

(2016年度)

1 英語問題 (90分)

(この問題冊子は21ページ、5問である。)

受験についての注意

1. 試験監督者の指示があるまで、問題冊子を開いてはならない。
2. 試験開始前に、試験監督者から指示があったら、解答用紙の右上の番号が自分の受験番号と一致することを確認し、所定の欄に氏名を記入すること。次に、解答用紙の右側のミシン目にそって、きれいに折り曲げてから、受験番号と氏名が書かれた切片を切り離し、机上に置くこと。
3. 試験監督者から試験開始の指示があったら、この問題冊子が、上に記したページ数どおりそろっていることを確かめること。
4. 筆記具は、HかFかHBの黒鉛筆またはシャープペンシルに限る。万年筆・ボールペンなどを使用してはならない。時計に組み込まれたアラーム機能、計算機能、辞書機能やスマートウォッチなどのウェアラブル端末を使用してはならない。
5. 解答は、解答用紙の各問の選択肢の中から正解と思うものを選んで、そのマーク欄をぬりつぶすこと。
6. マークをするとき、マーク欄からはみ出したり、白い部分を残したり、文字や番号、○や×をつけたりしてはならない。また、マーク箇所以外の部分には何も書いてはならない。
7. 訂正する場合は、消しゴムでていねいに消すこと。消しきらずはきれいに取り除くこと。
8. 解答用紙を折り曲げたり、破ったりしてはならない。
9. 試験監督者の許可なく試験時間中に退場してはならない。
10. 解答用紙を持ち帰ってはならない。
11. 問題冊子は必ず持ち帰ること。

- 1 以下の英文記事を読み、(1)~(4)の問いに対する答えとしてもっとも適切なものを、それぞれ(a)~(d)から1つ選びなさい。なお*印がついている語句には、本文の後に注が与えられている。

[1] A harrowing study by the National Association of Head Teachers (NAHT)*, published at the start of its annual conference, has revealed the extent to which schools are helping children whose families have been affected by government cuts. Providing an estimated £43.5 million of unfunded support, schools are helping unemployed or low-income families with everything, starting with food (on top of free school meals). Then there are issues as basic as underwear, laundry and washing facilities, equipment, school trips, bus passes, haircuts, head-lice treatments, even birthday cards for children who otherwise would not receive them.

[2] Sometimes, this is financed via school funds; at other times, individual teachers are paying out of their own pockets. Struggling parents are also supported with school clubs and advice regarding ICT (information and communications technology), debt and legal matters. One school is reported to run a food bank. Of those surveyed by the NAHT, 84% said they were providing more support than they were five years ago; 55% identified cuts to social care services as a contributory factor and more than seven in ten provided mental health support.⁽⁴⁾

[3] Free school meals have long been with us, but how did we get here—a supposed first world country,⁽⁵⁾ where teachers are trying discreetly to wash pupils' clothes for them during PE lessons, in an effort not to stigmatise them? How did Britain arrive at the kind of scenarios that sound as though Oxfam* should be sending out leaflets pleading: "Would you sponsor little Danny as he attempts to get himself an education? PS: he lives around the corner from you."

[4] While child poverty is nothing new, this passing of the buck to teachers⁽⁶⁾

is outrageous. All those muttering about “feckless parents”^{*} should take note that many of these struggling families involve working people whose incomes simply don't stretch far enough.⁽⁷⁾ Then there is the telling detail that schools feel obliged to make up for shortfalls in health and social care and mental health services. The NAHT's general secretary, Russell Hobby, describes the situation as a “miniature welfare state that's being delivered ad hoc.”^{*} Worse, as Hobby points out, these short-term attempts to alleviate pupil poverty divert funds away from education—the impoverished child's surest long-term route out of poverty.⁽⁸⁾

