


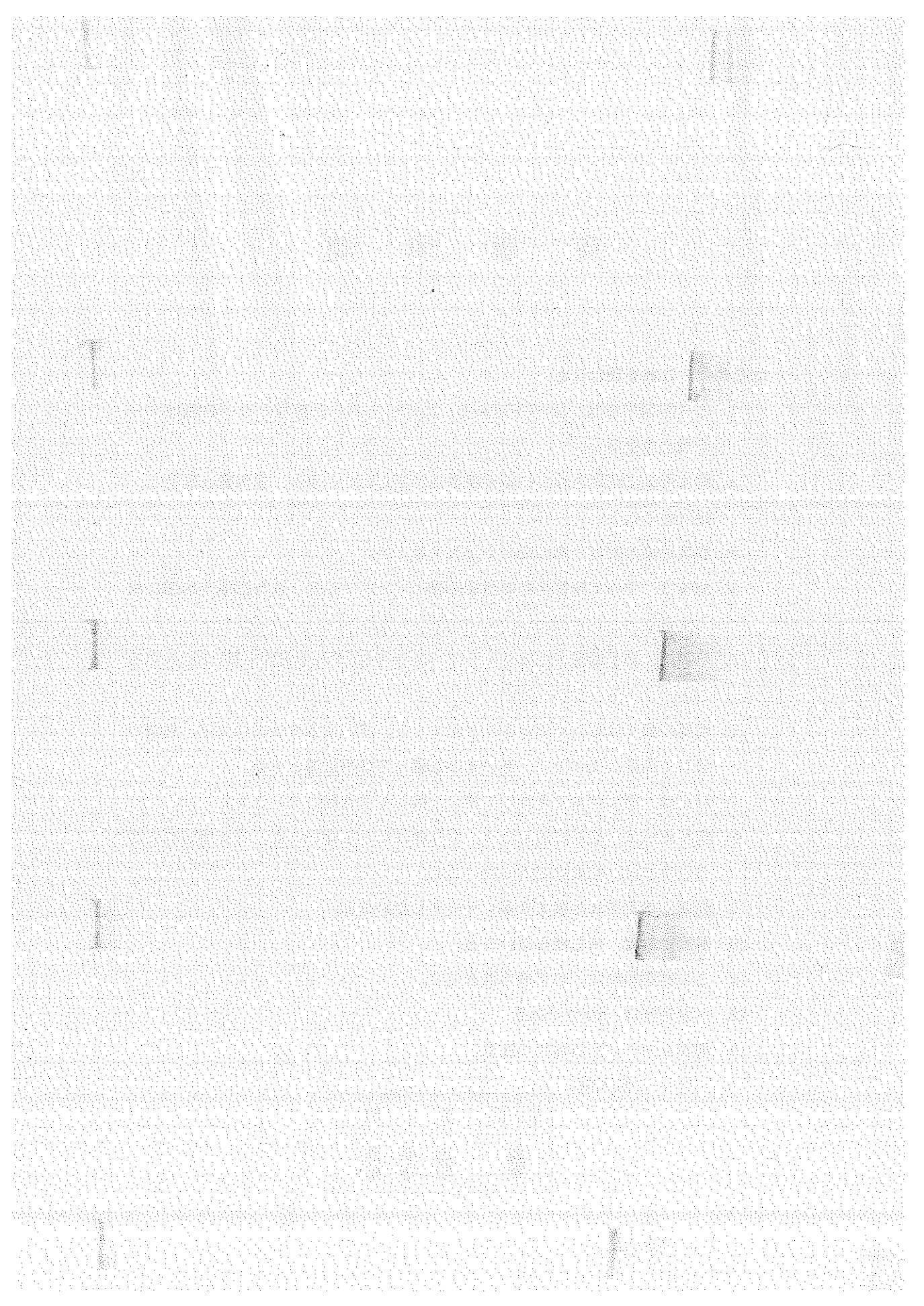
英 語 問 題

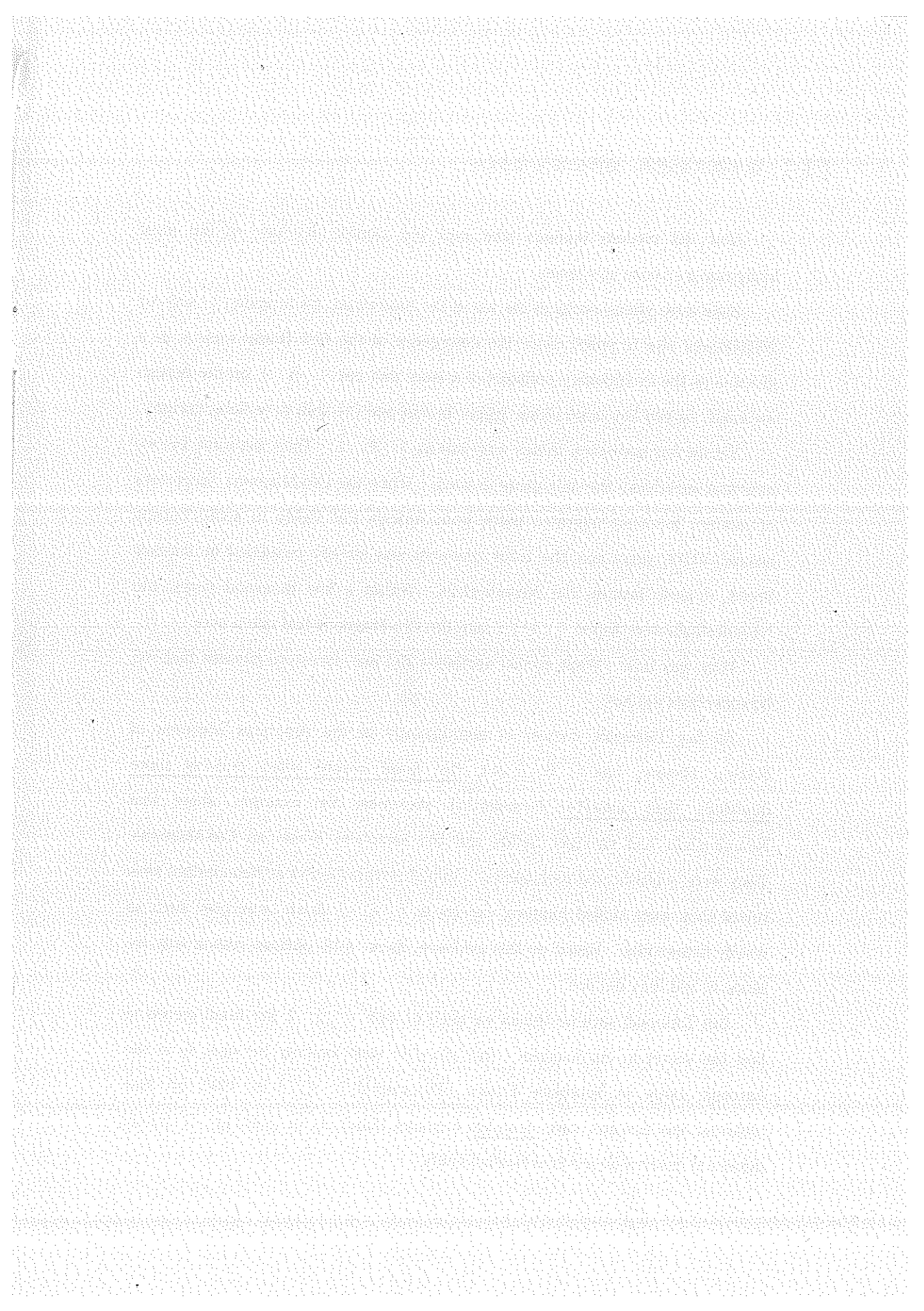
はじめに、これを読むこと。

1. この問題用紙は、14 ページある。ただし、ページ番号のない白紙はページ数に含まない。
2. 解答用紙に印刷されている受験番号が正しいかどうか、受験票と照合し、確認すること。
3. 解答用紙の所定の欄に氏名を記入すること。
4. 解答は、すべて解答用紙の所定の欄にマークするか、または所定の欄に記入すること。
5. 解答は、必ず鉛筆またはシャープペンシル(いずれもHB・黒)で記入すること。
6. 解答の綴りは正しくはっきりと記すこと。薄い文字や小さな文字、判読の著しく困難な文字など、あいまいな綴り方は不正解とする。
7. 訂正は、消しゴムできれいに消し、消しくずを残さないこと。
8. 解答用紙は、絶対に汚したり、折り曲げたりしないこと。また所定のところ以外には、絶対に記入しないこと。
9. 問題に指定された数より多くマークしないこと。
10. 解答用紙は、持ち帰らないこと。
11. この問題用紙は、必ず持ち帰ること。
12. 試験時間は、80 分である。
13. 解答をマークする場合の注意。

(マーク記入例)

良い例	悪い例
	





[I] 次の英文を読み、設問に答えなさい。

How did modern humans take over the planet? It's one of the most intriguing questions in science.

