

英 語
(問 題)
2020年度

〈R02141112〉

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2～10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・乱丁及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	● 良	○ 悪	○ 悪
マークを消す時	○ 良	○ 悪	○ 悪

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。
- | | | | | | |
|------------|---|---|---|---|---|
| | 万 | 千 | 百 | 十 | 一 |
| (例) 3825番⇒ | | 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。
 8. いかなる場合でも、解答用紙は必ず提出すること。

READING/GRAMMAR SECTION

All answers must be indicated on the MARK SHEET.

I Read the passage and answer the questions below.

① I have a memory of the first time I realized I was black. It was when, at seven or eight, I was walking home from school with neighborhood kids on the last day of the school year—the whole summer in front of us—and I learned that we “black” kids could not swim at the pool in our area park, except on Wednesday afternoons. And then on those summer Wednesdays, with our swimming suits wrapped tightly in our towels, we filed out of our neighborhood toward the pool in the white neighborhood. It was a strange weekly pilgrimage. It marked the racial order of the time and place—the Chicago metropolitan area, also known as Chicagoland, in the 1950s and early 1960s. The implications of this order for my life seemed massive—a life of swimming only on Wednesday afternoons? Why? I next found out that we black kids could not go to the roller-skating rink, except on Thursday nights. We could be regular people but only in the middle of the week? These segregations were hard to ignore. And mistakes were costly, as when, at thirteen, after arriving at six in the morning, I waited all day to be hired as a caddy at a golf course, only to be told at the end of the day that they did not hire Negroes. I did not know what being black meant, but I was getting the idea that it was a big deal.

② With decades of hindsight, I now think I know what was going on. I was recognizing nothing less than a condition of life—most importantly, a condition of life tied to my race, to my being black in that time and place. The condition was simple enough: *if* I went to the pool on Wednesday afternoons *then* I got in; *if* I went to the pool any other time, *then* I did not get in. To my seven- or eight-year-old self, this was a bad condition of life. But the condition itself was not the worst of it. For example, had my parents imposed it on me for not taking out the garbage, I would not have been so upset. What got me was that it was imposed on me because I was black. There was nothing I could do about that, and *if* being black was reason enough to restrict my swimming, then what else would happen because of it?

③ In an interview many years later, a college student would describe for me an experience that took a similar form. He was one of only two whites in an African-American political science class. He, too, described a condition of life: *if* he said something that revealed an ignorance of African-American experience, or a confusion about how to think about it, then he could well be seen as racially insensitive; *if* he said nothing in class, then he could largely escape the suspicion of his fellow students. His condition, like my swimming pool condition, made him feel his racial identity, his whiteness, in that time and place—something he had not thought much about before.

④ When I encountered my swimming pool restriction, it mystified me. Where did it come from? Conditions of life tied to identity like that still mystify me. But now I have a working idea about where they come from. They come from the way a society, at a given time, is organized around an identity like race. That organization reflects the history of a place, as well as the ongoing individual and group competition for opportunity and the good life. The way Chicagoland was organized around race in the late 1950s and early 1960s—the rigid housing segregation, the school segregation, the employment discrimination, and so on—meant that black people in that time and place had many restrictive conditions of life tied to their identity, perhaps the least of which was the Wednesday afternoon swimming restriction that so worried my seven- or eight-year-old self.

⑤ Generally speaking, contingencies are circumstances you have to deal with in order to get what you want or need in a situation. In the Chicagoland of my youth, in order to go swimming I had to restrict my pool going to Wednesday afternoons. That is a contingency. In his African-American political science class, my interviewee had the added pressure that his ignorance could cause him serious disapproval. That, too, is a contingency. What makes both contingencies identity contingencies is that the people involved had to deal with them because they had a particular social identity in the situation. Other people in the situation did not have to deal with them. These identity contingencies affect our

lives, in the broader society, and in some of society's most tenacious problems.

⑥ We live in an individualistic society. We do not like to think that conditions tied to our social identities have much say in our lives. When barriers arise, we are supposed to march through the storm, picking ourselves up by our bootstraps. But by imposing on us certain conditions of life, our social identities can strongly affect things as important as our performances in the classroom and on standardized tests, our memory capacity, our athletic performance, the pressure we feel to prove ourselves, even the comfort level we have with people of different groups—all things we typically think of as being determined by individual talents, motivations, and preferences. Ignoring the social reality—allowing our creed of individualism, for example, to push it into the shadows—is costly, to our own personal success and development, to the quality of life in an identity-diverse society and world, and to our ability to fix some of the bad ways that identity still influences the distribution of outcomes in society.

