

英 語
(問 題)
2019年度

〈2019 H31131124〉

注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
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損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. 解答はすべて、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。
4. マーク解答用紙記入上の注意
 - (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。
 - (2) マーク欄にははっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。

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

5. 記述解答用紙記入上の注意
 - (1) 記述解答用紙の所定欄（2カ所）に、氏名および受験番号を正確に丁寧に記入すること。
 - (2) 所定欄以外に受験番号・氏名を記入した解答用紙は採点の対象外となる場合がある。
 - (3) 受験番号の記入にあたっては、次の数字見本にしたがい、読みやすいように、正確に丁寧に記入すること。

数 字 見 本	0	1	2	3	4	5	6	7	8	9
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- (4) 受験番号は右詰めで記入し、余白が生じる場合でも受験番号の前に「0」を記入しないこと。

(例) 3825番⇒

万	千	百	十	一
	3	8	2	5

6. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
7. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。終了の指示に従わない場合は、答案のすべてを無効とするので注意すること。
8. いかなる場合でも、解答用紙は必ず提出すること。
9. 試験終了後、問題冊子は持ち帰ること。

I Read the following two passages and choose the most appropriate word or phrase for each item (1 ~14). Mark your choices (a ~ d) on the separate answer sheet.

(A) Translating a poem into another language — its content, its form, its tone, its nuances — is, as almost everyone who has done it knows, a difficult business. But it also has enormous (1): for the translator, for the reader, for poetry itself.

By the late nineteenth century and into the early twentieth, translations of poems into English had begun to appear more rapidly, more frequently, and with more attention to accuracy. Particularly important for their influence (2) what we now call “modern poetry” were the late-nineteenth-century French poets such as Charles Baudelaire and Stéphane Mallarmé. While writers like T. S. Eliot were reading these poets in the original (as many earlier poets had read the classics), translations brought them to a wider audience of poets and readers, and thus (3) their influence. In the same modern period, influenced by the Imagist movement, Chinese and Japanese poetry began to be more widely read, often, in the former case, through the medium of Ezra Pound’s translations. Translations from both languages have continued to proliferate and influence a (4) of readers and writers, as witnessed by, among other trends, the popularity of Japanese haiku.

In the middle of the twentieth century, many American poets began to read and translate more-recent works from both South America and a wider Europe. And now we are in another (5) of expanding literary translation, a kind of literary globalization, which has produced more translations from a broader field of (6), including Arabic, modern Hebrew, Russian, and Polish. These later contributions move us closer to, and even into, our own times, and begin to suggest the wider diversity that translations in the (7) will offer us.

(Adapted from Martha Collins and Kevin Prufer, eds., *Into English*.)

- | | | | |
|---------------------|-------------------|-------------------|----------------|
| 1. (a) challenges | (b) impediments | (c) remedies | (d) rewards |
| 2. (a) by | (b) in | (c) of | (d) upon |
| 3. (a) explicated | (b) extended | (c) implied | (d) intended |
| 4. (a) large degree | (b) select number | (c) small part | (d) wide range |
| 5. (a) genre | (b) method | (c) period | (d) practice |
| 6. (a) ethnicities | (b) languages | (c) nationalities | (d) poems |
| 7. (a) classics | (b) future | (c) past | (d) present |

(B) What makes the human brain special or unique? There are numerous possible answers, but the most (8) is that it provides us with superior intelligence. Many creatures are capable of all the basic functions our brain is responsible for, but thus far no other known creature has created its own philosophy, or vehicles, or clothing, or energy sources, or religion, or a single type of pasta, let (9) over three hundred varieties. Despite the fact that there are lots of things the human brain does inefficiently or bizarrely, it's important not to overlook the fact that it's clearly doing something (10) if it has enabled humans to have such a rich, multifaceted and varied internal existence, and to achieve as much as they have.