Right now, sitting pretty at the top of the food chain, it's tempting to see our 200,000-year rise to power since the emergence of the first Homo sapiens as a given — as the evolutionary endpoint of a story that got (A) on the African savannah via two key innovations: bigger brains, and the shift to walking upright.

Yet for our ancestors, things were not so (あ). They were not (as we now find ourselves) the only game in town. When the Cro-Magnons (ancestors of modern humans) migrated north from Africa's Rift Valley to settle Europe around 40,000 years ago, the latter continent was already populated by another breed of early human, the Neanderthals. Within a few thousand years, the Neanderthals were wiped (い), and the Cro-Magnons had taken over.

Why was this? What special attributes did our ancestors possess that the Neanderthals did not?

As Ian Tattersall, curator of anthropology at the American Museum of Natural History, has (B) out, the fossil record often delivers more questions than answers.⁽¹⁾ Neanderthal skeletons, for example, show that Neanderthals had stronger builds and the same-size brains as Cro-Magnons. They were sophisticated toolmakers. Animal remains found at Neanderthal sites reveal they were skilled hunters, experts in (C) down large prey such as woolly mammoths. Based on this evidence, there is no obvious reason why we made it, and they did not.

But Tattersall says he thinks we need to look (う) the fossil record to find the secret to our success. One place to start looking, he says, is in the Lascaux caves in southern France. Discovered (え) in 1940 by four children, the Lascaux cave complex⁽²⁾ contains hundreds of paintings of animal figures in caverns larger than football fields.

Talking at the museum this week to promote his new book, *Masters of the Planet: The Search for Human Origins*, Tattersall describes a visit to the caves as “one of the most profound experiences of my life.” It’s more than just the beauty of the prehistoric art that moved him, however. “The cave paintings, he says, (D) early man’s ability to think symbolically. Horses drawn on to the cave walls are symbolic representations of real-life horses.

No other species of early humans left artwork behind, which, he says, is the crucial difference.

The capacity for abstract thinking is the key to our success. All our creativity stems from it. But abstract thinking is not only useful for making art. Early hunters, for example, reporting back on the movement of animals, would be disadvantaged if those hearing the report could not comprehend that these animals existed even though they had not seen them.

“It is this capacity for ‘what if’ thinking that sets humans apart from (E) other creatures,” Tattersall says.

He says it’s (F) coincidence that this advance in human thinking ability came along at the same time as language. “Symbolic thinking is impossible to imagine without language,” he says. (4)

There is (G) evidence to tell us whether Cro-Magnons spoke in a language with each other, although Tattersall says he’s certain they did. It’s also impossible to say if early humans developed linguistic ability, or if it were innate, as acclaimed linguist Noam Chomsky has argued. Chomsky believes humans are born with an ability to learn oral language. Hence, young children have amazing talent for stringing words together in the proper order even though they may never have heard the sentences before. (5)

(㊦) Tattersall, humans may have possessed the ability for language millions of years before (H), as yet unknown, cultural stimulus set it in motion.

“Birds had feathers for millions of years before they learned to fly. You

acquire a feature and, much later on, you find a use for it,” says Tattersall, who has been researching our history through the fossil record since the 1960s and has written several books on the subject.

Of course, the capacity for symbolic thought is just one theory of how humans got to the top of the food chain, and there are many others.

It may have been, as some anthropologists have argued, that in a prehistoric age where nature was red in tooth and claw and fearsome predators such as prehistoric tigers roamed the landscape, our ancestors were simply the most efficient at killing (か) the competition. Disease or drought may have played a part; so too may have historical climate changes.

That humans’ unique way of seeing the world helped them (き) their rise to becoming the masters of the planet seems indisputable, however. Whether it was the one, big thing that made (I) the difference, we may never know.