- [5] Presumably many of these schools forced to use funds to cover their pupils' basic needs could also find themselves blamed for subsequent poor academic results and so the vicious circle continues. The vast majority of those surveyed state that the situation has worsened in the past five years, since the coalition cuts^{*}, the same cuts that promise to get deeper should the Conservatives be returned to power.
- [6] There appears to have sprung up a complex, bewildering and shaming child poverty ecosystem, where school alone used to be.⁽¹⁰⁾ Educators are being forced to spend valuable time and resources, sometimes from their own pockets, catching pupils and their families as they fall through the fast-shredding nets of the welfare state. Certainly it's astonishing that free school meals have gone from being a big deal, for some—a major social signifier and a key source of stigma and shame for schoolchildren—to being the least of their problems.⁽¹¹⁾
- [7] Now, of course, all younger children are entitled to free lunches, but how strange that even older pupils who receive them, but take no other help, must feel relatively “posh”⁽¹²⁾ these days—at least compared with those having their clothes washed and their hair cut, perhaps picking up a bag of groceries from the school food bank on the way home.
- [8] One has to wonder, how low must any government sink before it finally

becomes morally unacceptable to force British schools first to “rescue”⁽⁴⁾ pupils and their families before even starting to teach them?

出典：Barbara Ellen, “Schools are Now a Social Safety Net—We Should Hang Our Heads in Shame,” *The Guardian*, May 3, 2015. (一部改変)

〈注〉

National Association of Head Teachers (NAHT): 学校長等, 教育機関の長により組織されるイギリスの公共団体。

Oxfam: オックスファム。世界の貧困問題解決に取り組む国際協力団体。1942年にイギリスのオックスフォードで設立された。

feckless parents: 無責任な親

ad hoc: 特別に, その場しのぎに

the coalition cuts: 連立内閣による財政削減

[1]

(1) What is paragraph [1] discussing?

- (a) The government is over-spending on school welfare by £43.5 million.
- (b) Schools are now encouraged to give extensive support to disadvantaged parents.
- (c) Schools are recently spending time and effort teaching children basic social skills such as cooking or cleaning.
- (d) Reduced government spending means that schools are having to give social support for the children of poor families.

[2]

- (2) How are additional social services to children financed?
- (a) Eighty-four percent of parents pay directly for the services.
 - (b) Schools finance the services with money collected through a variety of charity events.
 - (c) Where school funds are insufficient, some teachers use their own money to help needy children.
 - (d) Children from wealthier families donate money for their classmates.
- (3) In what way do the schools support struggling parents?
- (a) The families are given regular cash donations.
 - (b) Parents who have problems are given information and orientation to help them cope.
 - (c) Needy families are allowed to borrow money free of interest.
 - (d) Parents are paid money in exchange for running school clubs.
- (4) What would best replace "contributory factor" in this context?
- (a) negative influence
 - (b) necessary choice
 - (c) gift to parents
 - (d) possible solution

[3]

- (5) What is meant by "a supposed first world country"?
- (a) what is pretending to be a first world country
 - (b) what used to be a first world country
 - (c) what is expected to become a first world country
 - (d) what everyone thinks is a first world country

[4]

- (6) What is meant by the phrase "passing of the buck to teachers"?
- (a) giving teachers extra money to cope with the problems
 - (b) making teachers obliged to deal with social problems
 - (c) changing teachers' understanding of poverty to make them more aware of the needs of poor families
 - (d) changing teachers' job descriptions to include financial advice
- (7) What is meant by the underlined part?
- (a) Many of the parents who do not have enough money are likely to be involved in illegal or antisocial activities.
 - (b) Many of the parents who do not have enough money use their income on unnecessary luxuries rather than the basic needs of their children.
 - (c) Many of the parents who do not have enough money work in low-paid jobs.
 - (d) Many of the parents who do not have enough money are unemployed or unable to work.
- (8) What is meant by the underlined part?
- (a) Schools are always the best places to help impoverished children.
 - (b) Ultimately, education will get rid of poverty.
 - (c) In the long term, a good education is the best way to escape poverty.
 - (d) Over time, impoverished children can be sure to get the best education.

