
3. Concentrating on the danger from minority groups also causes harm to employers and economic interests.
4. Concentrating on the danger from minority groups means that such groups receive excessive help from society.

(50) — (54) Choose the most appropriate from the following list of verbs (0 — 9) to fill the blank spaces (50) — (54) in paragraph [J]. Note that all verbs given below have been changed to the infinitive form. **Each verb can only be used once.**

- 0 advise
- 1 arise
- 2 contribute
- 3 commit
- 4 conclude
- 5 exclude
- 6 obscure
- 7 obsess
- 8 substitute
- 9 simplify

(55) — (56) The final words of paragraph [K], marked by the bracketed space (X), have been removed from the text and are numbered below in alphabetical order. Rearrange them so that they are grammatically correct and in a way that best matches the meaning of the whole sentence. Mark the number of the sixth word as the answer to question (55) and the ninth word as the answer to question (56).

- 0 becoming
- 1 citizens
- 2 dangerous
- 3 is
- 4 its
- 5 itself
- 6 state
- 7 the
- 8 to
- 9 whether