

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150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200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)

The system has a life of its own (regardless of whether it is an organism or an inorganic system), because it functions only as long as all its parts remain integrated in the particular form that the system demands. The system as a whole dominates the parts, and the parts are forced to function within the given system—or not at all. The system has an inner coherence* that makes its change extremely difficult.

If one tries to change one isolated part of the system, the change will not lead to a change of the system as a whole. On the contrary, The system will continue^(a) in its own way of functioning, absorbing the change of any part in such a way that very soon the effects of the change are undone. A concrete example may serve: in the attempt to change the slums in big cities, it is often suggested that the most efficient way to do so is to build new, low-cost houses. One discovers, however, that after a while the new houses have turned into slums again, and the “slum system” continues to function as before. The reason for this lies in the fact that if one only builds new houses without making fundamental changes in the entire system—educational, economic, psychological, etc.—the basic structure remains the same and hence reproduces the slum system, reducing eventually the newly built houses into new slums. A system can be changed only if, instead of changing^(b) only one single factor, real changes are made within the whole system so that a new integration of all its parts can take place.

*coherence 一貫性

II 次の日本語(a)と(b)を英語に訳しなさい。(20点)

- (a) その委員会は、それぞれの州の代表である 8 人の委員で構成されているということが明らかになった。
- (b) 妹と私はきのう新宿のデパートへ買い物に行ったが、とても混雑していて彼女を見失ってしまった。

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 If what he says is true, it (f) that you are lying.

もし彼の言い分が本当なら君が嘘をついていることになる。

2 He (c) me to prove my innocence.

無実というなら証明してみろと彼はわたしに詰め寄った。

3 (F) with strong evidence that he was wrong, the politician denied he had ever said it.

間違っているという強力な証拠を突きつけられて、その政治家はそれを言ったことを否定した。

4 The ending is (o) to various interpretations.

その結末にはいろいろな解釈ができる。

5 As for this political scandal, the course of events reminds me of a proverb, "Truth is stranger than (f)".

この政治スキャンダルのでんまつを知ると「事実は小説よりも奇なり」ということわざを思い出してしまう。

IV 次の1～5において、空所に与えられた文字で始まる適切な語を入れると、(a)と(b)がほぼ同じ内容になります。入れるべき語を、与えられた文字も含めて、解答欄に書きなさい。(15点)

- 1 (a) All I could do was to cry.
(b) There was (n) for me to do but cry.

- 2 (a) What is success? It all depends on how you define it.
(b) The meaning of success (v) from person to person.

- 3 (a) It is understood that any modern state should carry out a census every five years.
(b) To carry out a census every five years is (a) to be important in any modern state.

- 4 (a) Among those six persons killed in the riot was a policeman.
(b) Six people were killed in the riot, (i) a policeman.

- 5 (a) He was unfamiliar with the area, but he was able to find his hotel.
(b) Without even knowing the (w) he found his hotel.

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 Jim had a slender (), rather below medium height.
(a) bone (b) figure (c) nature (d) posture

- 2 As the investigation is still under (), we are not at liberty to make the name of a prime suspect known.
(a) control (b) law (c) pressure (d) way

- 3 He feels on () of the world.
(a) crown (b) tip (c) top (d) wing

- 4 If we are afraid to try something new, we might () an opportunity that could change our life.
(a) make (b) master (c) mind (d) miss

- 5 Leaving () the cost of the scheme, let us examine its benefits.
(a) aside (b) beside (c) besides (d) outside

- 6 You have to be prepared to stand up for the things you believe ().
(a) by (b) in (c) to (d) with

- 7 It took months to () my resentment toward him.
(a) outcome (b) outnumber (c) overcome (d) overtake

- 8 Taro's parents insisted () his part-time job, as they felt it was interfering with his studies.
- (a) that he give up (b) that he gives up
(c) upon him to give up (d) upon his being given up
- 9 It remains to be seen () the business will bring a profit to us.
- (a) whenever (b) whether (c) which (d) whichever
- 10 Had it not been () enough oxygen in the spaceship, her crew would have died.
- (a) above (b) for (c) of (d) with

VI 次の1～5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。(10点)