[5]

(9) Why might schools be blamed for poor academic results?

- (a) Teachers put all their energy into caring for student's social needs and therefore cannot teach very effectively. This can lead to poor academic results.
- (b) Schools use their funds to look after disadvantaged children and therefore have less money to spend on education. This can lead to poor academic results.
- (c) Poor children do not study hard and therefore get lower grades. This can lead to poor academic results.
- (d) Poor families cannot help with school fund raising, which means that schools do not have very good facilities. This can lead to poor academic results.

[6]

(10) What is meant by the underlined sentence?

- (a) There is now a very difficult and upsetting system of informal care for poor children where there used to be just education.
- (b) School is now only about dealing with the shame and disruption of being poor.
- (c) It is unbelievable that there should be so much poverty at school.
- (d) The meaning of "school" has changed from a place of education to a place designed to limit the embarrassment and distress of poverty.

- (11) What is meant by the "fast-shredding nets of the welfare state"?
- (a) Social support is like a fishing net which fails to catch irresponsible people.
 - (b) Social support services are swiftly getting less effective.
 - (c) The welfare state no longer functions properly.
 - (d) The welfare state requires faster work to keep it efficient.
- (12) How has the image of free school meals changed?
- (a) They are a big deal for most students.
 - (b) They are useful for poor families.
 - (c) They are not as common as they used to be in the past.
 - (d) They are no longer particularly embarrassing for students.

[7]

- (13) Why might older students receiving free school meals feel relatively "posh"?
- (a) because free school meals are only for the most special students
 - (b) because they no longer need their clothes washed at school
 - (c) because they may still be well off in comparison with many other children
 - (d) because getting free school meals is easier than cooking with groceries received from the school

[8]

(14) What is meant by the underlined part?

- (a) It is clearly wrong that schools cannot teach until they have dealt with the worst problems of pupil poverty.
- (b) It is extremely impolite to suggest that the government is responsible for the actions schools take in looking after disadvantaged students.
- (c) It is ethically disturbing that discussions of what action should be taken to look after students' needs take place before teaching can even begin.
- (d) It is thoroughly upsetting to imagine the situation where children and families are in danger of not being taught properly.

2

以下の英文を読み、(15)~(30)の問いに対する答えとしてもっとも適切なものを、それぞれ(a)~(d)から1つ選びなさい。なお*印がついている語句には、本文の後に注が与えられている。

[1] Translators are theorizing all the time. Once they have identified a translation problem, they usually have to decide between several possible solutions. Let us say you have to translate the English term "Tory," employed to designate the Conservative Party in Britain. According to ⁽¹⁵⁾ the situation, you might consider things like using the English term and inserting information to explain it, or adding a footnote, or just giving a word-for-word equivalent of "Conservative Party," or naming the corresponding part of the political spectrum in the target culture, or just leaving out the problematic name altogether. All those options could be legitimate, given the appropriate text, purpose, and client. Formulating them (*generating* possible translations) and then choosing between them (*selecting* a definitive translation) can be a difficult and complex operation, yet translators are doing precisely that all the time, in split seconds.

Whenever they do it, whenever they decide to opt for one rendition* and not others, they bring into play a series of ideas about what translation is and how it should be carried out. They are theorizing.

[2] The word "theory" probably comes from Greek (*theā*, meaning "view," and *horan*, meaning "to see"). To theorize then, is to look at a view (the word *theater* has the same origins). A theory sets the scene where the generation and selection process takes place.⁽¹⁸⁾ Translators are thus constantly theorizing as part of the regular practice of translating.

