

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 perceptions and biases of journalists assume a far more influential role in the intermediary* stage of the news process: the analysis of events. Journalistic analysis involves choosing and ordering the significant aspects of the data collected about an assigned target. Surrounding almost any happening is a confusing, confounding blur of information. The journalist—who seldom, if ever, witnesses the entire event—must reconstruct it from a welter* of connecting assertions, fragments of evidence, and possibly some eyewitness accounts. Therefore, the only events that journalists can count on witnessing in their (a) entirety are those staged especially for the media, such as press conferences and interviews. In sifting through the data surrounding an event, the journalist must have some overall view of reality to help him put together a coherent picture. Some statements might be emphasized and highlighted; others, played down or omitted entirely. Indeed, the journalist often organizes the material to coincide with what he believes is the true meaning of the happening. For instance, television reporters covering a political rally commonly find that from the same audience they can choose a picture either of a participant cheering with enthusiasm or of one yawning with boredom. If they select the former, they provide a visual cue indicating approval; if they select the latter, they signal disapproval.

It is precisely because journalists appear to have this power to reconstruct (b) reality according to their preferences and biases that they have come under increasing attack by politicians and critics. In 1969, it will be recalled, then Vice-President Spiro T. Agnew directed his fury at newsmen's "instant analysis" of presidential statements and suggested that this analysis distorted issues of vital importance to the nation.

*intermediary 中間の

*welter (大量の情報の)混乱

II 次の日本語(a)と(b)を英語に訳しなさい。(20点)

(a) 15世紀中頃にグーテンベルク (Gutenberg) は、活字を用いて本を生産する技法をシステム化した。

(b) 私は、毎夏祖父母のところを訪れると、秋に友だちに自慢できるようなことを経験したものだ。

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 Copy this document at 50% (r).
この文書を半分のサイズにコピーしてください。
- 2 The new professor's first lecture fell far (s) of the students' expectations.
新任教授の最初の講義は学生たちの期待を大きく裏切るものだった。
- 3 The teacher's joke was totally (l) on his students in the class.
先生の冗談は教室の学生たちに全く通じなかった。
- 4 The president suggested that the news (r) secret.
会長はそのニュースは秘密にしておこうと提案した。
- 5 Will Bob be (a) this afternoon? I have something to ask him to do.
今日の午後ボブはいるかな？頼みたいことがあるんだ。

IV 次の1～5において、(a)の中の1語の品詞（名詞・動詞・形容詞・副詞など）を変えて適切な形にし、(b)の空所に入れて、(b)を筋の通った文にしてください。解答は解答欄に書きなさい。（15点）

(例)

(a) Everything I know about this case is information from sources I considered confidential.

(b) The teacher will take your recent illness into () when marking your exams.

(答) consideration

1 (a) We intend to pursue this policy with enthusiasm in spite of foreseeable difficulties.

(b) She began to travel the world in () of her dreams, but she ran out of money halfway.

2 (a) The study program concentrates more on group work and places less reliance on lectures.

(b) He can't be () on to tell the truth.

3 (a) She desperately tried to seize the gun from him.

(b) This is, according to TV news, the largest ever () of cocaine at a Japanese port.

4 (a) He has the maturity to set clearly defined goals and the determination to achieve them.

(b) The American people are () to work for a world in which all people are free to govern themselves.

5 (a) To be accurate, learning Greek is 10% inspiration and 90% repetition.

(b) The investigating committee is still skeptical about the () of internal checks.

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 police were unable to () the whereabouts of the missing girl.
(a) stop (b) trace (c) traverse (d) trespass

- 2 At colleges and universities the term 'Arts' usually () to humanities and social sciences.
(a) indicates (b) means (c) mentions (d) refers

- 3 Let's talk about whatever problems you may have, and we'll see if we can () up with a solution together.
(a) catch (b) come (c) get (d) put

- 4 She is totally immersed () her law practice.
(a) by (b) in (c) on (d) to

- 5 He set up scholarship funds to () poor students and adults attend college.
(a) aid (b) encourage (c) help (d) urge

- 6 Without () understanding what you want to do it is very difficult to make plans.
(a) clear (b) clearer (c) clearing (d) clearly

- 7 Some historians say that the development of jazz was () prohibition.
(a) caused in a way to (b) due in part to
(c) for the partial benefit of (d) partly because