[Adapted from Claude M. Steele, *Whistling Vivaldi* (2010).]

(1) **Choose the best way to complete the following sentences about Paragraphs ① to ⑥.**

- | | |
|------------------------------------|------------------------------------|
| 1 In Paragraph ① the writer mainly | 4 In Paragraph ④ the writer mainly |
| 2 In Paragraph ② the writer mainly | 5 In Paragraph ⑤ the writer mainly |
| 3 In Paragraph ③ the writer mainly | 6 In Paragraph ⑥ the writer mainly |
- A argues that because there were so many conditions of life tied to the racial identity of a black child in the 1950s and 1960s, he used to blame society.
- B celebrates individualism, which unlike identity contingencies, effects personal success and leads to a more diverse society.
- C complains that decades of discrimination have conditioned black children not to question their situation.
- D defines identity contingencies and ties them to problems people face in society.
- E describes a white college student who was inhibited from speaking in a political science class because everyone's comments were so racially charged.
- F details how awareness about segregation policies first began to incite social unrest.
- G discusses how being racially in the minority in a college class made a student aware of his racial identity and dictated the way he behaved.
- H explains that the restrictions he experienced during his childhood were forced upon him for no fault of his own.
- I identifies contingencies as restrictions or pressures that need to be removed so that people will no longer have to deal with them.
- J maintains the need to take social identity into account as an important factor in considering how to reach personal goals as well as to build a better society.
- K reminisces about experiences from his childhood that made him aware of his racial identity.
- L suggests that restrictions placed upon an individual because of the person's identity reflect the way that society is organized.

(2) Choose FOUR statements that are NOT true according to the passage. You may NOT choose more than FOUR statements.

- A Becoming aware of one's racial identity by experiencing pressure or restrictions does not happen exclusively to a particular racial group.
- B Being black influenced where one lived, where one studied, and what job one got in mid-twentieth century Chicagoland.
- C It is not only one's personal characteristics, but also the conditions of life, that determine how one functions in society.
- D The author had to pay an expensive penalty fee in the past for trying to get a job at a golf course.
- E The author realized how racially insensitive the college student taking a class on African-American political science was.
- F The author was not yet a teenager when he started to become aware of his racial identity.
- G The swimming pool the author used as a child was not located in a white neighborhood, so he was free to use it on Wednesdays.
- H While obstacles arise in life, individualism is the key to overcome them and survive the difficult conditions society creates.

(3) Which ONE of the following sentences BEST describes the main point the author is making?

- A Racial segregation was a condition of life for black children in Chicagoland in the 1950s and the 1960s and awakened in the author a sense of what it means to be black.
- B Segregation and racial stereotyping, which are forms of identity contingencies, are detrimental to creating a society based on individualism.
- C The answer to ending racial discrimination lies in combating stereotypes and challenging the constraints placed upon our identity by upholding the principles of individualism.
- D Those who believe themselves to be in the majority can easily find themselves to be in the minority and subject to discrimination.
- E To make possible a world in which individuals can aim to reach their full potential, it is important to realize that restrictions and pressures are placed on certain social identities.

(4) Choose the BEST way to complete each of these sentences about how the underlined words are used in the passage.

1 Here "got" means

- A confused. B convinced. C irritated. D trapped. E understood.

2 Here "given" means

- A offered. B restricted. C specific. D tentative. E understood.

3 Here "tenacious" means

- A complex. B persistent. C recent. D unusual. E widespread.

4 Here "creed" means

- A belief. B dependence. C doubt. D fear. E protection.

II Read the passage and answer the questions below.

The railways at the time were strongly associated with the merchants, manufacturers, and urban capitalists of the booming industrial towns in north Lancashire, such as Manchester and Liverpool, whose capital overwhelmingly financed the main early rail lines. The railway companies themselves represented an unprecedented scale of private capital investment—in 1844, for instance, it cost an average of £33,000 per mile, from initial surveying and parliamentary approval through final construction, to build new railway track. The massive and centralized companies that resulted from such investment became forerunners for the emergence of modern corporate business practices. The railways were a leading driver in industrialization, urbanization, the circulation of commodities, and the development of modern securities exchange markets, and over the course of the nineteenth century they encompassed an increasingly monumental share of the total economy and workforce in Victorian Britain. From the mid-nineteenth through the early twentieth century, railways were by far the largest corporations, in terms of capital as well as number of employees, in both Britain and the United States.