[3] This private, internal theorizing becomes public⁽¹⁹⁾ when translators discuss what they do. They occasionally theorize out loud when talking with other translators or with clients, sometimes with fellow students or instructors. Sometimes this out-loud theorizing involves no more than a few shared terms for the things we are dealing with. For example, here we will refer to the "source text" as the one we translate from, and to the "target text" as the translation we produce. By extension, we can talk about the "source language" and the "target language," or the "source culture" and the "target culture."⁽²⁰⁾ "Translating" would then be a set of processes leading from one side to the other.

[4] Do these terms mean that we are already using a theory? Probably not, at least not in the sense of having an explicit theory and defending it. Then again, these interrelated names-for-things⁽²¹⁾ do tend to form models of translation, and those models conceal some very powerful guiding ideas. Why, for example, should our terms reduce translation to an affair of just two sides ("source" and "target")?

[5] Our interrelated names-for-things form models, and those models become theories, scenes set by ideas about what could or should be in a translation. In other words, our basic terms encapsulate* theories, even though we are mostly not aware of those theories.

[6] This does not mean that all our inner theorizing is constantly turned

into public theories. When translators talk with each other, they mostly accept the common terms without too much argument. Straight mistakes⁽²³⁾ are usually fixed quickly, through reference to usage, to linguistic knowledge, or to common sense. For instance, we might correct a translator who identifies the term “Tory” with extreme right-wing politics. Any ensuing discussion could be [(25)] but it will have no great need of translation theory (political theory, perhaps, but not ideas about translation). Only when there are disagreements over different ways of translating does private theorization tend to become public theory. If different translators have come up with alternative renditions of the term “Tory,” one of them might argue that “translation should explain the source culture” (so they will use the English term and add a long footnote). Another might say that “translation should make things understandable to the target culture” (so they will just put “the main right-wing party”). A third might consider that “the translation should re-situate everything in the target culture”⁽²⁶⁾ (so they would give the name of a conservative target-culture party). And a fourth will perhaps insist that since the source text was not primarily about politics, there is no need to waste time on an ornamental detail⁽²⁷⁾ (so they might calmly eliminate all reference to the term).

- [7] When those kinds of arguments are happening, practical theorizing⁽²⁸⁾ is turning into explicit theories. The arguments turn out to be between different theoretical positions. Sometimes the exchanges⁽²⁹⁾ turn one way rather than the other, and two initially opposed positions will find they are compatible within a larger theory. Often, though, people remain with their fixed positions; they keep arguing.

出典：Anthony Pym, *Exploring Translation Theories* (Routledge, 2010), pp. 1~2.

(一部改変)

〈注〉

rendition: 翻訳, 訳出, 解釈

encapsulate: 内部に閉じ込める, カプセルに包む

[1]

(15) Which phrase would best replace "employed to designate"?

- (a) meant to replace
- (b) allowed to represent
- (c) intended to mean
- (d) indicating a part of

(16) What does paragraph [1] tell us about the translation of the word "Tory"?

- (a) "Tory" is an especially British term and is impossible to translate into other languages.
- (b) Translators might translate "Tory" differently depending upon why they are translating or who they are translating for.
- (c) Translators should learn how to translate "Tory" in the best possible way rather than worrying about theories of translation.
- (d) "Tory" can be translated in many different ways but there is only one correct translation for each situation.

(17) When are translators argued to be theorizing about translation?

- (a) whenever they make choices between different possible translations
- (b) whenever they explain to their clients what a particular word or phrase means
- (c) whenever there are different possible meanings for a word or phrase
- (d) whenever they decide a certain translation is incorrect

[2]

(18) What is meant by the underlined sentence?

- (a) A theory is a view of language which helps us to make the best possible translations.
- (b) Theories describe the unconscious understanding of translation which a translator holds, allowing them to reduce mistakes in the selection process.
- (c) Theories provide the framework within which a decision about how to do a translation can be made.
- (d) A theory is like the script of a play which translators have to memorize.

[3]

(19) What is the difference between private and public theorizing?