- 1 When she finally returned to the parlor, she found her mother still talked with her aunt and uncle, the three of them on another round of tea.
(a) (b) (c) (d)
- 2 A new product should be judged not by the promises made in commercials and advertisements, but also by the results demonstrated in actual use.
(a) (b) (c) (d)
- 3 Knowledge systems involve a complex series of assumptions and methodological rules about what accounts as appropriate knowledge in a given time and place.
(a) (b) (c) (d)
- 4 Pressure to integrating economic and environmental policies has come both through international government activities and through changes in the attitudes of individuals as consumers and citizens.
(a) (b) (c) (d)
- 5 Many people do not even have the opportunity to visit nearby farms or the wild areas of their own country. At a zoo, however, people may see in captivity the wild animals which they read and hear.
(a) (b) (c) (d)

問題Ⅶ・Ⅷは9頁以降にありますので注意してください。

VII 次の英文を読んで、あとの問1と問2に答えなさい。(20点)

I have a friend named Monty Roberts who owns a horse ranch in San Francisco. He has let me use his house to put on fund-raising events to raise money for youth-at-risk programs. The last time I was there he introduced me to the assembled group by saying as follows:

“I want to tell you why I let Jack use my house. It all goes back to a story about a young man who was the son of an itinerant* horse trainer who would go from race track to race track, and ranch to ranch, training horses. As a result, the boy’s high school career was continually interrupted.

When he was a senior, (1). That night he wrote a seven-page-paper describing his goal of someday owning a horse ranch. (2) and he even drew a diagram of a two-hundred-acre ranch, showing the location of all the buildings, the stables and the track.

He put a great deal of his heart into the project and the next day he handed it in to his teacher. Two days later (3). On the front page was a large red F with a note that read, ‘See me after class’.

(4) and asked, ‘Why did I receive an F?’

The teacher said, ‘This is an unrealistic dream for a young boy like you. You have no money. Owning a horse ranch requires a lot of money. You have to buy the land. There’s no way you could ever do it’. Then the teacher added, ‘If you will rewrite this paper with a more realistic goal, I will reconsider your grade’.

(5). Finally, after sitting with it a week, the boy turned in the same paper, making no changes at all. The teacher stated, ‘You can keep the F and I’ll keep my dream’”.

Monty then turned to the group and said, “I tell you this story because you are sitting in my house in the middle of my two-hundred-acre horse ranch. I still have that school paper framed over the fireplace”. He added, “The best part of the story is that two summers ago that same school teacher brought thirty kids

to camp out on my ranch for a week. When the teacher was leaving, he said, 'Look, Monty, I can tell you this now. When I was your teacher, I was something of a dream stealer. During those years I stole a lot of kids' dreams. Fortunately you had enough guts not to give up on yours'".

*itinerant 巡回して仕事をする

問1 本文の空所1～5に入れるのに最も適切なものを(a)～(e)から1つ選び、その記号をマークしなさい。なお(a)～(e)は、文頭に位置するものも書き出しの文字は小文字にしてあります。同じ選択肢を繰り返し用いることはできません。

- (a) he received his paper back
- (b) he was asked to write a paper about what he wanted to be and do when he grew up
- (c) he wrote about his dream in great detail
- (d) the boy went home and thought about it long and hard
- (e) the boy with the dream went to see the teacher after class

問2 次の1～5を読み、本文の内容と合致するものにはTを、合致しないものにはFをマークしなさい。

- 1 Monty could not rewrite the paper, because he also thought of his dream as too unrealistic.
- 2 The paper gave Monty a chance to reconsider whether he really wanted to be an owner of a ranch.
- 3 The paper framed, hung over the fireplace, still reminds Monty of the unhappy life he led when he was young.
- 4 Monty's teacher was not the kind of teacher that encouraged his students to follow up their dreams.
- 5 Monty let his teacher use his ranch just because he wanted to boast about his success in owning a dream ranch.

