

平成 31 年度 入学 試験 問題

英 語

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6. この問題冊子は持ち帰りなさい。



1

次の英文を読んで以下の間に答えなさい。

Intuition, the recognition of the objective real in its own quality, is, of course, an essential function. The smallest children must have power to know. And they explore the world of things and events, of characters, with intense curiosity and concentration.

A great deal of the spiritual and perpetual joy that children bring to us is the power of seeing the world as a new thing, as pure intuition, and so renewing for us the freshness of all life. But they always lose this power of original expression as soon as they begin their ( A ). A small girl of seven once asked me if I would like a drawing. I said yes. She asked, 'What shall I draw?'

'Anything you like.'

'Shall I draw you a swan?'

'Yes, a swan'; and the child sat down and drew for half an hour. I'd forgotten about the swan until she produced the most original swan I'd ever seen. It was a swimming swan, that is, (1) a creature designed simply to swim. Its feet were enormous and very carefully finished, obviously from life. The whole structure of the feet was shown in heavy black lines. The child was used to seeing swans on a canal at the end of her garden and had taken particular notice of their feet. Below the water the swan was all power. But for body she gave it the faintest, lightest outline, neck and wings included in one round line shaped rather like a cloud — a perfect expression of the cloud-like movement of the swan on the surface.

I was admiring this swan when an older child in the room, aged thirteen, looked at the drawing and said contemptuously 'That's not a bit like a swan. I'll draw you a swan,' and produced at once a Christmas-card swan, of the commonest type.

Yet ㉞ [ all, child, had, of, the first, the qualities, the second ]. A few years before she had had the ability to see for herself, to receive the unique personal impression. She had lost it by the education which emphasises the fact, measurements, analysis, the concept. Education is, and must be, almost entirely conceptual. And (2) the concept is always the enemy of the intuition. It is said that when you give a child the name of a bird, it loses the bird. It never *sees* the bird again but only a sparrow, a thrush, a swan, and there is a good deal of truth in this. We

all know people for whom all nature and art consists of concepts, whose life, therefore, is entirely bound up with objects known only under labels and never seen in their own quality.

This ruin of aesthetic intuition by conceptual education has produced the theory that children should not be taught anything about the arts. They should be assisted, if necessary, only in handling materials. But this is futile. For children want to learn, they are greedy to know, they triumph over each other in knowledge. If you do not teach them they will learn from each other, and probably learn wrong. The attempt to preserve the ( B ) of the child, in any art, is therefore a waste of time. It can be disastrous if it results only in the production of an imitative childishness, a self-conscious *naïveté* which is more stultifying than any mere conventionalism.

Yet Picasso has said, '(3) Give me the mind of a child,' and Picasso himself has shown more freshness of intuition and invention, more fertile originality, than any artist in centuries. All the same, (4) Picasso is a product of the schools; he is highly accomplished in technique. He has given immense thought to the problem of artistic expression. And as a young artist he showed all the conventionality of the art student just graduated from years of conceptual teaching in the drawing class. His blue period is the cliché of a student mind attempting originality merely by style and achieving therefore not only the false but the conventional. For nothing is more easy than the novel style invented only to be different.

That is to say, Picasso has passed from the age of true childish inspiration, through years of conceptual and technical training, back to the original vision which is not childish, but has all the originality of the child's eye, combined with the far greater depth and richness of a man's experience.

(Source: Joyce Cary, *Art and Reality*)

問1 論旨を踏まえて、空欄( A )に入れるのもっとも適切な語を本文中より1語抜き出さない。

問2 下線部(1)の a creature の際立った形態的特徴は何か。10字以内の日本語で説明しなさい。

問3 ア[                    ]の中の語を文意に沿うように並べかえなさい。

問4 筆者の意図が明らかになるように、下線部(2)の内容を25字以内の日本語で説明しなさい。

問5 論旨を踏まえて、空欄( B )に入れるのもっとも適切な語を本文中より1語抜き出しなさい。

問6 下線部(3)(4)の内容を参考にして、筆者の考える Picasso の芸術家としての特徴を50字以内の日本語で説明しなさい。



2

次の英文を読んで以下の間に答えなさい。

In 1879 Dr William James Beal, a professor of botany and forestry at a small college in the United States, began an experiment. He filled 20 bottles with a mix of sand and seeds — each bottle containing 50 seeds from each of 21 species of plant. Then he buried the bottles in a row, their necks pointing down so that water could not get in. His idea was that the bottles should be dug up at fixed intervals, and the seeds planted to see how many of them would sprout.