- 8 One never again has a () chance to make a good first impression.
(a) final (b) first (c) last (d) second
- 9 In the swimming pool, children shouted at each other, "I swam three ()".
(a) distances (b) lengths (c) long (d) longer
- 10 Thomas read the passage his mother wrote on the book, "There are those who are last () will be first".
(a) what (b) when (c) which (d) who

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 As it is the economic systems that operate around the world how generate most environmental issues, conservation is dependent on identifying what changes can be made to those systems to minimize environmental impacts.
(a) (b) (c) (d)
- 2 The policeman who caught the man trying to steal a bicycle did not know for sure whether to arrest him or warning him first.
(a) (b) (c) (d)
- 3 According to some scientists, jogging is not always good for us because running on hard road surfaces can damage to joints, especially our knees and ankles.
(a) (b) (c) (d)
- 4 Our economic recovery is likely to be a “V” shape, so wide that it looks like an “L”, to gradually slope upward as America recovers from the long, debt-fueled boom that began in the 1980s.
(a) (b) (c) (d)
- 5 Conservation and the protection of the environment can be considered without including issues of economic growth, poverty, social development and human rights, so development and environment are closely related ideas.
(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 次の英文の空所1～10に入れるのに最も適切なものを(a)～(j)から1つ選び、その記号をマークしなさい。なお(a)～(j)は、人称代名詞のIを除き、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。(20点)

Grandpa Louie was quite positively the most respected and well-known man my young eyes had seen. His knowledge of almost all the people in town was really great. Growing up, I watched him answer every question with references, intellect and backing and thrust his love upon each and every person without any need of the love being returned. He earnestly worked as a volunteer to coach children for nearly fifty years. Loving others was certainly his calling.

But Grandpa Louie didn't do as he did for the return of love, and when he was given a gift, either in thanks or for any certain gift-giving occasion, (1).

One Christmas, while I was still very young, I decided that I wanted to be able to give each member of my family a gift. Being the age I was, (2). Most of my gifts were handmade. But Grandpa's I bought. It was a red glossy key chain that simply said "Grandpa". I do not recall how much or how little I spent on the silly little gift, but I was quite proud. One can only imagine how disappointed I was when Grandpa opened it with his characteristic half grimace, nodded at me and then set it aside. (3), but I was too young to understand how every present could not be means for celebration!

Years passed and somehow I never saw Grandpa's keys or the key chain. I was too afraid to ask what had happened to the little red Christmas gift. But I always looked for glimpses when he would arrive at our house with a car full of groceries: fruits and vegetables for my mother, ice cream for me and candies for my brothers. Each time I looked, though, (4).

Grandpa grew older, and with time his health declined. One day he seemed worse than ever before, and we quickly took him to the hospital. After being checked out, he returned to our family farm to recover. My father asked me if I would be able to help Grandpa regain his strength at the local health club where I was working then. (5).

The following weekend Grandpa still had not regained his health, but I visited him nonetheless to talk to him about our personal training sessions. Grandpa sat up in his chair with a tube in his nose, unshaven. I had never seen him unshaven or dressed in such shoddy clothing, since (6). Something wasn't right, but Grandpa smiled anyway. He told me that he heard I was going to be his personal trainer, a thought I beamed at. Then he proceeded to tell me that (7)—me, who had just turned sixteen and got a driving license—since he could not drive, and that I should use his car. Then he said, “You can have my car when I die”. (8). I could not imagine my life without Grandpa in it. He then reached into his pocket, brought forth his hand and advised me to go and get acquainted with the car. In his hand shined a set of car keys accompanied by an old gray key chain.

Grandpa went back to the hospital later that day. He became unconscious and died later that night. Hundreds upon hundreds of people in the town showed up for the funeral.

And me? I drove to the funeral in Grandpa's car. At the steering column dangled my own set of keys, with an old gray key chain attached firmly. If you looked closely enough you could still see the very little red spots of paint that had clung on all of those years where (9).

It was the first present I ever gave Grandpa, and (10).

- (a) appearance always was important to him
- (b) he frequently had trouble accepting it
- (c) his keys were in his pocket or somewhere out of my sight
- (d) I didn't have much money of my own
- (e) I gladly accepted the task
- (f) I was emotionally torn
- (g) I would need to pick him up
- (h) the last one he ever gave me
- (i) the word “Grandpa” used to be
- (j) this was just his way

VIII 次の英文を読んで、あとの問いに答えなさい。(20点)

Freedom of speech is best conceived by having in mind the picture of a place like the American Congress*, an assembly where opposing views are represented, where ideas are not merely uttered but debated, or the British Parliament*, where men who are free to speak are also compelled to answer. We may picture the true condition of freedom as existing in a place like a court of law, where witnesses testify and are cross-examined*, where the lawyer argues against the opposing lawyer before the same judge and in the presence of one jury. We may picture freedom as existing in a forum where the speaker must respond to questions; in a gathering of scientists where the data, the hypothesis*, and the conclusion are submitted to men competent to judge them; in a reputable newspaper which not only will publish the opinions of those who disagree but will re-examine its own opinion in the light of what they say.

