

2011年度  
英 語  
(問 題)

〈H23050018〉

注 意 事 項

1. 問題冊子は、試験開始の指示があるまで開かないこと。
2. 問題は2～11ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答用紙の受験番号をよく確認すること。
4. 解答は、すべて解答用紙の所定欄にHBの黒鉛筆またはHBのシャープペンシルで記入すること。また、解答用紙のその他の部分には、何も書かないこと。
5. 氏名は、試験が開始してから、解答用紙の所定欄に正確にていねいに記入すること。
6. マーク欄は、はっきり記入すること。また、訂正する場合は、消しゴムでていねいに、消し残しがないよう、よく消すこと（砂消しゴムは使用しないこと）。

マークする時	<input checked="" type="radio"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い
マークを消す時	<input type="radio"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い

7. いかなる場合でも、解答用紙は必ず提出すること。
8. 試験終了後、問題冊子は持ち帰ること。

I

次の1～10について、誤った英語表現を含んだ部分がある場合にはa～dの中から誤りを1つ選び、誤りがない場合にはeを選んでマーク解答用紙にマークせよ。

1. I have been told over and over by any number of people that no one plays chess as well as Mike does, which is surprised when you consider that he is only ten.  
a b  
c d  
NO ERROR  
e
2. There are few things that bother me more than being lied, especially by someone who is always acting as though he or she were a true friend of mine. NO ERROR  
a b c  
d e
3. The reason that my brother didn't get the promotion was simply because he has never been able to get along his superiors for any length of time NO ERROR  
a b  
c d e
4. When you are feeling down and out, I would advise you to take a short break and, if possible, try to look on the good side of things rather than the bad side.  
c d  
a b  
NO ERROR  
e
5. In the absent of any definite evidence, the man was found innocent and set free even though almost everyone thought he was responsible for the crime.  
a b  
c d  
NO ERROR  
e
6. I have decided that one way or another I am going to finish my paper on the political and social consequences of the Vietnam War until the end of next week at the latest NO ERROR  
a b  
c d e
7. My cousin was given a special award in honor of her service as volunteer during the long cleanup that followed the devastating and deadly flood of last year.  
a b  
c d  
NO ERROR  
e
8. I realize that I will probably have to take care of my parents by myself after they reach a certain age, for there is no one else in the family who can help shoulder the burden. NO ERROR  
a b  
c d e
9. Please see it that there are thirty or so copies of the report, so that we can give one to each and every reporter who attends the president's press conference tomorrow afternoon. NO ERROR  
a b  
c d e
10. Over the course of the summer, I visited a number of museums in this area that I had really wanted to go in the past but couldn't because of my busy study and work schedule. NO ERROR  
a b  
c d  
e

II

次の会話文の空所 1～10 に入るべき最も適切なものを a～e の中から 1 つ選び、マーク解答用紙にマークせよ。

◆CONVERSATION ONE

A: Did you hear that Bill wasn't chosen to be on the all-star baseball team?

B: 1 He's one of the best players in the city.

- a. How did he do it?
- b. How could that happened?
- c. How should it result so?
- d. How can that be?
- e. How come it's so?

A: 2 I have no idea.

- a. You told me.
- b. You got me.
- c. You said it to me.
- d. You fooled me.
- e. You understood.

B: Well, I don't think it's fair.

A: Neither do I

◆CONVERSATION TWO

A: These days this train is always crowded.

B: I wonder why. 3

- a. That's not the way it used to be
- b. That's the way I remember it
- c. That's the way it has become
- d. That's not how I remember.
- e. That's the inevitable result.

A: In any case, I'm getting tired of commuting.

B: I know what you mean 4

- a. It can greatly exhaust.
- b. It can sometimes be that way.
- c. It can often turn out so.
- d. It can surely make you so.
- e. It can really get you down.

◆CONVERSATION THREE

A: What do you think of our new English teacher, Mrs. Jefferson?

B: Well, 5, I don't care much for her.

- a. to be definite
- b. to be sure
- c. to be honest
- d. to be casual
- e. to be simple

A: Really? Why do you say that?

B: She's always getting on me for something. That's why!

A: Oh, come on! You couldn't ask for a nicer person.

B: Obviously, 6.

- a. you and I can't find common things
- b. you and I are one of a kind
- c. you and I are in partial agreement
- d. you and I don't see eye to eye on this
- e. you and I feel the difference

◆CONVERSATION FOUR

A: Do we have school next Monday?

B: 7, we do. Why do you ask?