Beal died in 1924. But his experiment is still going on: it has now been running for more than 120 years. The next bottle is due to be disinterred in 2020 — and if all goes according to plan, the experiment will finish in 2100.

This makes it important, for a couple of reasons. First, it addresses (albeit on a small scale) a question that we don't know the answer to: how long can seeds of different plants remain viable? The answer matters because we are busy building facilities to store seeds for long periods.

Second, Beal's experiment is an example of something rare. Most experiments run for months, or perhaps a year or two. Experiments that run for decades, ( **A** ) centuries, are few and far between. And it's easy to see why. Scientific interests and questions change: most experiments from 50 or 100 years ago now seem absurdly ( **B** ).

Indeed, in biology the advances in technology have been so fast that we can now answer questions that a decade ago it would not have made sense to ask, because we did not have the tools to approach them. And even if that were not so, most science is paid for on a short-term basis — three to five years, rather than 10 or 20. This makes long-running experiments difficult to plan or to create.

The beauty of Beal's experiment is that it doesn't cost anything to speak of, and the technology is simple. But it faces an unusual problem: it depends on the enthusiasm of scientists not even born yet for its completion.

If you imagine scientific knowledge as having a frontier with ignorance, then parts of that frontier are advancing rapidly — ( **C** ) is yielding (though usually this is a process of

revealing more questions to ask, more that we don't know). But other parts of the frontier are essentially static. Sometimes, the stasis will be due to mundane obstacles such as lack of money or insufficient tools. Sometimes, though, it will be due to more subtle problems — such as the fact that certain kinds of experiments, while simple and elegant in principle, are extremely hard to do.

An important class of “experiments possible but not done” consists of experiments where <sup>(1)</sup> we are so sure we know what will happen that we don't bother to check that we are right. And yet, when we do, the answers are often surprising.

Another set of 19th-century experiments with seeds was carried out by Charles Darwin. In the 1830s and 40s, it was widely believed that seeds could not survive in salt water. But no one had done the experiments. Darwin did. (He was moved to do so because he was trying to imagine ways that animals and plants could reach remote islands and begin evolving there.) He found that, contrary to what everyone had assumed, the seeds of many plants could sprout after long periods of immersion in brine.

Of all the limits on expanding our knowledge, <sup>(2)</sup> unexamined, misplaced assumptions are the most insidious. Often, we don't even know that we have them: they are essentially invisible. Discovering them and investigating them takes curiosity, imagination, and the willingness to risk looking ridiculous. And that, perhaps, is one of the hardest tasks in science.

(Source: Olivia Judson, “To expand knowledge, we must first admit ignorance,” *The Guardian*)

問1 空欄( **A** )に入れるのもっとも適切な語句を次の①～⑤から選び、その番号を書きなさい。

- ① as well as    ② at least    ③ let alone    ④ more than    ⑤ regardless of

問2 空欄( **B** )に入れるのもっとも適切な語を次の①～⑤から選び、その番号を書きなさい。

- ① outdated    ② outgoing    ③ outrageous    ④ outstanding    ⑤ outstretched



問3 論旨を踏まえて、空欄( C )に入れるのもっとも適切な語を本文中より1語抜き出さない。

問4 下線部(1)を和訳しなさい。

問5 下線部(2)の *unexamined, misplaced assumptions* に挑むために必要とされるのはどのようなことか。論旨を踏まえて、30字以内の日本語で説明しなさい。



3

*Read the following text and answer the questions.*

Are you familiar with EQ, or “Emotional Intelligence”? Even as of 2004, less than 25 percent of our seminar participants said, yes. This surprised me, since Emotional Intelligence, first popularized by Daniel Goleman in 1995, is a fire that spread well beyond its initial spark among the personal and professional development industries. Let’s fan the flames.

What is EQ?