問 1 空欄(あ)～(き)に入る最も適切な語を1つずつ選び、その番号をマークしなさい。

- | | | |
|-----|-----------------|-------------------|
| (あ) | 1 all-inclusive | 2 clear-cut |
| | 3 power-driven | 4 self-assured |
| (い) | 1 beneath | 2 down |
| | 3 out | 4 upon |
| (う) | 1 beyond | 2 into |
| | 3 over | 4 upon |
| (え) | 1 accidentally | 2 anxiously |
| | 3 attractively | 4 authoritatively |
| (お) | 1 According to | 2 Designed by |
| | 3 Doubted by | 4 Undisclosed to |
| (か) | 1 down | 2 off |
| | 3 over | 4 through |
| (き) | 1 across | 2 from |
| | 3 on | 4 past |

問 2 空欄(A)～(D)には、以下の動詞のいずれかが入る。それぞれに最も適切なものを選び、必要な場合は文意が通るように語形を変えて、解答欄に1語で記しなさい。

bring point prove start

問 3 空欄(E)～(I)に入る最も適切な語をそれぞれ1つ選び、その番号をマークしなさい。同じ語を何度選んでもよい。

1 all 2 no 3 some

問 4 下線部(1)～(6)について、最も適切なものをそれぞれ1つ選び、その番号をマークしなさい。

(1) この the fossil record often delivers more questions than answers とは

- 1 information about fossils is repeatedly uncovered in a timely manner
- 2 facts about fossils can routinely be revealed through precise testing
- 3 fossil study frequently deepens the mysteries of the past
- 4 the study of fossils is usually much easier than it looks

(2) この complex と最も意味が近いのは

- 1 association 2 fear 3 infection 4 network

(3) この profound と最も意味が近いのは

- 1 completely remembered 2 emotionally intense
- 3 scientifically discovered 4 surprisingly lucky

(4) According to the passage, symbolic thinking is related to language. In the same way, we can say that circles are related to:

- 1 angles 2 centers 3 equations 4 squares

(5) この acclaimed と最も意味が近いのは

- 1 boastful 2 celebrated 3 controversial 4 gifted

(6) この the subject とは

- 1 古代鳥の飛び方
2 1960年代に発見された化石
3 化石を集める方法
4 人類の進化

問 5 以下の各群について、本文の内容と一致するものを1つ選び、その番号をマークしなさい。

A群

- 1 Cro-Magnons definitely chased Neanderthals out of Africa's Rift Valley.
2 Cro-Magnons evidently shared some qualities with Neanderthals.
3 Neanderthals undoubtedly ran out of animals to hunt and kill.
4 Neanderthals obviously preferred to live in the cooler climates of Europe.

B群

- 1 Abstract thinking allowed Cro-Magnons to communicate with Neanderthals.
2 Early man drew on cave walls to better comprehend the movement of horses.
3 Symbolic thought had no practical purpose when it came to hunting food.
4 The ability behind cave art was applicable to real-world situations.

〔Ⅱ〕 米国の学生に古典ギリシア語の学習を勧める次の英文を読み、設問に答えなさい。

You have practically been talking Greek for years without realizing it. When you use such common English words as *drama*, *photograph*, *ocean*, and numerous others, you are speaking Greek under the pretense of English. You are, then, pretty well acquainted already.

If you read a poem or book, study a science, or discuss politics or ethical questions, you are (A) the living energy and influence of the Greek mind in modern life and thought. For the Greeks pioneered in all those things, and stamped their thought so deeply into them that ever since they have been approached by other men in the light which the Greeks lit. Today when you set (あ) to explore any field of science, thought, art, or literature, you are unavoidably, in one way or another, walking in the footsteps of the Greeks, living off their rich inheritance. Greek culture is the fountainhead, the ever-pulsing energy still behind our own civilization. It has found its way into the very bloodstream of our thought-life, and it is there to stay.

Clearly, firsthand contact with the source of so much that is vital in our life today is an important and valuable part of any education deserving the name. To be ignorant of Greek, or to know it only by hearsay and at secondhand, is a great loss, a broad gap in the balanced structure of a well-read person with a well-trained mind. It is also a real handicap. For it is impossible to go far in almost any field of study without running up against a great deal of Greek thought or Greek words, whose understanding is important for successful progress, and ignorance of which would definitely be embarrassing. This is especially true of literature. Most of the great masters of English and European literature were so deeply (B) by Greek writers that one cannot get at much of their finest thought except in a shallow way if unacquainted with Greek. This is a historical fact which cannot now be changed. Yet these masters of English and European

literature are the very writers whom every educated person must know and study! A Greek background, then, is a great (偉い).