- a. As far as I know
- b. As far as I hear
- c. As far as I can grasp
- d. As far as I understand
- e. As far as I was explained

A: I heard from someone that Monday was a special holiday.

B: 8

- a. Wouldn't it be already known if we were?
- b. Wouldn't it bother you if it were?
- c. Wouldn't it be great if it were?
- d. Wouldn't it cause problems if it were?
- e. Wouldn't it make us very happy if we were?

A: Yeah, it really would. I need a day off.

### ◆CONVERSATION FIVE

A: When did you say you were leaving for America?

B: Actually, I didn't, but 9, I'll leave next month

- a. if everything stays the same
- b. if everything works out
- c. if everything is agreed
- d. if everything is proper
- e. if everything fits well

A: How long do you plan to stay in America?

B: Anywhere from six months to two years

A: It's a good opportunity for you, 10

- a. so you can't give up
- b. so don't fail to study hard
- c. so you should do the best
- d. so make the best of it
- e. so you can enjoy

B: I will. Thanks for the advice.

III

次の英文を読んで下の問いに答えよ。解答はマーク解答用紙にマークせよ。

Why should Asian families be such powerful agents of influence? Here I need to step back a bit and note some very great differences between Asian and Western societies. Asians are much more inter-dependent and collectivist than Westerners, who are much more independent and individualist. These East-West differences go back at least twenty-five-hundred years to the time of Confucius and the ancient Greeks.

Confucius emphasized strict observance of proper role relations as the foundation of society, the relations being primarily those of emperor to subject, husband to wife, parent to child, elder brother to younger brother, and friend to friend. Chinese society, which was the prototype of all East Asian societies, was an agricultural one. In these societies, especially those that depend on irrigation, farmers need to cooperate with one another because cooperation is essential to economic activity. Such societies also tend to be very hierarchical, with a tradition of power flowing from the top to the bottom. Social bonds and constraints are strong. The most important part of Chinese society in particular is the extended family unit. Obedience to the will of the elders was, and to a substantial degree still is, an important bond linking people to one another.

This traditional role of the family is still a powerful factor in the relations of second- and even third-generation Asian Americans and their parents. I have had Asian American students tell me that they would like to go into psychology or philosophy but that it is not possible because their parents want them to be a doctor or an engineer. For my European American students, their parents' preferences for their occupations are about as relevant to them as their parents' taste in art.

The Greek tradition gave rise to a fundamentally new type of social relations. The economy of Greece was based not on large-scale agriculture but on trade, hunting,

fishing, herding, piracy, and small agribusiness enterprises such as wine making and olive oil production. None of these activities required close, formalized relations among people. The Greeks, as a consequence, were independent and had the luxury of being able to act without being bound so much by social constraints. They had a lot of freedom to express their talents and satisfy their wants. The individual personality was highly valued and considered a proper object of commentary and study. Roman society continued the independent, individualistic tradition of the Greeks, and after a long period in which the European peasant was probably little more individualist than his Chinese counterpart, the Renaissance and then the Industrial Revolution took up again the individualist strain of Western culture and even accelerated it.

(Adapted from *Intelligence and How to Get It*)

1. According to this article, which TWO of the following are true?
  - a. It is said that the Greeks generally prefer to do things together with other people.
  - b. For the most part Westerners rely on others and fail to act on their own.
  - c. China was a farming society whose members found it necessary to help one another.
  - d. In ancient Greece the people of advanced age were usually disregarded and neglected.
  - e. Asian societies rarely tended to stress fairness and economic equality.
  - f. The societies of Greece and Rome had similar views concerning the individual.
  - g. Asian Americans do not follow the traditional custom of strong family ties.
  - h. The foundation of Greek society is quite similar in many ways to that of China.
  
2. According to this article, which one of the following is NOT true?
  - a. In East Asia farmers seldom had to worry about an adequate supply of water.
  - b. Individualism has been a prominent feature in the societies of the West.
  - c. The Greeks were never totally restrained by the pressures and controls of society.
  - d. In East Asia personal decisions often depend on the wishes and desires of parents.
  - e. The foundations of Greek society and Chinese society were fundamentally different.
  