Daniel Goleman defines EQ as “The ability to manage ourselves and our relationships effectively.” I think of EQ as “IQ of the heart.” But whereas your IQ (intelligence quotient) rarely, if ever, improves with age, you can increase your emotional intelligence from whatever level it is today. And you can increase your staff’s emotional intelligence, too.

Why Focus on EQ?

Would you like your staff to <sup>(1)</sup> adapt more quickly to change and respond better to setbacks and obstacles? Four leading international companies reported that EQ competencies account for <sup>(2)</sup> approximately 80 percent of job performance. If any one factor figures as much as this, it must at least be worth a look.

EQ, Gender and Culture

If EQ is the ability to manage yourself and your relationships, you can see right away that it cuts across gender and culture. According to research by Professor Cary Cherniss of Rutgers University, 75 percent of top managers in Germany, Latin America and Japan possess high EQ.

You might think that either men or women are “better at EQ,” but according to Goleman, each gender tends to demonstrate higher EQ in specific areas; for example, women are on average more aware of their emotions and show more empathy, whereas men are, again on average, more self-confident, <sup>(3)</sup> optimistic and handle change more easily.

The field is relatively young, scientifically speaking, and more research is being done that has <sup>(4)</sup> fueled some controversy. After all, measuring “human effectiveness at managing relationships” is bound to cause difficulties. But regardless of what the final word on

Emotional Intelligences is, every leader will want to work on the skills that EQ measures, namely self-awareness, emotional self-control and empathy.

### Three Ways to Increase Your EQ Today

If you're interested in increasing your EQ, here are three tips:

1.

I

Effective listening improves every relationship, and you'd be surprised how much better others listen after they've truly been heard.

2.

II

Beyond the obvious — tears of sadness or joy, for example — see if you can tell what someone is feeling simply by the way they are carrying themselves. Are they bored? Worried? Watch a movie with the sound off for a few minutes and play a game with others called "Spot the Emotion." Professional actors have honed their skills such that you should be able to tell what feelings they're expressing even without hearing their words.

3.

III

(5) Pepper your conversations with sincere, empathetic lines such as, "That must have been (6) tough," or, "You sound like you really enjoyed that." Doing so shows your counterpart that you're interested in both the factual and emotional content of their stories.

(Source: Andrew Silberman, *Get a G.R.I.P.*)

**Question 1** Identify these statements as true or false. Circle "T" or "F" on the answer sheet.

- (a) EQ can change over time.
- (b) Managers often have high emotional intelligence.
- (c) Women generally have higher EQ than men.
- (d) People have been studying EQ for a long time.
- (e) Measuring EQ is easy.

**Question 2** Choose words with similar meanings to the underlined words (1) to (6). Fill in the box on the answer sheet with the letter (a)-(i). You may use each item only once.

- (a) adjust      (b) difficult      (c) generous      (d) modify      (e) positive  
(f) roughly      (g) sprinkle      (h) stimulate      (i) strong

**Question 3** Choose the most appropriate subtitle for each space I to III.

- (a) Reflect others' feelings and achievements with supportive feedback  
(b) Improve your relationships with colleagues  
(c) Concentrate on specific factual information  
(d) Look for emotional clues in body language  
(e) Be aware of potential listening blocks  
(f) Always tell the truth

**Question 4** Describe someone you know who has high EQ. Give two specific reasons why you think the person has high EQ. Write your answer in English in the space provided.



4

次の英文を読んで以下の間に答えなさい。

To see more clearly the changes that have come with capitalism, consider what life was like in Europe before the dawn of the capitalist age. In the year 1000, people there had short life spans; they had almost no experience with people or places farther away than the nearest town; and they depended on the food and other things they could produce by their own efforts, ( ア ) their consumption with only a few items available in local markets.

During most of human history, people lived in societies that had not changed much since the time of their parents, grandparents, or earlier ancestors. For generation after generation, sons made their livings in much the same ways as had their fathers before them, and daughters also followed in their mothers' footsteps. Tools and utensils, stories and beliefs were passed on from parents to children, just as they had been a century, or even a millennium, before. Good years and bad ( イ ) with the weather, but continuous, rapid, and systematic change would not become an ordinary fact of life until the emergence of capitalism.