VIII 次の英文を読んで、あとの問1～問5に答えなさい。(20点)

The phenomenon of racism on a global scale has deep historical roots. Ever since the earliest migrations (1) different ethnic groups into contact with each other, relations of power, exploitation*, conflict, and war have existed between them. The outcomes have been very different in different eras and in different parts of the world, but a common consequence has been institutionalized forms of racism in relations between different racial and ethnic groups. (2), the treatment of Native Americans on the North American continent, or Aboriginal people in Australia, has been characterized by assumptions of racial superiority on the part of white settlers, and behavior toward the native population which treated this group as inferior. Slavery in the Western hemisphere and European colonization of other parts of the world outside Europe have created forms of racism which are at the heart of the phenomenon in history. Understanding this long historical past is essential for grasping racism in the contemporary world.

Nowhere is this more so than in relation to the institution of slavery. Slavery was not universally a product of racism, in the sense ^(ア)that the institution existed in ancient Greece and Rome, (3) its basis was not primarily racial at all. ^(イ)Slavery was also a feature of relations between Muslim Arab nations in what is now the Middle East, and Africans on the east coast of that continent. Arab slavery in East Africa preceded the European slave trade across the Atlantic. In the medieval period, the Muslim world acknowledged the qualities of the civilizations of India and China, but regarded black Africans living to the south as inferior and primitive people. To them, the blackness of Africans suggested sin and the devil. Stories from the Bible were constantly used to explain why black people could be degraded to the status of slaves as punishment for their ancestors' sin. There was a good deal in common between these early Muslim views of Africans, and the Christian justifications for the enslavement which supported the

much more substantial Atlantic slave trade in black Africans, (4) flourished between the sixteenth and the early nineteenth centuries.

Some scholars deal with English ideas about Africans in the late sixteenth century, before the importation of black slaves into Britain's American colonies had become strongly established. They point to the association of blackness (5) negative characteristics, 'the symbol of baseness and evil and a sign of danger'. This may partly explain why black Africans were thought particularly suited to being enslaved, in contrast to English indentured servants* or Native Americans already living there when colonists arrived, and how justifications for the slave trade were often made in this way, often with Christian theological interpretation. The experience of those captured in Africa epitomized* the human degradation involved in being sold into slavery. The well-known 'middle passage'* involved disease and death for many, under inhuman conditions. The change in status emphasized to those enslaved that they were to be treated as (6) human from now on.

*exploitation 搾取

*indentured servants 年季奉公人

*epitomize ~の典型となる

*the 'middle passage' (アフリカ西岸と西インド諸島を結ぶ) 中間航路

問1 文中の1～6に入れるのに最も適切なものを(a)～(d)からそれぞれ1つ選び、その記号をマークしなさい。

1 (a) brought (b) come (c) lost (d) went

2 (a) For example (b) In addition (c) On the contrary (d) To sum up

3 (a) that (b) where (c) which (d) why

4 (a) where (b) which (c) who (d) whom

5 (a) against (b) by (c) for (d) with

6 (a) less than (b) much as (c) more than (d) worse as

問2 下線部(ア)の内容を最もよく表しているものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) Slavery is less universal than racism according to various studies on the institution of slavery.
- (b) The best way to understand racism is to see the historical background of the institution of slavery.
- (c) The institution of slavery was more common in the Western hemisphere and areas colonized by European countries than in other regions.
- (d) To understand racism is most essential for recognizing the history of the slave trade.

問3 下線部(イ)の that と同じ用法のものが含まれている文を(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) Don't ignore the fact that we are unable to achieve our dreams without constant labor.
- (b) I don't like the way that he spoke so self-importantly.
- (c) It is a sense of humor that may help us in the most difficult situations.
- (d) There was a court case that excited the public.

問4 下線部(ウ)の理由の一つとして本文で挙げられているものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) The color of skin of African people was taken as evidence of their uncivilized and evil nature.
- (b) The English believed that England was the center of the Western hemisphere and should colonize the other parts of the world.
- (c) The institution of slavery that existed in ancient Greek and Rome was not based on racism.
- (d) With their religious beliefs, Muslims and Christians competed against each other in the slave trade.

問5 上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) The formation of racism through the institution of slavery
- (b) The influence of religious beliefs on the slave trade
- (c) The justification for slavery and British imperialism
- (d) The outcome of migrations throughout history