

2012 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、コンピュータ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。

I 次の英文の下線部(a)と(b)を日本語に訳しなさい。(30点)

Critics and defenders both assert that the English political system is not logical; and the statement is true in the sense that the system was not designed by an *a priori** method. But on the other hand the very fact that it has grown up by a continual series of adaptations to existing needs has brought each part of the system more into harmony with the rest than is the case in any other government. In this it is like a living organism. There are, no doubt, many small irregularities and survivals that spoil the unity for the purpose of description; but these, like survivals of structure in animals, do not interfere seriously with the action of the whole. It may be said that in politics the French have tended in the past to draw logical conclusions from correct premises, and that their results have often been wrong, while the English draw illogical conclusions from incorrect premises, and the results are commonly right. The fact being that all abstract propositions in politics are at best approximations*, an attempt to reason from them usually magnifies the inaccuracy. But in England the institutions have been developed from experience rather than theory, although they have often been explained afterwards by a somewhat artificial and inappropriate process of reasoning. In this sense French political principles may be said to be the more logical, the English government—not the theories about it—the more scientific.

**a priori* 演繹的^{えき}な

*approximation 近似のもの

II 次の日本語(a)と(b)を英語に訳しなさい。(20点)

- (a) 様々な背景を持つ人々をパーティーに招く際に、文化的、宗教的風習における食べ物役割を理解していることは大切である。
- (b) その会社の社長は、その製品を質を下げずにより安く作る方法を見つけるよう従業員たちに命じた。

III 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なさい。解答は解答欄に書きなさい。(10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) All the members were present at the birthday celebration of their teammate.

(b) I could feel the () of somebody else in the room.

2 (a) Not only knowledge of language but also that of culture is indispensable for foreign language study.

(b) He should have () better than to do such things.

3 (a) The book contains information about a wide variety of subjects.

(b) Keep me () of any developments.

4 (a) It is only natural that he should be concerned about what happened.

(b) It was against his () to tell lies.

5 (a) She treats all the people who work for her equally.

(b) () of opportunity is our priority.

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。(10点)

- 1 (a) Walking down its main street, I got the impression that nothing new had ever happened in this historic town.
(b) Walking down its main street made me feel that this historic town had undergone very little (c).

- 2 (a) I shook him but he kept on sleeping.
(b) I tried to wake him in (v).

- 3 (a) He is always going out without any money.
(b) It is (t) of him to forget to take his wallet with him.

- 4 (a) Nobody has ever found out what is inside the box.
(b) The contents of the box remain a (m).

- 5 (a) Although he doesn't know many words, he is quite fluent in French.
(b) He speaks French quite fluently in spite of his limited (v).

V 次の英文 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 There is no single human being, () even any single human society, that possesses the sum total of the heritage of humanity.
(a) besides (b) lest (c) nor (d) with
- 2 The true spirit of the Olympics is that participating—not winning—is what () an Olympic athlete.
(a) makes (b) matters (c) organizes (d) overcomes
- 3 Just search the Internet for information on the word *green*, and you'll find websites with eco-friendly products () from shampoos and soap to fashionable green clothes.
(a) arranging (b) choosing (c) ranging (d) resulting
- 4 The audience were not only impressed by the pianist's amazing technique but also carried () by the passion in his playing.
(a) away (b) back (c) off (d) out
- 5 In theory, taking three days off every week is a great idea, but it just isn't () in reality.
(a) actual (b) ambitious (c) practical (d) undesirable
- 6 A new organization has been () to enable the government to control the content of information available to Internet users.
(a) set down (b) set on (c) set up (d) set with

- 7 Water pollution () drinking water, rivers, lakes and oceans all over the world and consequently harms human health and the natural environment.
- (a) affects (b) detects (c) effects (d) inspects
- 8 It is very unlikely that the secretary would have made the decision without his boss's official ().
- (a) approval (b) excuse (c) forgiveness (d) perception
- 9 His novel was () by his experiences in Egypt.
- (a) attached (b) consisted (c) inspired (d) published
- 10 Young people are often easily () by their friends.
- (a) inclined (b) influenced (c) inquired (d) insisted

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 At the end of July, the famous chef will close a restaurant that has ^(a)_(b) repeatedly voted the world's best and that ^(c)_(d) receives about two million booking requests a year.