- (a) Private theorizing is an unconscious process, but public theorizing is a conscious process.
- (b) Private theorizing means using a personal theory, but public theorizing means two or more people agreeing on the same theory.
- (c) Private theorizing is carried out alone, but public theorizing involves communication with other people.
- (d) Private theorizing means developing your own theory, but public theorizing means using someone else's theory.

(20) What does "source language" mean in translation studies?

- (a) the translator's native language
- (b) the language of the original text
- (c) the genre of the original text
- (d) the foreign language a translator must understand

[4]

(21) What is meant by "interrelated names-for-things"?

- (a) connected terms used to talk about translation
- (b) associated words which have been translated
- (c) an interactive theory of translation
- (d) similar grammatical structures and phrases

[5]

(22) What is meant by paragraph [5]?

- (a) Terms used to talk about translation influence our understanding of translation and can result in theories based on those terms.
- (b) Theories of translation can best develop when people avoid using any unclear terms.
- (c) When we make new theories of translation we change the meanings of the terms that we already use to discuss translation.
- (d) Language is not always accurate, so we should use logical models to develop theories of translation.

[6]

(23) What is usually used to correct "straight mistakes"?

- (a) Translators try to apply previously agreed translation theories.
- (b) Translators discuss the different options with editors or clients.
- (c) Translators pay close attention to grammatical rules and word meanings.
- (d) Translators apply their general and linguistic knowledge.

- (24) What is given as an example of a mistake?
- (a) It is wrong to translate "Tory" without first agreeing on a translation theory.
 - (b) It is wrong to translate the name of a political party without applying political theory.
 - (c) It is wrong to translate any specifically British term without understanding British politics.
 - (d) It is wrong to represent the Conservative party as having extreme right wing politics.
- (25) Which is the best word to fill the blank with?
- (a) improved
 - (b) interesting
 - (c) irrelevant
 - (d) absurd
- (26) What does the underlined part mean?
- (a) Translation should use terms and names of things which already exist in the target culture.
 - (b) Translation should make a text easy to understand.
 - (c) Translation should bring new words into the target language.
 - (d) Translation should make sure that the target text is successful in the target culture.
- (27) What is an "ornamental detail"?
- (a) an optional piece of content
 - (b) a very valuable piece of information
 - (c) a visual description of an object
 - (d) a beautiful piece of writing

[7]

- (28) What is meant by "practical theorizing"?
- (a) finding which theories are the most useful
 - (b) working with general ideas of what translation should be
 - (c) finding ways to correct or avoid mistakes
 - (d) using translation theory to understand how to translate
- (29) Which word best replaces "exchanges"?
- (a) disagreements
 - (b) theories
 - (c) discussions
 - (d) positions

[1 ~ 7]

- (30) What is the main aim of this passage?
- (a) to explain the difference between reliable and unreliable theories of translation
 - (b) to explain why some translations are better than others
 - (c) to explain the history of how translation theories have developed
 - (d) to explain how translation practice and translation terms can result in theories of translation

3 次の英文の空所に入れるのもっとも適切なものを(a)~(d)から1つ選びなさい。

- (31) She walked along the dark path, () fearful glances to right and left.
- (a) bringing (b) casting (c) dreading (d) shedding

- (32) They want one hundred dollars for the watch, but they might ()
fifty.
(a) settle for (b) stay with (c) agree at (d) resolve on
- (33) Although Carol stopped by the office abruptly, her sudden appearance did
not seem to embarrass him ().
(a) at least (b) in the least (c) for the least (d) least of all
- (34) The idea held historically, that firefighting was not suitable for women,
was no longer ().
(a) available (b) probable (c) attainable (d) tenable
- (35) The Internet program on contemporary Canadian literature () to
popularize little known writers.
(a) owned a great part (b) did much
(c) made possible (d) gave efforts
- (36) Although I went to the 7th anniversary party of my company last night, I
managed to () my way out of having to give a speech.
(a) say (b) express (c) talk (d) communicate
- (37) Janice wanted to get rested at home. However, she spent the whole
weekend () the family problem.
(a) fighting along (b) wrestling with
(c) tackling for (d) battling on
- (38) You are so tired you don't have the energy to () your children.
(a) cope with (b) hold on (c) engage to (d) keep up