There's a famous quote that says, 'If the human brain were so simple that we could understand it, we would be so simple that we couldn't.' If you look into the science of the brain and how it (11) to intelligence, there's a strong element of truth in this aphorism. Our brains make us intelligent enough to recognise that we are intelligent, observant enough to realise this isn't typical in the world, and (12) enough to wonder why this is the case. But we don't yet seem to be intelligent enough to grasp easily where our intelligence comes from and how it works. So we have to fall back on studies of the brain and psychology to get any idea of how the whole process comes (13). Science itself exists thanks to our intelligence, and now we use science to figure out how our intelligence works? This is either very efficient or circular reasoning; I'm not (14) enough to tell.

(Adapted from Dean Burnett, *The Idiot Brain*.)

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|----------------------|---------------|---------------|----------------|
| 8. (a) likable | (b) like | (c) likely | (d) likewise |
| 9. (a) alone | (b) be | (c) go | (d) in |
| 10. (a) consistent | (b) right | (c) strange | (d) wrong |
| 11. (a) reduces | (b) relates | (c) relies | (d) restores |
| 12. (a) careful | (b) certain | (c) content | (d) curious |
| 13. (a) about | (b) in | (c) on | (d) out |
| 14. (a) serious | (b) silly | (c) simple | (d) smart |

II Read the following three passages and mark the most appropriate choice (a ~ d) for each item (15~24) on the separate answer sheet.

(A) In the sixteenth and seventeenth centuries, many words entered English from languages such as French (e.g. *grotesque*), Latin (e.g. *necessary*), Greek (e.g. *chaos*), Italian (e.g. *piano*) and Spanish (e.g. *canoe*). The important consequence is that English spelling contains the spelling conventions of other languages: it is an amalgam of various spelling systems. This process of borrowing from other languages has continued throughout the development of English. More recently, the spelling of the word *khaki* — the colour — reflects the fact that it is borrowed from Urdu, and the spelling of *kamikaze* reflects the fact that it is borrowed from Japanese.

Many people in the sixteenth century were highly critical of the tremendous variation in spelling, the addition of superfluous letters and so on. Also, from this time onwards dictionaries started to appear that people could consult for an authoritative spelling. Coupled with printing, all this had the effect of fixing or standardising spellings. In fact, very few spellings have changed since Dr Johnson's Dictionary of 1755. Unfortunately, spellings were fixed at a time of great confusion. Not only was there a great influx of words from other languages, but the language was also experiencing changes in pronunciation — changes that spelling failed to keep up with.

(Adapted from Jonathan Culpeper, *History of English*.)

15. Which of the following contributed to the standardisation of spelling?

- (a) changes in accent and intonation
- (b) continuous inflow of foreign words
- (c) people's overuse of redundant letters
- (d) publication of various dictionaries

16. According to the text, which of the following is true?

- (a) Current English spelling is the result of adopting words from other languages.
- (b) Sixteenth-century people took an inflexible approach to writing letters.
- (c) The introduction of printing devices had little impact on spelling.
- (d) The standardisation of spelling has contributed to improving pronunciation.

(B) The authority habitually cited in defence of transnational government is Immanuel Kant who, in *Perpetual Peace*, argued for a League of Nations as the ideal way to secure permanent peace in the civilized world. Under the League, sovereign nations would submit to a common jurisdiction, to be enforced by sanctions. The purpose would be to ensure that

disputes were settled by law and not by force, with grievances remedied and injustices punished, in the interests of an order beneficial to all. This is the idea embodied first in the League of Nations, which consciously honoured Kant in its name, and then in the United Nations.

What Kant had in mind, however, was very far from transnational government as it is now conceived. He was adamant that there can be no guarantee of peace unless the powers acceding to the treaty are republics. Republican government, as defined by Kant, means representative rather than non-monarchical government under a territorial rule of law, and although Kant did not emphasize the idea of nationality as its precondition, it is clear from the context that it is self-governing and sovereign nations that he had in mind. Kant went on to argue that the kind of international law that is needed for peace 'presupposes the separate existence of many independent states united under a federal union to prevent hostilities breaking out'. This state of affairs is to be preferred to 'an amalgamation of the separate nations under a single power'. And he then gives the principal pragmatic objection to transnational government, namely that 'laws progressively lose their impact as the government increases its range, and a soulless despotism, after crushing the germs of goodness, will finally lapse into anarchy'.