- 2 There comes ^(a) a moment in any market when prices rise ^(b) so high that professionals wonder how much longer the boom has lasted ^(c). There is a limit ^(d) to everything.

- 3 I saw the firefighters using ^(a) a three-meters ladder ^(b) to get onto ^(c) the roof in order to extinguish ^(d) the fire.

- 4 If you are accused by ^(a) a crime, you have the right to be treated as ^(b) innocent until you are proved guilty, according to the law. You have the right to ^(c) a fair and public trial where you are allowed to ^(d) defend yourself.

- 5 Wildlife populations depend on ^(a) their environment or habitat to meet ^(b) their basic needs for survival ^(c). An ecological system or habitat provides populations of wildlife to ^(d) food, water, shelter and space.

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それぞれ(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、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)

Suppose you were asked to participate in a blind taste-test of five different brands of strawberry jam. After tasting all of the jams, but before (1), you spend a couple of minutes writing down your reasons for liking and disliking each jam. Then you rate each one on a scale from 1 to 9. How accurate would your ratings be, assuming we judged accuracy by (2) those given by a panel of experts assembled by *Consumer Reports* magazine?

When psychologists Timothy Wilson and Jonathan Schooler conducted this experiment with college students as their subjects*, they found that the ratings the students gave to the jams had almost no resemblance to those given by the experts. They should have been able to tell (3) and which ones were not—the jams varied widely in quality and included those ranked 1st, 11th, 24th, 32nd, and 44th best out of 45 that *Consumer Reports* had reviewed. Did the students have no taste for jam? Did their preferences differ from the experts? Not at all. In a separate condition of the experiment, rather than (4) they liked and disliked each jam, each subject wrote about something entirely unrelated: their reasons (5). The subjects then rated the jams, and despite not having thought about them at all after tasting them, they made ratings that were much closer to those of the experts.

Why does thinking about jams make our decisions about them worse? There are two reasons. First, (6) doesn't give us any more information about them—once we taste them, we have all the information (7). Second, and we think more important, is the fact that jam preferences result mainly from emotional responses, not logical analysis. Emotional responses tend to happen automatically and rapidly, in contrast to the slower, careful processing (8).

A decision about how something tastes is an intuitive judgment that can't be improved by giving it a lot of thought. Thinking about it only generates irrelevant information that essentially blocks our intuitive, emotional reaction.

Although taste preferences rely (9), deciding whether to launch a major new product seems to be a good occasion for setting emotion aside and spending some time on analysis. But the distinction isn't always so obvious. In general, when there are few objective grounds (10), intuition can't be beat. But even when there are objective criteria, spontaneous responses are sometimes superior to analytical ones.

*subject 被験者

- (a) being asked to rate their quality
- (b) comparing your ratings with
- (c) for choosing their college major
- (d) for determining whether a decision is right or wrong
- (e) more on emotion than logic
- (f) thinking about the jams
- (g) underlying analytic reasoning
- (h) we are going to get
- (i) which ones were good
- (j) writing the reasons

VIII 次の英文を読んで、あとの問いに答えなさい。(30点)

In the Ptolemaic* system, and in the creation myth of the Bible, human beings were assigned a central position in the universe from which they were thrown out by Copernicus*. Ever since, scientists eager to drive the lesson home have urged us, resolutely and repeatedly, to abandon all sentimental egoism, and to see ourselves objectively in the true perspective of time and space. What precisely does this mean? Imagine a two-hour film which represents faithfully the history of the universe: the rise of human beings from the first beginnings of man to the achievements of the twenty-first century would be covered in it by a single second. Or, if we decided to examine the universe “objectively” in the sense of paying equal attention to portions of equal mass, this would result in a lifelong preoccupation with interstellar dust*, relieved only at brief intervals by a survey of the dazzlingly bright moment of a star’s birth or death—not in a thousand million lifetimes would the turn come for giving human beings even a second’s notice.

It goes without saying that no one—scientists included—looks at the universe this way, whatever lip service is given to “objectivity”. Nor should this surprise us. For as human beings, we must inevitably see the universe from a center lying within ourselves and speak about it in terms of a human language shaped by the necessities of human relations; so that any attempt rigorously to eliminate our human evaluation from our picture of the world must lead to absurdity.