Even more important is the experience of reading Greek itself. No literature in the world, by the agreement of all the leading experts, can compare with Greek. It has a higher number and proportion of the world's greatest writers than any other language. It has a vigor, a directness, a brilliance of imagination, and a depth of thought and emotion which no other literature (ところ) a whole can rival. Homer, Aeschylus, Sophocles, Plato, Herodotus, and Thucydides, to (ところ) some, are ranked by all among the very top writers of all time; yet the authors from all later literatures combined who can rank with those names are fewer in total! Greek is, besides, the original language of the Bible's New Testament, which, if read as written, will offer one of the most precious and illuminating experiences an educated man can enjoy. The Greek language, you see, is the key to one of mankind's richest treasure-houses of beauty and noble thought.

Moreover, Greek literature not only inspires the mind with its splendor, it nourishes it to a better and richer life. It is the most truly *educative* instrument yet discovered. The special thing about Greek writers is their profound grasp of the deepest human values. By some mysterious genius seldom shared by others, they penetrate to the innermost heart of man's thought and emotions. They are able, in those simple but highly effective touches which show the master artist, to reveal with striking clarity the very nature of courage, dignity, friendliness, joy, or sorrow — any human experience or type of character. Somehow they open up for us the heart of man and let us look down into its depths and secrets. They teach us more about ourselves and other people than even our own living observation ordinarily can, for in their pages we see man and the world of nature about him not (だけ) our own commonplace and untrained vision but (だけ) the piercing eye and mind of their genius. We go away from the revelation awed and inspired, with a more mature and mellow

understanding.

It is always the *human* angle that interests the Greeks. Man is their first and favorite study. Socrates argued that we should not go about inquiring into the mysteries of the material universe before first trying to understand that greater and more important mystery: man and oneself. Always, then, it is the meaning of life, the purpose and ideal of human conduct, the way to happiness and truly human dignity, which the Greeks highlight in their thinking. Theirs is the original *humanistic* outlook. And [⁽⁹⁾ ① better learn ② can ③ nowhere else ④ we], even today, how to see all things from the viewpoint of their importance for human life. To give due priority to things of the spirit rather than to sense or the mechanical world; to realize the inborn dignity of human nature and the noble thing it can become when steadily molded to the pattern of its built-in ideal; to guide one's life by reason and conscience, not impulse or superstition; to develop a taste for the finer things of life, for the pleasures of the mind and spirit — in short, to see all things against the background of the *soul*, of the permanent and most fully *human* values in man's life — that is the humanistic outlook, the greatest contribution of the Greeks to the world. It is one thing which the new America still needs if it is to become a leading force in the world by its culture as well as by its science and machines.⁽¹⁰⁾ We must be a humanely educated and cultured people who place our spiritual souls and a sympathetic fellowship with other men first in our interests. Otherwise, we shall be, to the world's great loss, merely highly skilled barbarians.

⁽¹¹⁾ Greek is the most highly *educative* subject in the curriculum, we have said. You should now begin to see why. At least take it on the word of those who know, who have tried all systems and found Greek unequalled for efficiency. It is a health-giving vitamin for your mental diet, and those who prescribe it for you do so with expert professional knowledge of your needs and condition. There are a number of testimonies of successful men in all positions who look back from the broad experience of their lives and see that their study of Greek in

school has been of real advantage in many different ways all through their careers. In beginning Greek, you are entering into a great tradition, into a long-tested and abundantly proved system of training. You are in high company.

But is Greek *practical*, you ask. In the highest sense, (お)⁽¹²⁾ It will not directly make you a living, nor teach you how to run an airliner or computer. But it will teach you how to *think*, how to read with more understanding, and speak with firmer mastery over words. It will enlarge your vocabulary and sharpen your grasp of the meaning of terms. Since these are fundamental skills which enter into all your life and every aspect of your job, Greek in developing them is *more broadly practical* than something which only teaches you how to operate a machine or add up company statistics.

What is the use and purpose of your job itself? To enable you to live as a free and self-respecting person, to give you leisure and opportunity to be *human* — and that means to use your distinctively human powers of mind and soul in the discovery and enjoyment of truth, beauty, and the noble things of life. For unless you feed your soul upon these, you are more animal than man in your actions and interests. (か), the more you feed your soul upon these fully human things, the more human you become, and the higher, the more permanent and satisfying, will be your enjoyment of life.

The refinement of mental powers, the expansion of spirit, and the ennobling contact with great minds which Greek offers you are more precious things than wealth. They are things (き). Greek may not teach you a living; but it will teach you how to *live*. And if the purpose of education is to prepare you for *living* in vital contact with the best things in man's great inheritance, that you may get more out of life, then Greek is the most (く) subject in school. For that is what it specializes in.