(Adapted from Roger Scruton, *A Political Philosophy*.)

17. Which of the following is true, according to the passage?
- (a) Advocates of transnational government assume they have a strong supporter in Kant.
 - (b) Kant wrote his famous book in favour of what we now call transnational government.
 - (c) The United Nations differs from the League of Nations on how to settle disputes.
 - (d) The United Nations, unlike the League of Nations, expressed its deep respect for Kant.
18. According to the passage, Kant
- (a) argued that a single power should fuse separate nations together.
 - (b) emphasized the importance of monarchical government.
 - (c) ignored the existence of self-governing and sovereign nations.
 - (d) thought that the rule of law becomes less effective the more it is expanded.
19. According to the author, Kant would be best described as
- (a) a realistic idealist.
 - (b) a stubborn nationalist.
 - (c) a utopian cosmopolitan.
 - (d) a zealous monarchist.

(C) Mario Capecchi's ninth birthday, on 6 October 1946, was almost his last. He lay in a hospital bed, dying of diseases brought on by the malnutrition he had suffered in the years he had spent as a street child in wartime Italy. A woman came to talk to him, and though Mario did not recognize her, it was his mother, who had been searching for her son for over a year. She was an American poet, named Lucy Ramberg, who had been living in Italy for many years before the war, but she had been involved in political opposition to the Fascist government, and in 1941 was arrested and sent to a German concentration camp. Lucy had made arrangements for her children, and had given money to a family to look after her young son. However, the money had gone quickly, and at the age of four Mario became homeless, alone.

Together again with his mother, Mario regained his health, and they left Italy for America, where they lived with Lucy's extended family near Philadelphia. Mario had not had even one day of school in his life, was almost illiterate, and spoke no English. Nevertheless, with the care and encouragement of his family, teachers and friends, he learned quickly and became an excellent student. As a teenager, he became interested in science, and decided to apply himself to the study of physics. He graduated from Antioch College in Ohio and then entered the Massachusetts Institute of Technology (MIT) to undertake further study.

At this point, in the early 1960s, Mario became interested in the newly-developing area of genetics, and he moved from MIT to Harvard, where he could learn and research under James D. Watson, who had played a major part in the discovery of how DNA is constructed. The young Capecchi soon prospered in his new chosen field. His research into the area of molecular biology was outstanding, and he had the opportunity to continue his career at Harvard or any other university.

It was a little surprising therefore that Capecchi decided to take, with Watson's approval, a job offer at the University of Utah. As he himself explained later, this job allowed him to take time over his research and develop the long-term project in genetics he was to follow for the next twenty years. At Harvard or other high-prestige institutions, he would have been required to achieve significant outcomes in a short period of time. His decision was vindicated when he became a recipient of the Nobel Prize for Physiology and Medicine in 1987.

There was to be one more amazing event in his life. In Switzerland, one evening in October 1987, a woman named Maria Bonelli was watching the television news and suddenly realized that the Nobel Prize winner was her long-lost brother. Maria as a young child had been adopted by another family and raised in Austria, where she lived for the rest of her life. She had tried to find out more about her birth mother and a step-brother, but did not know his name, and had assumed both had died in the war. Capecchi looked into her account, which showed that she was indeed the sister of the world-famous scientist. Finally, over forty years since they had been separated, brother and sister could meet again.