What is the true lesson of the Copernican revolution? Why did Copernicus exchange his actual earthly station for an imaginary solar standpoint? The only justification for this lay in the greater intellectual satisfaction he derived from the heavenly panorama as seen from the sun instead of the earth. Copernicus gave preference to man’s delight in abstract theory, at the price of rejecting the evidence of our senses which present us with the irresistible fact of the sun, the moon, and the stars rising daily in the east to travel across the sky toward their

setting in the west. In a literal sense, therefore, the new Copernican system was as human-centered as the Ptolemaic view, the difference being merely that it preferred to satisfy a different human inclination.

It becomes legitimate to regard the Copernican system as more “objective” than the Ptolemaic only if we accept this very shift in the nature of intellectual satisfaction as the standard of greater objectivity. This would imply that, of two forms of knowledge, we should consider as more objective that which relies to a greater measure on theory instead of on the more immediate evidence of our senses. So that, the theory being placed like a screen between our senses and the things of which our senses otherwise would gain a more immediate impression, we would rely increasingly on theoretical guidance for the interpretation of our experience, and would correspondingly reduce the status of our raw impressions to that of unreliable or altogether misleading appearances.

*Ptolemaic プトレマイオスの (プトレマイオス [Ptolemaeus] は、2世紀頃のアレキサンドリアの天文学者・数学者)

*Copernicus コペルニクス (1473-1543 ポーランド出身の天文学者)

*interstellar dust 宇宙塵

問1 下線部(ケ)の意味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) 追い落とされたいすべを深く習得しようとして
- (b) 自分のいるべきところに戻そうとして
- (c) その教訓が身に染みて分かったと感じられて
- (d) その経験で得たことを十分に理解させようとして

問2 下線部(イ)の意味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) あらゆる集合体に対してもれなく関心を寄せる
- (b) 対象物が占める^{かさ}嵩に比例した量の注意を払う
- (c) 同一の対象物には同一の質量があるとみなす
- (d) 人間の集団に対して公平で平等な配慮をする

問3 下線部(ウ)の意味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) 宇宙の果てに立って見る人間には十億年もほんの一秒に思えることだろう。
- (b) 途方もなく長い時間が経っても人間の姿はほとんど見られることがないだろう。
- (c) 人間がつかの間でも星に気づくような事態が生じることは万に一つもないだろう。
- (d) 百億回生きることができても人間がこの世界を理解することはできないだろう。

問4 下線部(エ)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) however gently you pronounce the word "objectivity"
- (b) however important the concept "objectivity" is said to be
- (c) however popular the concept "objectivity" becomes
- (d) however repeatedly you say the word "objectivity"

問5 下線部(オ)を abandon the (A) view and adopt the (B) one という形ではほぼ同じ趣旨になるように言い換える場合、(A)と(B)のそれぞれに入る語の最も適切な組み合わせを、(a)~(d)から1つ選びその記号をマークしなさい。

- (a) A: earth-centered B: human-centered
- (b) A: earth-centered B: sun-centered
- (c) A: sun-centered B: earth-centered
- (d) A: sun-centered B: human-centered

問6 下線部(カ)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) the fact which cannot be ignored or denied
- (b) the fact which enables us to explain everything in nature
- (c) the fact which human beings cannot tolerate or accept
- (d) the fact which serves as evidence of some attractive phenomena

問7 下線部(キ)の趣旨の具体的な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) accept the evidence of our senses
- (b) recognize the necessities of human relations
- (c) take delight in abstract theory
- (d) value the interpretation of our experience

問8 下線部(ク)の意味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) 感覚がない場合には
- (b) 客観的でないような具合に
- (c) 直接的でないような具合に
- (d) 理論がない場合には

問9 下線部(ケ)の that は次の(a)~(d)のどの語の代わりに用いられているか、最も適切なものを1つ選び、その記号をマークしなさい。

- (a) impression
- (b) interpretation
- (c) status
- (d) theory

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

- (a) Abstract Theory and Human Senses
- (b) How to Film the History of the Universe
- (c) Is the Copernican System More Objective?
- (d) The Importance of Intellectual Satisfaction