- (39) Taro refused to help me, () that I asked him several times.
 (a) instead of the situation (b) in spite of my efforts
 (c) against the reason (d) despite the fact
- (40) I was so disappointed to know that years of living in England had eliminated all () his New Yorker accent.
 (a) taints with (b) touch for
 (c) trace of (d) tone in

4 次の下線部(a)~(d)のうち誤りが含まれているものを1つ選びなさい。

- (41) My parents never thought of me capable of doing an advanced degree in physics.
 (a) (b) (c) (d)
- (42) The reasons for the voyages of Columbus in 1492 and for Vasco da Gama in 1498 have been long debated.
 (a) (b) (c) (d)
- (43) Notwithstanding of her extreme youth, the poetry she read was mature and profound.
 (a) (b) (c) (d)
- (44) Their approaches to teach are very different in spite of their shared opinions in a great variety of issues.
 (a) (b) (c) (d)
- (45) As for the World Cup final last year, it was not an exciting game and neither of teams played well.
 (a) (b) (c) (d)
- (46) Although Toshi tried to be a good family man, he was not much a father.
 (a) (b) (c) (d)

- (47) In 1537, the publisher John Rogers, who was eventually to be burnt alive for his Protestant faith, has produced the first authorized English Bible.
- (48) Humans and their more evolved primate cousins, it was long assumed, were unique in possessing the necessary intelligent for sophisticated communication.
- (49) As climate change, population expansion, and other global pressures on biodiversity continue, more and more species are likely to require large measures to survival.
- (50) A basic principle governing hospitals in a time of war is "Enemies while wounded are brothers," which is generally interpreted to mean that care of injured military forces must be carried out with regard to nationality.

5

(51)~(60)の2つの文の()内には共通の語句が1つ入る。()内に入るもっとも適切な語句をそれぞれ(a)~(d)から1つ選びなさい。

(51)

- ① My apartment room is five meters long and three meters ().
- ② The accident happened in () day light, in one of the busiest parts of town.
- (a) wide (b) open (c) broad (d) large

(52)

- ① I don't () to be a feminist, but I'd like to see more women in top jobs in our company.
- ② The majority of those who () asylum are genuine refugees from the war zone.
- (a) ask (b) demand (c) try (d) claim

(53)

- ① She deserves () for trying her best in the competition.
- ② The bank will () your account with the extra funds as soon as possible.
- (a) merit (b) honor (c) credit (d) debit

(54)

- ① Our students have to do things exceptionally well to stand out from the ().
- ② Swimmers from the city () the beaches near my cottage in high season.
- (a) crowd (b) group (c) class (d) grab

(55)

- ① They made an error that would come back to () them for years to come.
- ② Café Pierre was a favorite () of journalists and actors in this neighborhood.
- (a) place (b) haunt (c) store (d) sight

56)

- ① Mika is very () about her food.
② The essays were identical in almost every ().
(a) specific (b) certain (c) detail (d) particular

57)

- ① The photographs he took were a primary () of the utmost importance.
② Beans are a very good () of protein.
(a) essence (b) pool (c) source (d) ingredient

58)

- ① Her life jacket failed to () at the time of the accident.
② Hotels often () prices at particular times of the year.
(a) increase (b) swell (c) enlarge (d) inflate

59)

- ① The proposals met with a () of criticism at the annual meeting of the stockholders.
② Don't worry, the hotel doorman will () a cab for you.
(a) hail (b) call (c) shout (d) wave

60)

- ① I am not in the () of lying to my friends.
② Some people drink alcohol as much from () as from desire.
(a) proposition (b) habit (c) custom (d) tendency