20. According to the passage,
- (a) Mario's existence up till 1946 had mostly been one of privilege and comfort.
 - (b) Mario's first meeting with his mother after the war happened by accident.
 - (c) Mario's life had gone from bad to worse during the war years in Italy.
 - (d) Mario's mother was surprised to find her son desperately ill in hospital.
21. Which of these statements, according to the passage, is true?
- (a) Mario did well at school even though his previous existence would have been a major obstacle.
 - (b) Mario disliked school as he suffered from discrimination because of his poor background.
 - (c) Mario found school in America difficult as he could not speak English nor read and write.
 - (d) Mario hoped one day to become a teacher of science back in his home country.
22. According to the passage, Mario studied
- (a) genetics and molecular biology in Ohio and then at MIT.
 - (b) genetics at Harvard after changing his course of study.
 - (c) physics but was forced to change to molecular biology.
 - (d) physics under the direction of James D. Watson at Harvard.
23. Which of these statements is true, according to the passage?
- (a) Maria Bonelli felt no surprise that Mario won the Nobel Prize, as she knew that he was an extremely clever person.
 - (b) Maria Bonelli happened to discover the identity of the man who won the Nobel Prize, when she was watching the news.
 - (c) Maria Bonelli turned out to be Mario Capecchi's real mother, and found him again through his appearance on television news.
 - (d) Maria Bonelli was in fact no relation of Mario Capecchi, as was revealed by DNA testing after her claim.
24. Which of the following is the best title for the passage?
- (a) DNA Testing Can Help Us Find Out Who We Really Are
 - (b) Professor Capecchi Was Lucky in His Life and Career
 - (c) "Super" Mario Is Again Reunited with His Family
 - (d) You Can Win a Nobel Prize If You Wish Hard Enough

III Choose the most appropriate sentence from the following list (a ~ h) for each item (25~31). Mark your choices on the separate answer sheet.

- (a) A group of 39 Europeans were left on the island he called Hispaniola, but these first settlers did not survive to see Columbus's return to the Americas in 1493.
- (b) And its impact on the natural environment in the hemispheres of east and west has been unparalleled.
- (c) Columbus was a cruel and capricious man, and towards the end of his life he became subject to delusions of religious grandeur.
- (d) In many places in the New World, the Africans became the majority population, with some native peoples remaining, and a small number of white European overseers and owners.
- (e) Moreover, the first humans to enter, and thus discover, the Americas were groups of palaeolithic hunter-gatherers.
- (f) Previous human entries into the Americas had been small-scale and one-way.
- (g) Sugar, in particular, dominated the Caribbean area, and it generated an insatiable market throughout the world.
- (h) The inhabitants of the Americas had been isolated from Eurasia and Africa for twenty or thirty thousand years, and had no resistance to the bacteria and viruses that were endemic in the Old World.

On 12 October 1492, Columbus did not know where he was; what is more, he had no idea of the importance of the new epoch that was about to begin. Looking for China, he had not in fact discovered the Americas. Much earlier than his first voyage, there had been a short-lived Viking settlement in Newfoundland, Canada, and it seems very likely that fishermen and other voyagers were aware of the existence of land across the Atlantic Ocean before 1492. (25) These people, by 14,000 years ago at the latest, came from eastern Siberia over land which is now under the sea. It is also possible, though the evidence is less certain, that some small groups of peoples migrated by boat over the Pacific into South America in the prehistoric period.

Nevertheless, while Columbus, or Cristóbal Colón as he was called by the Spanish, was not a discoverer of something new, the landfall he made in 1492 was a moment that changed the world absolutely. (26) The early migrants who had come over the land-bridge had expanded throughout the continent, but there had been few of them, they brought little with them, and the contact between Asia and America was lost when the seas rose. They had an impact on the ecology — a number of species of large animals appear to have become extinct around the time of human incursion — and they developed agricultural systems in numerous places. But almost all of the plants, animals and microbial creatures of the Americas, which had evolved in total separation from those of the Eurasian land mass over a

period of hundreds of millions of years, continued in co-existence with the new human settlers.

Columbus's voyage, in contrast, was just the beginning of a global transformation of peoples, animals, plants, and microbes. The initial expedition was quite small—three ships and fewer than ninety men—and Columbus sailed back to Spain, with some small items of gold, and a few native Americans whom he had kidnapped; their fate is unknown. (27) Already, a pattern of exploitation and cruelty on the part of the interlopers, and violent resistance by most of the native peoples was evident in these early acts, and the interactions between the native and the foreign continued in the same vein throughout subsequent history. However, even faced with a hostile and dangerous environment, more and more Europeans came to the Americas, lured by the initial promise of a quicker route to Asia and thus trade in porcelain, silk and spices, and by dreams that fabulous amounts of gold were easily to be had in the New World. Although a huge supply of silver was found in Peru, which helped generate European capitalist expansion, increasingly, the settlers actually discovered that the real riches lay in the untapped natural resources the continent held.