問 1 空欄(A)～(C)には, 以下の動詞のいずれか3つが入る。それぞれに最も適切なものを選び, 必要な場合は文意が通るように語形を変えて, 解答欄に1語で記しなさい。

determine experience influence mention

問 2 空欄(あ)～(く)に入る最も適切なものを1つずつ選び, その番号をマークしなさい。

(あ) 1 down 2 on 3 out 4 over

(い) 1 advantage 2 attempt 3 journey 4 legend

(う) 1 as 2 in 3 on 4 to

(え) 1 at 2 for 3 to 4 with

(か) 1 *forget it!* 2 *no!*
3 *we don't know!* 4 *yes!*

(き) 1 By the way 2 For instance
3 Generally speaking 4 On the other hand

(さ) 1 Greeks will hand over to you
2 the rich do not know
3 wealth cannot even buy
4 wealthy people will never get

(く) 1 common 2 offered 3 practical 4 living

問 3 下線部(1)~(3)について、最も適切なものをそれぞれ1つ選び、その番号をマークしなさい。

(1) you are speaking Greek under the pretense of English が示す具体的な内容として最も適当なものは

- 1 英語を使っているつもりでいて、それと気づかずにギリシア語を話している
- 2 単語力のなさをギリシア語でごまかし、英語を話したつもりになっている
- 3 ところどころで英語力をひけらかしながら、ギリシア語を話している
- 4 英語で話してほしいと心の中で要求しながら、ひとまずギリシア語を話している

(2) it とは

- | | |
|--------------------|-----------------|
| 1 Greece | 2 Greek culture |
| 3 our civilization | 4 the Greeks |

(3) the name とは

- | | |
|-------------|--------------|
| 1 education | 2 Greek |
| 3 life | 4 the source |

(4) combined とは

- | | |
|----------------|--------------------|
| 1 compared | 2 paired |
| 3 put together | 4 weighed together |

(5) it とは

- | | |
|--------------------|------------------|
| 1 Greek literature | 2 the mind |
| 3 our education | 4 our literature |

- (6) yet discovered を，文意を変えないように書きかえると
- 1 that has ever been discovered
 - 2 that is ever there to be discovered
 - 3 which has not yet been discovered
 - 4 which is yet to be discovered
- (7) grasp に最も意味が近いのは
- | | |
|----------|-----------------|
| 1 detail | 2 expression |
| 3 range | 4 understanding |
- (8) they とは
- | | |
|-------------------------|----------------------|
| 1 educative instruments | 2 Greek writers |
| 3 human values | 4 intelligent people |
- (9) []内の語句を並べ替えて，最も適切な語順にしたとき，2番目にくるものは
- | | | | |
|----------------|-------|----------------|------|
| 1 better learn | 2 can | 3 nowhere else | 4 we |
|----------------|-------|----------------|------|
- (10) it とは
- | | |
|------------|--------------------|
| 1 Greece | 2 Greek literature |
| 3 humanity | 4 the new America |
- (11) highly skilled barbarians が示す具体的な内容として最も適当なものは
- 1 背が高くて手先の器用な乱暴者
 - 2 最先端の技能を持った危険分子
 - 3 とても不器用で野性味あふれる人物
 - 4 高度な技術はあっても教養のない人間

(12) You are in high company. が示す内容に最も近いのは

- 1 Greeks will love your company.
- 2 You are good company.
- 3 You are in company with the successful.
- 4 You work for a traditional company.

(13) fundamental に最も意味が近いのは

- 1 basic 2 functional 3 original 4 useful

問 4 以下の各群について、本文の内容と一致するものを1つ選び、その番号をマークしなさい。

A群

- 1 According to Socrates, you can never solve the mysteries of man.
- 2 Authors of Greek literature taught us how to expose our secrets.
- 3 Cultured people should be sympathetic to men who pursue their own interests.
- 4 The Greeks understood the value and importance of human dignity.

B群

- 1 Even wealthy people cannot make a living by teaching Greek.
- 2 The purpose of Greek education is to teach how to study practical subjects.
- 3 Your life will be enjoyable if you can interpret the actions of animals.
- 4 Your understanding of western literature will be enriched if you know Greek.

問 5 本文で使われている次の(1)～(2)の単語について、英米の標準的な発音で最も強く発音する音節の母音が同じものをそれぞれ1つ選び、その番号をマークしなさい。

(1) educated

1 civilization

2 instrument

3 mature

4 testimonies

(2) commonplace

1 modern

2 photograph

3 pioneered

4 vocabulary