Around the world societies were organized in many different ways, but most people were only dimly aware of this diversity because their horizons did not ( ウ ) beyond the small communities in which they lived. By the beginning of the fifteenth century, however, Europeans began to explore other continents and "discovered" what they called the "New World." Before long, traders and colonists, often financed by investors seeking fabulous riches, were intruding on indigenous peoples in areas located in what is now Virginia, Peru, Barbados, South Africa, and India. The dynamism unleashed by the (1) advent of capitalism in Europe soon began to impinge on the rest of the world.

It is hard to know which came first, capitalism or the great spurt of technical change that came along with it. Whatever the truth may be, the continuous, rapid, and far-reaching scientific discoveries and technological innovations that are now ( エ ) as a permanent feature of modern life emerged more or less simultaneously with capitalism. And, of course, these discoveries and innovations made possible the remarkable economic advances of the last five centuries.

In 1500 goods were made almost entirely by hand, using simple tools. Power machinery

consisted of such devices as the water wheel that turned a miller's grinding stone. People's understanding of the physical world was so rudimentary that births, deaths, and harvests, whether abundant or (2) meager, were frequently interpreted with recourse to magic, superstition, or reference to God's will.

As late as 1800 traditional craft-based techniques, using skills that had been handed down from generation to generation, still ( オ ) in most production processes. But the new era brought new ideas, new discoveries, new methods, and new machines in every field of endeavor, making old ideas and old tools (3) obsolete. And the new ways were in turn quickly made obsolete by even newer ones. As technical change revolutionized production, it reduced the amount of time required to produce most products.

The most important increases in labor productivity were those that occurred in the agricultural sector. As (4) fewer people were required to produce the same or greater amounts of food, more labor could be devoted to the production of other things, particularly in the manufacturing sector. Thus, increases in agricultural productivity had to be achieved before the Industrial Revolution could take place. To illustrate the rapidity with which the output of farms has increased during the capitalist era, Figure 1. shows the growth of productivity in U.S. agriculture during the past two centuries.

(Source: Samuel Bowles, Frank Roosevelt, Richard Edwards and Mehrene Larudee, *Understanding Capitalism: Competition, Command, and Change*)

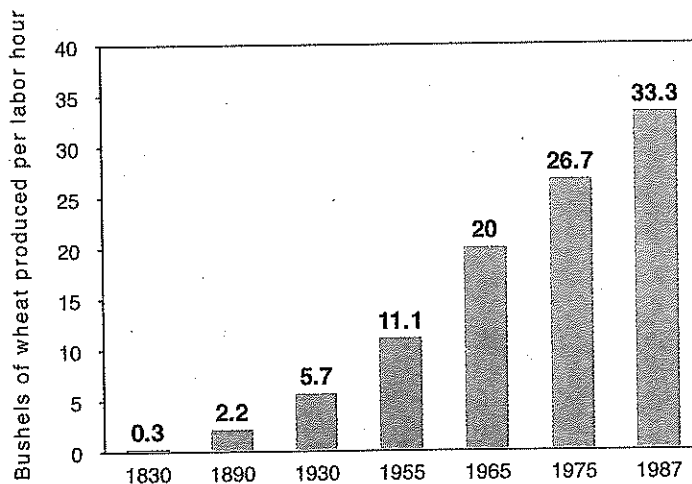


FIGURE 1. Productivity increases in U.S. agriculture, 1830-1987.

問1 (ア) ~ (オ) に入れるのもっとも適切な語を下から選び、文法的に正しい形で記入しなさい。ただし、同じものを繰り返して用いないこと。

accept alternate extend facilitate induce prevail supplement



問2 文意を踏まえて、下線部(1) とほぼ同じ意味を持つ語を次の①～④から選び、その番号を書きなさい。

- ① departure      ② end      ③ loss      ④ rise

問3 文意を踏まえて、下線部(2) とほぼ同じ意味を持つ語を次の①～④から選び、その番号を書きなさい。

- ① ample      ② generous      ③ scanty      ④ wealthy

問4 文意を踏まえて、下線部(3) とほぼ同じ意味を持つ語を次の①～④から選び、その番号を書きなさい。

- ① current      ② discarded      ③ indisputable      ④ vague

問5 下線部(4) の意味をもっとも端的に言い換えている 4 語を本文中より抜き出さなさい。