Beyond their sheer economic scale, however, the railways also became for contemporaries powerful symbols of the Victorian “spirit of the age,” with its sense of modernity, progress, and restless becoming. Reactions were ambivalent. The majority of commentators celebrated them as an avatar of the “glorious prospect” of modern technology, extending human power over nature while allowing commerce and communications to take place with unprecedented speed, regularity, and efficiency. Railways as such were often [1] as triumphal agents of English nationalism and empire. Others, however, saw in them the darker sides of modern capitalism, threatening the general invasion and corruption of the countryside by the city and its commercial values. The weblike spread of the rail lines through the traditional English countryside became a symbol for the overall infiltration of modernity throughout English life and values. Railway construction often required massive engineering, erecting magnificent bridges, tunnels, and viaducts and carving ugly, denuded scars through mountains and hills, leaving raw wounds on the landscape. These wounds healed quickly, revegetating in a matter of a few decades, and in time railways became comfortably integrated within the fabric of rural life, as their environmental impact proved to be relatively benign (especially compared to the twentieth-century automobile). But in the 1840s, the railways’ damage to traditional landscapes was starkly visible, a clear sign of the aesthetic and cultural costs of modernity.

The railways represented not only industrial progress but also the new class of capitalists driving that progress. Harold Perkin describes these men in *The Age of the Railway* as “visionary, energetic, self-reliant individuals, scornful of difficulties, ruthless with rivals and opponents, moving what they considered prejudice and reaction as they moved mountains of earth and rock to smooth the road to the future...[,] typical representatives of the bustling, go-getting, self-confident, Victorian capitalist middle class.” They represented, in short, everything the landed class feared and despised—a “rash assault” of speculators and capitalists on the traditional English countryside and the social order it supported. Railways, with their revolutionary new right of compulsory land purchase, threatened the sanctity of private property, cut up agricultural fields, and spoiled the landscape amenities of aristocratic manors, parks, and gardens. Railways also made agricultural labor more mobile, increasing wages and threatening the countryside’s existing structures of social authority. For these reasons, many large landowners strongly opposed them. But the equation is more complicated than this, for these same landowners frequently used opposition in order to force extra concessions out of the railways—higher prices for land, extra planted screens or structurally unnecessary tunnels to hide the railway from view on their estates, favorable location of rail stations and sidings on their agricultural land, and in some cases even the right to stop trains along the tracks by prior request for boarding. Moreover, although the overwhelming majority of early investment money came from the capitalist middle class, large landowners increasingly began to invest their own money in railways as well after the railway mania of the 1840s subsided, and by 1870 they had become a fixture on railways boards, leading the way for the landed class’s integration into the modern corporate world of big business. The railways also brought considerable social and economic benefits to the countryside, enabling the agricultural boom of Victorian “high farming” from the 1840s through the 1870s by allowing rapid transport of vegetables, meat, and dairy products to the cities. By the 1840s rail lines had demonstrated their huge economic advantage to landowners, both in creating markets for goods and in raising the value of land (by as much as ten to twenty times in the suburbs

of large towns), and most landowners wanted them on their estates—although not running through their landscape park or beneath their manor window.

In short, by the mid-1840s the tide of the railways as the spearhead of modernization and industrialization throughout Britain seemed irresistible. Yet by 1844 serious doubts had also begun to emerge about how far the nation was willing to go, in allowing railways to destroy antiquities and sites of national cultural heritage. English poet William Wordsworth's 1844 campaign, which should be understood as part of this wider movement, was the first public protest against the railways specifically on behalf of landscape aesthetics, and like other early protests it focused on cultural rather than ecological preservation. It was not a campaign against the railways per se, but an attempt to keep them in their proper place, by not allowing modernization and industrialization to [2] over the aesthetic and cultural sphere. Wordsworth's environmental protest, as he foresaw, did not succeed in keeping the railways out of the Lake District, but it did establish a precedent for protecting the area, as well as a pattern of rhetoric in which future environmental campaigns would be fought.

[Adapted from Scott Hess, *William Wordsworth and the Ecology of Authorship* (2012).]

