


英 語 問 題

はじめに、これを読むこと。

(注意事項)

1. この問題用紙は〔Ⅰ〕から〔Ⅲ〕まで13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述すること。
5. 解答はかならず鉛筆またはシャープペンシル(いずれもHBの黒)で記入すること。
6. 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。
7. 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、所定以外のところには絶対に記入しないこと。
8. 問題に指定された数より多くマークしないこと。
9. 解答用紙は持ちかえらないこと。
10. この問題用紙は必ず持ちかえること。
11. 試験時間は60分である。
12. 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] 以下の英文を読んで、1～5の問いに答えなさい。

Technological revolutions are far less obvious than political revolutions to the generations that live through them. This is true even as new tools, for better and worse, shift human history more than new regimes do. Innovations offer silent coups. We rarely appreciate the changes they bring until they are brought. (わたしたちの大部分は、いまだに時代遅れの暮らしをしており、そしてそのような暮らし方に満足しているのです。) We (あ) the machines of the present to fulfill the needs of the past even as they deliver us into a future of unknowns.

An ([a] argument) can be (い) that the invention of the Internet is the under-recognized revolution of our time. The world-changing technology of the Internet, of course, is already apparent and hardly needs retelling. The Internet is more significant than the telephone, the television, the transistor, or the personal computer (A) it absorbs all these ([b] prior) inventions into a new accumulation that is greater than the sum of its parts. As the network of networks—the “inter-network”—the Internet is a revolution of revolutions. Yet (B) we appreciate the Internet’s technological wonders, the cultural landscape it leads to is less explored. We acknowledge the Internet’s effect on information but are less considering of its influence on us. Even as we use its resources, most people have no understanding of its mechanics or any notion of the ideas, powers, and people that (う) to its creation.

One way to consider the Internet is to see it as inaugurating the next stage of copy culture—the way we duplicate, spread, and store information—and to (え) it to the print era we are leaving behind. New technologies in their early development often mimic the ([c] obsolete) systems they are ([d] replacing), and the Internet has been no different. Terms like “e-book” and “online publishing” offer up approximations of print technology while revealing little of the new technology’s essential nature.

Just (C) the written word changed the spoken word and the printed

word changed the written word, so too will the digital word change the printed word, supplementing but not replacing the earlier forms of information technology. Speaking and writing both survived the print revolution, and print will survive the Internet revolution. The difference is (D) the Internet, with its ability to *duplicate and transmit information to an infinite number of destinations, will increasingly influence copy culture.

Through ink, pens, long-lasting writing surfaces, and the (お) literacy of both the writer and the reader, ([e] manuscript) culture replaced the simplicity of ([f] oral) culture. Print culture turned the reproduction of the word into an even more specialized field, yet the information in printed books could still be (か) by any literate person with nothing more than the light to read by.

Not so for digital information. While the Internet has ([g] leveled) the relationship between producer and consumer — publication is no more difficult than acquisition — both tasks now employ a wide array of technologies to support them. Access to Internet-based information requires personal computer interfaces, routers, digital storage devices, broadband connections, and electricity. (E) any one of these technologies fail, the Internet becomes useless. An old book can be as readable as the day it was printed, but digital media from a mere decade ago can become unusable, with unreadable formats and **corrupted data.

Just as traditional libraries should lead the charge in promoting the values of traditional print culture, they also need to consider the ways that Internet-based information should be archived and preserved. Print media fills in for the vast limitations of Internet media — serving as its ultimate backup and giving greater permanence to information. As we push technology forward, (それと同じように重要な務めのひとつは、残っているものの中から最も大事なものを保存しておくことです。) We are living in the Internet's revolutionary generation. The decisions we make now will affect culture for many years to come.

*duplicate 複製する

**corrupted data エラーを持ち込まれたデータ

1. (あ)～(か)に入るものとして最も適切な語をそれぞれ以下から選び、前後の文意にあうように、必要があれば適切な形に変えて書きなさい。ただし、同じ語を複数回使ってはならない。

access / compare / expect / lead / make / require

2. 文中[a]～[g]の語にもっとも近い意味になるものをそれぞれ(1)～(4)から選び、その番号をマークしなさい。

[a] argument

- | | |
|-----------|-----------------|
| (1) case | (2) debate |
| (3) fight | (4) implication |

[b] prior

- | | |
|--------------------|--------------------|
| (1) earlier | (2) more important |
| (3) more inventive | (4) unprecedented |

[c] obsolete

- | | |
|-----------------|---------------|
| (1) absolute | (2) imperfect |
| (3) out of date | (4) worthless |

[d] replacing

- | | |
|-------------------------|----------------------|
| (1) freeing | (2) taking away from |
| (3) taking the place of | (4) undoing |

[e] manuscript

- | | |
|------------------|----------------|
| (1) handwriting | (2) manual |
| (3) manipulation | (4) permanence |

[f] oral

- | | |
|-----------------|------------------|
| (1) dentistry | (2) exaggeration |
| (3) explanation | (4) spoken word |

[g] leveled

- | | |
|----------------|--------------|
| (1) enveloped | (2) involved |
| (3) made equal | (4) revealed |

3. (A)～(E)に入るものとして、最も適切な語をそれぞれ(1)～(5)から選び、その番号をマークしなさい。ただし文頭にくる語であっても最初の文字は小文字にしてある。なお、同じ語を複数回使ってはならない。

- (1) as (2) because (3) if
(4) that (5) while

4. 日本語の文、XとYを英訳したい。Xを英訳するには、単語 times の左側の語群(ア)と、右側の語群(イ)をそれぞれ並び替える必要がある。同様に、Yを英訳するには、単語 preserve の左側の語群(ウ)と、右側の語群(エ)をそれぞれ並び替える必要がある。

