

## 2011 年度 入学 試験 問題

# 英 語

(試験時間 12:55~14:25 90分)

1. 解答用紙は、記述解答用紙とマーク解答用紙の2種類がありますので注意してください。
2. 解答は、必ず解答欄に記入してください。なお、解答欄以外に書くと無効となりますので注意してください。
3. 解答は、HBの鉛筆またはシャープペンシルを使用し、訂正する場合は、プラスチック製の消しゴムを使用してください。特に、マーク解答用紙には鉛筆のあとや消しくずを残さないでください。また、折りまげたり、汚したりしないでください。記述解答用紙の下敷きにマーク解答用紙を使用することは絶対にさけてください。
4. 解答用紙には、受験番号と氏名を必ず記入してください。
5. マーク解答用紙の受験番号および受験番号のマーク記入は、電算処理上非常に重要なので、誤記のないよう特に注意してください。
6. 設問文にある点数は、満点が200点となるような配点表示になっていますが、大学入試センター試験利用入試併用方式の配点は300点になります。

I 次の英文の下線部(a)と(b)を日本語に訳しなさい。(30点)

Capitalism is the most successful wealth-creating economic system that the world has ever known; no other system, as the distinguished economist Joseph Schumpeter\* pointed out, has benefited “the common people” as much. He observed that capitalism creates wealth through advancing continuously to ever <sup>(a)</sup> higher levels of productivity and technology; this process requires that the “old” be destroyed before the “new” can take over. Technological progress, the ultimate driving force of capitalism, requires the continuous discarding of obsolete factories, economic sectors, and even human skills. The system rewards the adaptable and the efficient: it punishes the redundant and the less productive.

This “process of creative destruction”, to use Schumpeter’s term, produces many winners but also many losers, at least in the short term, and poses a serious threat to traditional social values, beliefs, and institutions. Moreover, the advance of capitalism is accompanied by periodic recessions that can disrupt peoples’ lives. Although capitalism eventually distributes wealth more equally <sup>(b)</sup> than any other known economic system, as it does tend to reward the most efficient and productive, it tends to concentrate wealth, power, and economic activities. Threatened individuals, groups, or nations constitute an ever-present force that could overthrow or at least significantly disrupt the capitalist system.

\*Joseph Schumpeter ヨーゼフ・シュンペーター (1883-1950)。経済学者。

II 次の日本語(a)と(b)を英語に訳しなさい。(30点)

- (a) すべての人間は、いかなる社会的、政治的、経済的または文化的な背景を有していても平等に扱われる権利を持つ、ということに疑いの余地はない。
- (b) この異なった2種類の魚は外観において大変似ているので、他の特徴を考慮に入れることによってはじめて確実に区別できる。

III 次の英文1～5の空所に、与えられた文字で始まる適切な語を入れると、下の日本語にはほぼ相当する意味になります。与えられた文字も含めてそれを解答欄に書きなさい。(15点)

1 We plan to (e ) the service to business travelers.

そのサービスは商用の旅行者も対象とする予定だ。

2 A small amount of this paint goes a (l ) way.

このペイントは伸びがよくて、少量で広く塗ることができる。

3 Clearance of this site required the (r ) of a number of trees.

ここを更地にするには木を何本か切り倒さなければならなかった。

4 My teeth are very (s ) to cold food.

冷たいものだと歯にしみる。

5 Fortune and fame (m ) nothing to him.

彼にとっては、富も名声もどうでも良いことであった。

問題IV～VIIIは5頁以降にありますので注意してください。

IV 次の2人の人物の会話において、空所1～10のそれぞれに、与えられた文字で始まる適切な1語を入れて、全体を筋の通った文章にしてください。与えられた文字も含めてそれを解答欄に書きなさい。(30点)

A: One of my fellow-citizens swears that one night, when he was walking around the park, he <sub>1</sub>(m ) an extraterrestrial being in humanlike form . . .

B: An extraterrestrial being?

A: Yes, a little green man with two eyes in front and two behind, and a rotating tiny horn on top of his head. I heard that the fellow even took a picture of his alien. Do you <sub>2</sub>(b ) his words?

B: Uh, yes and no . . . Well, how extraordinary it is that beings from other planets are always described as green and never any other <sub>3</sub>(c )!

A: Probably to distinguish them better from us earthlings throughout whose bodies <sub>4</sub>(b ) flows. If my memory is correct, it is said that so far there have been more than two hundred thousand reported sightings of UFOs.