3. Which one of the following could best be used in place of the phrase the prototype of?
  - a. the final basis for
  - b. the previous example of
  - c. the major component for
  - d. the main measure of
  - e. the original model of

4. According to this article, which one of the following best describes the society of China?
- a. individualistic, agricultural, and traditional
  - b. collectivistic, hierarchical, and familial
  - c. interdependent, flexible, and influential
  - d. cultural, independent, and constrained
  - e. restrained, cooperative, and proud
5. Which one of the following best describes the main point of this article?
- a. Hunters and gatherers tend to be much more independent than traditional farmers.
  - b. Europeans find it easier than Chinese to adapt to unfamiliar and contrasting societies.
  - c. Asian Americans will become more and more Asian as time slowly progresses.
  - d. Ancient differences between countries will gradually become more meaningless.
  - e. Cultural differences between East and West are closely related to historical factors.

IV

次の英文を読んで下の問いに答えよ。解答はマーク解答用紙にマークせよ。

① Over the last several decades, it has become accepted wisdom that improving the status of women is one of the most critical factors in international development. When women are educated and can earn and control income, a number of good results follow: infant mortality declines, child health and nutrition improve, agricultural productivity rises, population growth slows, economies expand, and cycles of poverty are broken.

② But the challenges remain dauntingly large. In the Middle East, South Asia, and sub-Saharan Africa, in particular, large and persistent gender gaps in access to education, health care, technology, and income — plus a lack of basic rights and pervasive violence against women — keep women from being fully productive members of society. Entrenched gender discrimination remains a defining characteristic of life for the majority of the world's bottom two billion people, helping sustain the gulf between the poorest and everyone else who shares this planet.

③ Narrowing that gulf demands more than the interest of the foreign aid and human rights communities, which, <sup>(1)</sup>to date, have carried out the heavy lifting of women's empowerment in developing countries, funding projects such as schools for girls and microfinance for female entrepreneurs. It requires the involvement of the world's largest companies. Not only does the global private sector have vastly more money than governments and nongovernmental organizations, but it can exert strong influence with its powerful brands and by extending promises of investment and employment. Some companies already promote <sup>(2)</sup>initiatives focused on women as part of their corporate social-responsibility activities — in other words, to polish their images as good corporate citizens. But the truly transformative shift — both for global corporations and for women worldwide — will occur when companies understand that empowering women in developing economies affects <sup>(3)</sup>their bottom lines.

④ The majority of global population growth in the coming decades will occur in those

countries where gender inequality is the greatest and where conservative religious traditions and tribal customs work against women's rights. As multinational corporations search for growth in the developing world, they are beginning to realize that women's disempowerment causes staggering and deeply damaging losses in productivity, economic activity, and human capital. Just as many corporations have found that adopting environmentally sensitive business practices is not only good public relations but also good business, companies that embrace female empowerment will see their labor forces become more productive, the quality of their global supply chains improve, and their customer bases expand. They will also help drive what could be the greatest cultural shift of the twenty-first century.

(Adapted from *Foreign Affairs*)

1.

- (1) パラグラフ①の要点として最も適切なものを下の a ~ l の中から 1 つ選べ。
- (2) パラグラフ②の要点として最も適切なものを下の a ~ l の中から 1 つ選べ。
- (3) パラグラフ③の要点として最も適切なものを下の a ~ l の中から 1 つ選べ。
- (4) パラグラフ④の要点として最も適切なものを下の a ~ l の中から 1 つ選べ。
  - a. 女性の地位向上を阻む文化的かつ宗教的な要因
  - b. 女性の地位向上を推進する企業の将来性と可能性
  - c. 発展途上国で生じつつある企業文化の変化
  - d. 企業における男女社員の比率と生産性との関係
  - e. 女性の地位向上の実現が困難な世界の現状
  - f. 多国籍企業に顕著な女性の地位向上
  - g. 女性の地位向上がもたらす利点の数々
  - h. 男女の性差別が社会にもたらす様々な不利益
  - i. 女性の地位向上がもたらした企業文化の変化
  - j. 貧富の格差がもたらす地球上の様々な問題
  - k. 貧富の格差及び性差別の解消に向けた企業の役割
  - l. 貧富の格差をなくすための産学協同による取り組み

2. 下線(1)の意味として最も適切なものを下の a ~ e の中から 1 つ選べ。

- a. as a result
- b. up to now
- c. from time to time
- d. on that day
- e. all together

3. 下線(2)の意味として最も適切なものを下の a ~ e の中から 1 つ選べ。

- a. programs
- b. leaders
- c. incentive
- d. beginnings
- e. creativity



4. 下線(3)の意味として最も適切なものを下の a ~ e の中から 1 つ選べ。

- a. their costs
- b. their supplies
- c. their earnings
- d. their demands
- e. their products

V

次の英文を読んで下の問いに答えよ。解答はマーク解答用紙にマークせよ。

In Medieval times, the choice was simple. A Christian man of means could enroll at one of a handful of universities, two of which were in England. Since then, continents have been discovered, everyone has got smarter and richer, and students have grown more demanding. How competitive are British universities today?