But first the newcomers had to take control of the land. While they faced indomitable resistance from the natives, the Europeans had the extreme advantage not only of guns and ships, but most importantly the diseases they inadvertently brought with them. (28) From the time of Columbus's first arrival on, the natives died from influenza, smallpox, and a myriad other deadly diseases. It has been estimated that 75% of the indigenous population were to die in the next two centuries, proportionately perhaps the greatest human disaster in history.

The massive and rapid destruction of the native peoples of the Americas also brought about the biggest forced movement of human beings up to that time, as millions of Africans were transported as slaves to work in the new colonies. (29) The slave trade and its aftermath of course had a huge impact on the African continent, and later on the politics and social structures of most of the world.

At the same time the colonists were importing totally new animals and plants into the Americas, which in many cases became naturalized in their new home. Horses, dogs, cattle, sheep, thrived in the north; while bananas and oranges, coffee and sugar cane were introduced and became the leading cash crops. (30) At the same time, indigenous American plants such as tobacco, and later natural rubber, became major elements of the global economy. The transformation of the biological environment has thus been two-way, with American plants becoming widespread, radically changing and improving the diets of the entire world. Witness, for example, the ubiquity of varieties of potatoes, maize corn, chilli peppers and other capsicums, and tomatoes.

The Columbian Exchange, as some historians call this overall process, has perhaps had the greatest effect on humanity since the development of agriculture. (31) The effects since 1492 on people and nature have been both good and ill, and utterly unforeseen and remarkable.

IV Choose the most appropriate word or phrase from the list (a ~ m) for each item (32~38). Mark your choices on the separate answer sheet.

Taylor: What are you playing?

Dale: It's this new game my sister (32). It's a lot of fun.

Taylor: The graphics are (33)! Is it a role-playing game?

Dale: Basically yes. You're trying to (34) what happened to your family, so you go around investigating, talking to different characters, exploring the world, (35)...

Taylor: Is there a lot of fighting? I get bored quickly with these games, if all you get to do is fight.

Dale: You can fight (36), but there are usually alternative ways to overcome enemies that don't involve fighting. Finding them often requires some thinking (37), though.

Taylor: Sounds cool. I like games that test your creativity.

Dale: You should (38). I'll send you a link to download the demo.

- (a) cut it down
- (b) eat it up
- (c) figure out
- (d) if you want
- (e) insane
- (f) outside the box
- (g) paradoxical
- (h) pass on that
- (i) said to me
- (j) study hard
- (k) stuff like that
- (l) told me about
- (m) try it out

PLEASE READ THE INSTRUCTIONS CAREFULLY.

- V Read the following passage and complete the English summary in your own words in the space provided on the separate answer sheet. The beginning of the summary is provided; you must complete it in 4-10 words.

We act in our daily relations, but it is often the public interpretation of our acts that determines the outcome. In particular, much depends on the way we are represented in others' talk — their descriptions, explanations, criticisms, or congratulations. Yet, these are not the words we would necessarily choose; they are generated by others such as our friends, family, neighbors, and teachers. It is our identity which is at stake, but we neither own nor control the way we are represented. Consider the problem on a societal level: all of us are identified with one or more social groups — woman, man, Christian, Jew, black, white, German, Irish, and so on. Such groups are often the subject of media interest — films, novels, news reports, advertising, etc. When our group is represented to millions of people we confront helplessness writ large. When women are depicted as emotional, Asians as obedient, Germans as menacing, Irish as aggressive, and so on, we are implicated. It is not only a matter of public reputation, but as these reputations become shared so do they come to be taken-for-granted realities. And it is these realities that inform public policies, educational practices, and police actions. Further, these same public portrayals are internalized by those depicted, as they learn how to be a woman, an Asian, a heterosexual, etc.

(Adapted from Kenneth J. Gergen, *An Invitation to Social Construction*.)

SUMMARY:

Our self-knowledge is continually being constructed and renewed through the interplay of ...

[complete the summary on the separate answer sheet]

[以 下 余 白]