(1) Choose the ONE way to complete each of the following sentences that is CORRECT according to the passage.

1 The railways

- A brought economic benefits to the countryside by delivering agricultural produce and workforce to the farms.
- B created a divide among people's opinions on the impact of technology and commercialism on rural areas.
- C developed rapidly during the nineteenth century with huge investments from the government.
- D were unanimously extolled as triumphant results of the British Empire and regarded with much national pride.
- E which were in the hands of the middle class represented something solely to be feared and resented for the landed class.

2 Wordsworth

- A believed that railways had no place in Victorian Britain because they were not part of the national cultural heritage.
- B is known in posterity for his environmental activism which stopped the railways from reaching the Lake District.
- C led a campaign to resist urban intrusion on nature based on the belief that the countryside held aesthetic value.
- D opposed environmentalism through his focus on the protection of the countryside.
- E protested against the railways because he thought they were technologically problematic.

3 In Victorian Britain

- A railway corporations were financially successful and large-scaled unlike in the United States.
- B the development of commerce and technology dictated the national policies including huge investment in the railways.
- C the landed class were losing their social and economic power over decisions such as where to create railway stations.
- D the "spirit of the age" meant change that was fueled by progress and modernity, most notably symbolized in the railways.
- E there was a short-lived environmental movement to protect the countryside and its national heritage.

4 The Victorian middle class

- A can be characterized as being energetic but reluctant to invest in the railways.
- B held high moral standards on environmental issues and became the pioneer of environmentalism.
- C started to invest in the railways, following the example of the landed class.
- D supported the development of the railways in order to protect the environment.
- E were active players in the industrial progress that took place in nineteenth-century England.

(2) Choose the FOUR statements that are NOT true according to the passage. You may NOT choose more than FOUR statements.

- A According to Harold Perkin, the new emerging capitalists can be characterized by their sheer energy and boldness.
- B By the mid-nineteenth century, resisting modernization and industrialization was seen to be increasingly difficult.
- C From the mid-nineteenth century to the early twentieth century, railways were the biggest enterprise in Britain.
- D In the 1840s, railway construction had little impact on the traditional rural landscapes.
- E The landed class initially did not regard the railways favorably as they were seen to mar their property.
- F The landowners came to use their opposition against railways to their advantage by drawing concessions out of them.
- G The national rail lines were financed by resourceful London merchants and bankers whose interests were in the development of the country.
- H The railway companies were sponsored by public funds that sought to enhance the interest of the rural communities.
- I Wordsworth praised the railways as an example of modern technology that allowed humans to control nature.

(3) Choose the ONE sentence that BEST summarizes the author's main argument in the passage.

- A It is essential to understand the social and economic background of Victorian England, especially the technological advancement and the emergence of the new capitalistic class associated with the railways, to appreciate Wordsworth's poetry as an articulation of environmental concerns.
- B It is possible to see the Victorian railways as the forerunner of modern corporate business practices as they acquired land from private investors such as merchants, manufacturers, and urban capitalists and grew to become the largest corporations in Britain and in the United States.
- C Railways had a huge impact on Victorian society with their economic scale and their symbolism of modernity and progress, but as Wordsworth sought to protest in vain, their advancement came with an environmental cost that left the English countryside altered and impaired aesthetically.
- D The rise of the middle class was supported by the traditional landed class that became more powerful through the railways which were being enthusiastically imposed upon the English countryside.
- E Wordsworth figures as the first individual to engage in anti-government protest, and his activities in the Lake District should be understood in the context of environmentalism in nineteenth-century England, against the backdrop of modernization and industrialization.

(4) Choose the ONE expression that best fits each of blanks [1] and [2] in the passage.

- | | | | | | |
|---|-------------|-----------|-----------|-------------|------------|
| 1 | A denounced | B forced | C praised | D sustained | E vilified |
| 2 | A dominate | B intrude | C provide | D transfer | E vex |

(5) Find the vowel with the strongest stress in each of these words, as used in the passage. Choose the ONE which is pronounced DIFFERENTLY in each group of five.

- 1 A commentators B commerce C commodities D economic E modernity
 2 A decades B estates C revegetating D threatened E unprecedented
 3 A bustling B encompassed C monumental D suburbs E tunnels

III Examine the table below. Complete the analysis by filling in each blank with the best word(s).