Although America leads the world in attracting foreign students to its campuses, Britain and Australia are not far behind. Almost 672,000 foreigners were enrolled in American universities in the autumn of 2008, compared with 183,000 in Australian universities and 342,000 in British ones in 2007 (the most recent year for which data are available).

The global recession has not dented the demand for higher education abroad, especially in English-speaking countries. On November 16th a study by the Institute of International Education, which is based in New York, reported that record numbers of international students are now studying in America. Most of these come from India and China, although a modest but increasing number are British. Australia has also reported strong demand from these countries and others.

Higher education, whether at home or overseas, is especially attractive at the moment because the alternative for many young people is unemployment. But it has long been recognised that the better-educated earn more. The Organisation for Economic Co-operation and Development (OECD), a rich-country think-tank, recently found that — even after taking into account tuition fees, lost earnings while studying and extra taxes paid — a male graduate can expect to earn £48,800 more over his working life than a man who had the qualifications to go to university but did not do so. (The benefit for female graduates is lower because women in general work and earn less than men.)

The number of university students in Britain rose by 5% between 2003 and 2007. Overseas students increased at a sharper rate, rising by more than 20%. Many more foreign students — those from the European Union pay the same tuition fees as their British counterparts whereas those from other countries are charged far more — are now enrolled on British campuses. A weaker pound should make the prospect more attractive. Tuition fees and accommodation at an elite institution in Britain cost international students about £18,000 a year — roughly the same as in Australia but less than in America, where costs are closer to £24,000.

But trouble is brewing. Changes to the student-visa system this year have left thousands of foreign students stranded at home and as angry as wet cats. On November 12th Gordon Brown announced a review by the Home Office and the Department for

Business, Innovation and Skills. They are to pronounce by December 11th

The prime minister is right to be worried. Tuition fees paid by overseas students total more than £1.5 billion a year, money used to subsidise the teaching of British students. A report published last month by Universities UK, which represents university heads, reckons international students spend a further £2.4 billion off campus each year. One way or another, universities contribute £33.4 billion to the national economy, it concludes, including £5.3 billion of export earnings. Letting universities prosper creates winners all round.

(Adapted from *The Economist*)

1. According to this article, which TWO of the following are true?
  - a. In the distant past, it was extremely easy for anyone to enter British universities.
  - b. Studying in a foreign country is considered better than studying in one's own country.
  - c. Of all the English-speaking countries, Australia is the most inexpensive place to study.
  - d. Many young people are thinking to go to university in order to put off finding a job.
  - e. It costs more to study at a prestigious school in Britain than in the United States.
  - f. Many students from the European Union study in Britain because the tuition is free.
  - g. The British government has done nothing to solve the problems related to the student visa system.
  - h. The number of overseas students is decreasing in Britain because of the high tuition.
  - i. In Britain the number of foreign students is growing more than four times faster than that of local students.
  
2. According to this article, which one of the following is NOT true?
  - a. Britain and Australia are not as popular as America among overseas students.
  - b. Indians and Chinese make up the majority of foreign students studying in the US.
  - c. Financially, British universities contribute very little to the overall economy of the country.
  - d. International students help to financially support the education of British students.
  - e. Overseas students in the United States include some from English-speaking countries.
  
3. Which one of the following is closest in meaning to the phrase man of means?
  - a. intelligent man
  - b. wealthy man
  - c. motivated man
  - d. religious man
  - e. vigorous man

4. Which one of the following best defines the word dented?
- a. controlled
  - b. destroyed
  - c. developed
  - d. diminished
  - e. influenced
5. Which one of the following is closest in meaning to the phrase one way or another?
- a. in various ways
  - b. in a general way
  - c. in an acceptable way
  - d. in a planned way
  - e. in exclusive ways
6. Which one of the following can we infer from this article?
- a. If British universities excluded those foreign students who pay low tuition fees, the quality of education would probably rise dramatically in a short time.
  - b. Because of economic difficulties, more and more students in English-speaking countries will probably decide to study in foreign universities.
  - c. Without the contribution of higher tuition fees from overseas students, the British educational system would probably be facing more severe economic problems.
  - d. Thanks to the high quality of universities in Britain, students there will probably not have to worry about finding a job with a good salary after graduation.
  - e. In choosing a university, foreign students will probably be most interested in knowing the cost and quality of the education provided as well as future job prospects.

[以 下 余 白]