B: If a man reports having seen flying saucers and little green men on his walks, and if this man is one worthy of our respect, I see no reason why we should not take the man seriously. But, all the same, it does seem very strange that these mysterious beings should have <sub>5</sub>(v ) this planet more than two hundred thousand times only to vanish without trace. Now, look at it this way. You left your city early this morning and I assume it <sub>6</sub>(t ) you quite a while to drive to this town.

A: Five hours and forty minutes on the motorway.

B: But you did not, as soon as you came within sight of the tall building of our town hall here, change your mind and drive back the way you had come?

A: I wouldn't dream of it. I came to this town with a specific purpose in mind, which was to see my friends, especially you.

B: Aliens, too, would have had some specific purpose, otherwise they would never have <sub>7</sub>(b ) such a long-term space mission in the first place. And

yet, according to the testimony of those <sub>8</sub>(w ) assert the presence of extraterrestrial beings on earth, all these aliens, after an extremely tedious journey lasting two or three thousand years, have apparently revealed themselves for a few seconds to a few people on the earth and then immediately started on a <sub>9</sub>(r ) voyage.

A: Ah, it's not <sub>10</sub>(l ). Now I see your point.

V 次の1～10の空所に入れるのに最も適切な語(句)を(a)～(d)の中から1つ選び、その記号をマークしなさい。(20点)

- 1 The castle was constructed ( ) precision as the king and his knights had planned.  
(a) at (b) by (c) in (d) with
- 2 In the United States, there is a constant tension ( ) the need for lawsuit reform and the legal industry that resists it.  
(a) about (b) against (c) between (d) toward
- 3 His face ( ) some resemblance to Babe Ruth.  
(a) bears (b) gives (c) means (d) takes
- 4 We want our children to develop a sense of when total honesty is called for, and when certain things are better ( ) unsaid.  
(a) got (b) left (c) made (d) taken
- 5 The traffic was ( ) because of an accident.  
(a) crawling along (b) getting along  
(c) proceeding along (d) sailing along
- 6 What is acceptable in one society could very well ( ) you in jail in another.  
(a) arrest (b) enter (c) plan (d) put
- 7 In Europe, famous cathedrals are usually full of tourists ( ) in the beautiful architecture of the past.  
(a) interested (b) interesting (c) in interests (d) to interest



- 8 They made their way ( ) in the cave.
- (a) at some fours (b) fours on fours  
(c) on all fours (d) twos and twos
- 9 Having listened to our story, Mary said that he was indeed such a fool and I was ( ).
- (a) another (b) each (c) either (d) other
- 10 Her encouragement, or ( ) it was, didn't help me at all.
- (a) all (b) either (c) however (d) whatever

VI 次の1～10の下線部(a)～(d)には、文法・語法・内容などの誤りを含むものが1つあります。その記号をマークしなさい。(20点)

- 1 In the first year not only do babies change their emotional signals as their relationships develop, neither they acquire skills of using information from caregivers to alter their own actions.  
(a) (b) (c) (d)
- 2 We are probably never so to aware of phenomena and objects as when we are about to gain or lose them.  
(a) (b) (c) (d)
- 3 Youngsters these days are so customary to the five-day workweek that they feel it strange that there was a time when we had only one day off.  
(a) (b) (c) (d)
- 4 Zoos bring to people the often strange and always fascinating animals of lands both near and far. Few people have the opportunity to visit such places that the jungles of Asia or the grasslands of Africa to see the animals native to those regions.  
(a) (b) (c) (d)
- 5 Concern on conservation and development raises issues of social and moral responsibility, both for individuals and for business and political organizations.  
(a) (b) (c) (d)
- 6 Because of the huge rise in popularity of the Internet, almost every newspaper now has an online version, most of which can be read completely no charge.  
(a) (b) (c) (d)
- 7 I often make business decisions based not so much on cost, quality, or how much I'm being paid, as to how nice or pleasant someone is to work with.  
(a) (b) (c) (d)

- 8 (a) Given that a number of the issues (b) being discussed at the conference is (c) of (d) great use to our own company, I would encourage as many employees as possible to attend.
- 9 Data collected (a) by means of questionnaires, interviews, diaries or (b) any other (c) method mean (d) very little so far as they are analyzed and evaluated.
- 10 He warned (a) of making people slaves of 'possession' (b) with no other horizon than (c) the continual replacement of the things already owned with (d) others things still better.

VII 次の英文を読んで、あとの問いに答えなさい。(26点)

American lawyers and judges are fond of talking about “opening the floodgates”, referring to legal decisions that swamp the courts with undesirable lawsuits and litigation. But that’s in the US, where the law sometimes seems larger than life: Legal dramas are a mainstay of prime-time television and even small children threaten to sue each other.