Average Number of Jobs Held by Individuals between Ages 18 and 50 in the U.S.

	Total	During Ages 18-24	During Ages 25-34	During Ages 35-44	During Ages 45-50
Total	11.9	5.5	4.5	2.9	1.7
Men	12.1	5.7	4.7	2.9	1.7
Women	11.6	5.3	4.2	2.9	1.7

[Source: U.S. Department of Labor, Bureau of Labor Statistics (2017).]

Overall, individuals held an average of 11.9 jobs between ages 18 and 50, with (1) of these jobs held before age 25, when they held an average of 5.5 jobs. The average (2) 4.5 jobs from ages 25 to 34 and to 2.9 jobs from ages 35 to 44. Individuals held an average of just 1.7 jobs (3) the age of 44.

Men held an average of 12.1 jobs and women held 11.6 jobs from age 18 to age 50. Men held 5.7 jobs from ages 18 to 24, (4) 1.7 jobs from ages 45 to 50. The reduction in the average number of jobs held across all age groups was (5) for women.

It can be said that men are somewhat more likely to switch jobs than women when they are both younger, (6) the difference disappears after their mid-30s.

- 1 A almost all B an average C nearly half D three-quarters E two-thirds
 2 A bottomed at B fell to C peaked at D raised to E spiked to
 3 A at B during C in D past E until
 4 A compared with B down from C on the other hand
 D resulting in E rising to
 5 A flatter B identical C opposite D similar E unseen
 6 A but B despite C for instance D so is E thus

IV Choose the BEST item from the box with which to fill the blanks in the passage below. You may use each item only ONCE.

A by	B from	C in	D of	E on	F over	G since	H to	I with
------	--------	------	------	------	--------	---------	------	--------

Eye contact is an essential element [1] effective public speaking and good communication in general. Eye contact does not mean looking [2] the tops of your listeners' heads. It means actually "touching" their eyes [3] yours. Maintaining good eye contact makes your listeners feel that you are speaking directly [4] them. Good eye contact also makes a better impression [5] your listeners. It shows that you are full of confidence and conviction. It gives your listeners more faith both [6] you and your message.

V Choose the ONE way to make each of the following sentences INCORRECT grammatically. If none of the choices make the sentence incorrect, choose F.

- 1 Rules are often ().
 A abolished B amended C broken
 D ignored E misused F ALL CORRECT
- 2 Some people are particularly good at identifying and () assumptions.
 A challenging B defying C disagreeing
 D questioning E verifying F ALL CORRECT
- 3 There are many ways to turn a failure into a ().
 A chance B prosperity C success
 D triumph E victory F ALL CORRECT

VI Choose the underlined section in each text below that is INCORRECT. If the choices in the sentences are ALL CORRECT, choose E.

- 1 Being of a practical mind-set, the students think it useless to study theory
 A B
until they realize that the theories influence on practice.
 C D
 E ALL CORRECT
- 2 Ever since she quit her job last year due to serious health problems
 A B
that required her to be hospitalized, she has not had a chance to contact with anyone.
 C D
 E ALL CORRECT
- 3 Had it not been for your sound advice, I would have made
 A B C
the same mistake time and again.
 D
 E ALL CORRECT
- 4 Taking a leisurely stroll along the beach is perfect to enjoy a relaxing day away
 A B C
from the daily grind.
 D
 E ALL CORRECT

WRITING SECTION

All answers must be written in English in the space provided on the ANSWER SHEET.

VII Use ALL the words and phrases provided in the underlined sections to complete the sentences to fit the context of the passage. Change the order as necessary. You may NOT change the form of the words. You may NOT include words that are not provided.

The climate / complex / human history / in / is / shaping / role of, and climate historians often debate the degree to which climate should be assigned a deterministic role. It always dominate / interacts with / our traditional approach / that / the social, political, and economic factors / to history, but some climate upheavals seem from circumstantial evidence to be extremely significant, even dominant, factors in shaping public moods and attitudes immediately before political upheavals.

[Adapted from Al Gore, *Earth in the Balance* (2007).]

VIII Think about the meaning of the picture below and explain your thoughts in a paragraph in English.



[Picture available at <http://www.cartoonistgroup.com/store/add.php?iid=125697>
Gary Varvel's Editorial Cartoons—Child Comics and Cartoons / The Cartoonist Group.
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[以下余白]