Thus the essence of freedom of opinion is not in mere tolerance as such, but in the debate which toleration provides: it is not in the venting of opinion, but in the confrontation of opinion. That this is the practical substance can readily be understood when we remember how differently we feel and act about the censorship and regulation of opinion supplied by different media of communication. We find then that, in so far as the medium makes difficult the confrontation of opinion in debate, we are driven towards censorship and regulation.

There is, for example, the whispering campaign, the circulation of anonymous rumors by men who cannot be compelled to prove what they say. They put the utmost strain on our tolerance, and there are few who do not rejoice when the anonymous slanderer* is caught, exposed, and punished. At a higher level there is the moving picture, a most powerful medium for conveying ideas, but a medium which does not permit debate. A moving picture cannot be answered effectively by another moving picture; in all free countries there is some

ensorship of the movies, and there would be more if the producers did not recognize their limitations by avoiding political controversy. There is then the radio. Here debate is difficult: it is not easy to make sure that the speaker is being answered in the presence of the same audience. Inevitably, there is some regulation of the radio.

When we reach the newspaper press, the opportunity for debate is so considerable that discontent cannot grow to the point where, under normal conditions, there is any tendency to regulate the press. But when newspapers abuse their power by injuring people who have no means of replying, a disposition to regulate the press appears. When we arrive at Congress we find that, because the membership of the House is so large, full debate is impracticable. So there are restrictive rules. On the other hand, in the Senate, where the conditions of full debate exist, there is almost absolute freedom of speech.

This shows us that the preservation and development of freedom of opinion are not only a matter of adhering to abstract legal rights, but also, and very urgently, a matter of organizing and arranging sufficient debate. Once we have a firm hold on the central principle, there are many practical conclusions to be drawn. We then realize that the defense of freedom of opinion consists primarily in perfecting the opportunity for an adequate give-and-take of opinion; it consists also in regulating the freedom of those revolutionists who cannot or will not permit debate when it does not suit their purposes.

*the American Congress 合衆国議会。上院(the Senate)と下院(the House of Representatives)からなる。

*the British Parliament 英国議会。上院(the House of Lords)と下院(the House of Commons)からなる。

*cross-examine 反対尋問する

*hypothesis 仮説

*slanderer 誹謗・中傷をまき散らすひと

問い 次の1～10の日本語を読み、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 英国議会では議員は自由に意見を述べる権利はあるが、質問に答えるかどうかは自由である。
- 2 信頼できる新聞は、自らの見解に反対の立場のひとの意見も掲載することはもちろんであるが、自説に基づきその反対意見を再検証もする。
- 3 言論の自由には、単に寛容の精神が必要であるというのではなく、寛容に基づく討論・議論が欠かせない。
- 4 検閲と法令のせいで言論の自由が制限を受けるから、議論もほどほどにしなければならない。
- 5 匿名で誹謗・中傷を広めるひとは寛容の精神が欠如している。ゆえに、われわれはそのようなひとには寛容の精神を持って対処する必要がある。
- 6 言論の自由の観点からは、ある程度の検閲を必要とするメディアは映画とラジオ放送である。なぜかといえば、双方とも反論の機会を観客・リスナーにほとんど与えないからである。
- 7 新聞の論説に反対のひとでさえ検閲の必要性など思いもよらないほどに、新聞においては議論の機会が通常十分に保障されている。
- 8 合衆国下院議員の数は非常に多いので、十分な討論・議論はできない。しかし、上院議員の数は少ないので言論の自由はほぼ完璧に保証されている。
- 9 言論の自由に必要なのは、抽象的な法的権利のみならず、議論をし尽くすことができるように、議論を系統立てて準備することである。
- 10 言論の自由を守るには、まず異なる意見を適切に交換する十分な機会をもたねばならないが、その上で、自らの目的にそぐわない議論を許せない、もしくは許さない革命家の自由を規制することが肝要である。

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