Until recently, Japan was very much the opposite. Japanese tend to view lawsuits as a distasteful admission of failure, to be used only after patience, discussion and negotiation all fail. In a country where it can take a decade or more to become a lawyer, and equally as long for some cases to pass through the legal system, the average citizen sees the justice system as a world better left to legal experts and criminals.

Now, in response to pressure from Japanese scholars and lawyers, and a bit pressure from foreign interests as well, the Japanese Government is taking steps to make its legal system more open. The hope is that by increasing public awareness, Japanese citizens will gain greater confidence in their justice system.

To this end, in April 2004 Japan opened 67 new graduate law schools aimed at increasing the number of law students and, theoretically, the number of lawyers. Four years later, in December 2008, it became possible for victims of certain crimes to take part in the trials of their assailants\*. Then, from the spring of 2009, Japan introduced a new citizen-judge system that brings citizens into criminal courts to decide cases with professional judges. These citizen judges, or SAIBAN-IN, only take part in trials where crimes have resulted in death, such as murder, arson\* and reckless driving, and in trials where the penalty is death, life imprisonment, or imprisonment for a set term.

For many lawyers, and others who are proponents of a more transparent justice system in Japan, these changes are welcome. Nevertheless, as is so often the case in the field of law, the devil lies in the details, and among these reforms the Japanese Government is introducing, the citizen-judge system has raised the greatest interest and controversy.

For years, citizen and lawyer groups have protested that Japan’s 99 percent

criminal conviction rate reflects a justice system that is controlled by police and prosecutors. The Japan Federation of Bar Associations (JFBA) claims that Japan's judges work too closely with prosecutors, creating a system that does not reflect the public's sense of fairness and justice. As a result, since 1990 the JFBA has been calling for adoption of a citizen-judge system.

The system is also expected to shorten the length of criminal trials, some of which used to drag on for months and even years. "Ninety percent of trials at which citizen judges will be assigned are expected to end within five days", explained a February 2009 article in the *Yomiuri* newspaper. This brevity is a welcome change for judges and witnesses, and is likely appreciated by lawyers and criminals as well.

Still, there are cultural values influencing the new system. In Japan, where the death penalty had been debated for decades and is widely seen as an objectionable, though perhaps necessary, evil, the notion of citizens judging fellow citizens, and even condemning them to death, is particularly unappealing.

In February 2009 the *Mainichi* newspaper conducted a survey asking respondents if they approved of citizens getting involved in death penalty cases as citizen judges. Only 28 percent approved, while 63 percent disapproved of this prospect.

Ironically, Japanese are not eager to get involved in the legal system, but neither are they content with the status quo ante\*. In February 2009, when the *Asahi* newspaper asked whether the penalties given to convicted criminals were generally appropriate, 30 percent agreed that they were appropriate, but 59 percent said that sentences are not strict enough. So now, with the citizen-judge system in full swing, members of society are having the opportunity to take justice into their own hands, working with judges to hand down sentences that reflect a more public sense of justice.

\*assailant 加害者

\*arson 放火

\*status quo ante 旧来の状態

問い 次の1～13の英文を読み、本文の内容と合致するものにはTを、合致していないものにはFをマークしなさい。

- 1 On American television children can be seen threatening to sue each other in TV dramas.
- 2 Most Japanese feel that the nation's legal profession requires special knowledge and competence.
- 3 With Japan's legal system gaining greater transparency, Japanese people are gaining self-confidence.
- 4 Now, for the first time, victims in Japan can defend themselves in court.
- 5 The new citizen-judge system allows Japanese citizens to take part in trials that are trying cases involving capital offenses.
- 6 Of all the changes introduced to Japan's justice system in recent years, the citizen-judge system has stirred up the most concern.
- 7 Japan adheres to a system that requires a conviction rate of 99 percent.
- 8 One of the benefits of the new citizen-judge system is that it will reduce the time taken to try some cases.
- 9 For the most part, Japanese people feel that the death penalty is evil, unnecessary and unappealing.
- 10 About two thirds of Japanese citizens do not think that they or others should be involved in trying cases that could result in a death verdict.
- 11 Japanese prefer not to take part in the nation's justice system, but they are also concerned that the system has changed little over the years.
- 12 More than half of Japanese feel that judges have been too soft when it comes to punishing criminals.
- 13 Today's citizen-judge system has made it possible for citizens to reform the nation's common sense.

問題Ⅷは15頁以降にありますので注意してください。

VIII 次の英文を読んで、あとの問1～問10に答えなさい。(29点)

Two great questions confront all students of the social sciences: What happened? Why? More often than not, history attempts to deal mainly with the first. It gathers the scattered traces of events and fills the archives of civilization with their records. Its science sifts the evidence and prepares the story. Its art recreates the image of what has been, and “old, unhappy, far-off things” become once more the heritage of the present. Though no magic touch can wholly restore the dead past, history satisfies in considerable part the curiosity which asks, “What happened?” But “Why?” What forces have been at work to move the latent energies of nations, to set going the march of events? What makes our revolutions or our backward reactions? Why did Rome fall, Christianity triumph, feudalism arise, the Inquisition\* flourish, monarchy become absolute and of divine right, Spain decline, England emerge, democracy awaken and grow potent? Why did these things happen when or where they did? Was it the direct intervention of the divine power? Or are the ways past finding out? Do the events themselves reveal a meaning?

These are not simply questions for historians. Children insist upon them most. He is a lucky storyteller whose Jack the Giant Killer or Robin Hood is not cut through, time and again, by unsatisfied curiosity as to *why* the beanstalk grew so high, *why* Jack wanted to climb, *why* Robin Hood lived in the greenwood. Many a parental Herodotus\* has been wrecked on just such grounds. The problem of the historian or the scientist is the same as that brought forward by the child. The drama of history appears itself before our eyes in more sober form: our Robin Hood becomes a Bismarck\*, our Jack the Giant Killer a Napoleon, but we still have to ask how fortune and genius so combined as to place Germany in the hands of the one, Europe at the feet of the other. Not only is the problem the same, but we answer it in the same way. Here, at once, we have a clue to the nature of interpretation. For any one knows that you answer the child’s “Why?” by telling another story. Each story is, in short, an explanation, and each



explanation a story. The schoolboy's excuse for being late is that he couldn't find his cap. He couldn't find his cap *because* he was playing in the barn. Each incident was a cause and each cause an incident in his biography.

In like manner most of the reasons we assign for our acts merely state an event or a condition of affairs which is in itself a further page of history. At last, however, there comes a point where the historian and the child part company. History is more than events. It is the manifestation of life, and behind each event is some effort of mind and will, while within each circumstance exists some power to stimulate or to obstruct. Hence psychology and economics are called upon to explain the events themselves. The child is satisfied if you account for the career of Napoleon by a word "genius", but that merely opens the problem to the psychologist and the economist, not to mention the historian.

\*the Inquisition 宗教裁判

\*Herodotus ヘロドトス。紀元前5世紀頃のギリシアの歴史家。

\*Bismarck ビスマルク (1815-1898)。ドイツ統一を成し遂げたプロイセンの首相。

問1 下線部(ア)の意味に最も近いものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) 文明の科学は証拠を検証して社会の未来を予測する。
- (b) 文明の科学は資料を再検討して人間に覚悟を促す。
- (c) 歴史は証拠を再解釈して時代の変遷を素描する。
- (d) 歴史は資料を取捨選択して物語を作る。

問2 下線部(イ)の意味として最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) become another urban legend
- (b) come to have significance to modern people
- (c) get rebuilt as new monuments
- (d) will be handed over to the next generation in time

問3 下線部(ウ)の意味として最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) beyond
- (b) by
- (c) lost
- (d) missing

問4 下線部(エ)が指すものについて最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) questions about reasons
- (b) questions as to facts
- (c) questions for historians
- (d) questions of wars

問5 下線部(オ)の説明として最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) 親ならそんな具合にして話の腰を折られた経験を大概持っている。
- (b) ヘロドトスと並ぶような歴史家達の多くもそのような根拠に基づいて判断している。
- (c) ヘロドトスは一敗地にまみれた人々の戦史を多く残している。
- (d) 歴史家といえども自分の親族のことを上手く物語ることに失敗した例は多い。

問6 下線部(カ)の the other が指すものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) Bismarck
- (b) Herodotus
- (c) Jack
- (d) Napoleon

問7 下線部(キ)はここでは何のたとえになっていると言えるか。最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) affair
- (b) circumstance
- (c) fiction
- (d) life

問8 下線部(ク)の意味として最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) become copartners
- (b) cease pretending to be fellows
- (c) go in different directions
- (d) participate in a part-time job

問9 下線部(ケ)と置き換えて文をほぼ同じ意味にするために最も適切なものを、(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) demanded
- (b) ordered
- (c) sought
- (d) visited

問10 この英文の表題として最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) Child as a Historian
- (b) From History to Child's Excuse
- (c) History as Interpretation
- (d) Two Types of History