語群(ア)～(エ)の中のそれぞれ4番目に来るべき単語の記号をマークしなさい。ただし、各語群には、不要な単語が1つある。なお、文頭にくる語であっても最初の文字は小文字にしてある。

(ア)

(イ)

X : (a) almost (b) behind (a) and (b) are (c) content
(c) live (d) most (e) of times (d) do (e) so (f) some
(f) still (g) the (h) us (g) to

(ウ)

(エ)

Y : (a) an (b) equally (a) behind (b) best (c) left
(c) important (d) is preserve (d) of (e) the (f) what's
(e) must (f) task (g) to (g) which

5. 本文の内容と一致しているものを(1)～(8)から4つ選び、その番号をマークしなさい。

- (1) It is obvious that the Internet has brought about a political revolution.
- (2) The most revolutionary changes in human society are brought about by new tools, not by new types of government.
- (3) The telephone and computer are examples of tools that have brought about revolutionary changes in human society.
- (4) We need a better understanding of the effect the Internet is having on us, and a better understanding of our essential nature.
- (5) The Internet has made it as easy to publish material as it is to find things to read.
- (6) It is a mistake to think of books and other kinds of print media as forms of information technology that appeared earlier than the Internet.
- (7) Thanks to the Internet, there will come a time when we no longer write by hand or read printed materials.
- (8) Libraries need to find ways of preserving digital information, which can easily be lost.

〔Ⅱ〕 以下の英文を読んで、1～6の問いに答えなさい。

In 1937, the Spanish town of Guernica was bombed from the air, and 75% of its buildings were destroyed. This brutal act motivated one of the world's greatest artists to begin an intense three-week painting project. Pablo Picasso's "Guernica" dramatically depicts the horrors of war, cut into the faces of the people and the animals on its 20-by-30-foot canvas. ^① The attack would not prove to be the worst of the *Spanish Civil War, but it became the most famous, through the power of art. The impact of the thousands of bombs dropped on Guernica, and of the aircraft machine guns shooting down civilians trying to flee the attack, is still felt to this day — by the elderly survivors, who will eagerly share their vivid memories, as well as by Guernica's youth, who are struggling to forge a future for their town out of its painful history.

③ The German ****Luftwaffe** did the bombing (A) the request of Gen. Francisco Franco, who was leading a military rebellion, (B) Spain's democratically elected government. Franco engaged the help of Adolf Hitler and Benito Mussolini, who were eager to practice modern techniques of warfare on the defenseless citizens of Spain. The bombing of Guernica was the first destruction from the air of a civilian city in European history. (ア) homes and shops were destroyed, several weapons-manufacturing facilities, along with a key bridge and rail line, were left intact.

⑤ Active and alert at 89, Luis Iriondo Aurtenetxea sat down with me in the offices of *Gernika Gogoratz*, which means "Remembering Guernica" in the Basque language. Basque is an ancient language and is central (C) the fierce independence of Basque-speaking people, who have lived for thousands of years in the region that lies on both sides of the border between Spain and France.

Luis was 14 and working as an assistant at a local bank when Guernica was bombed. It was market day, (イ) the town was full: the market square was

packed (D) people and animals. The bombing started at 4:30 p.m. on April 26, 1937. Luis recalled: "It went on and on (E) three and a half hours. (ウ) the bombing ended, I left the shelter, and I saw the whole town burning. Everything was on fire."

Luis and others fled up a hill to the nearby village of Lumo, where, as night fell, they saw their hometown still burning and saw their homes collapse in the flames. They were given space to sleep in a barn. Luis continued: "I don't remember if it was at midnight or at another time, as I did not own a watch at the time. I heard someone calling me. In the background, you could see Guernica on fire, and thanks (F) the light of the fire, I realized that it was my mother. She had found my brothers and sisters. I was the last one to be found." Luis and his family were war refugees for many years, eventually returning to Guernica, where he still lives and works — as did Picasso in Paris — as a painter.

Luis took me to his studio. Its walls were covered with paintings. Most prominent was the one he had painted of that time in Lumo when his mother found him. I asked him (ㄟ) he had felt at that moment. His eyes began to fill with tears. He apologized and said he couldn't speak of it. Just a short distance away stood one of the weapons factories that had avoided destruction. (z) It was a plant where chemical weapons and pistols had been made. While the original weapons company, Astra, has moved away, it maintains its connection to the town by calling one of its automatic weapons "Guernica."

Several years ago, young people occupied the vacant plant, demanding it be turned into a cultural center. Oier Plaza is a young activist from Guernica who told me, "At first the police forced us out, and then we occupied it again, and, finally, the town hall bought the building. We then started a process to recover the building and to create the 'Astra Project.'"

The aim of the Astra Project is to convert the weapons plant into a cultural center with classes in art, video, and other media production. "We have to look

to the past to understand the present and to create a better future, and I think the Astra Project is part of that process. It is the past, it is the present, and it is the future of this town.”

From Picasso’s “Guernica” to Luis Iriondo Aurtenetxea’s self-portrait with his mother, to the efforts of Oier Plaza and his young friends, the power of art to (G) war is continually renewed.

*Spanish Civil War スペイン内戦

**Luftwaffe ルフトヴァッフエ, ドイツ空軍

1. 下線部①～⑤の意味に最も近いものを、それぞれ1～4から選び、その番号をマークしなさい。

① cut

1. carved

2. penetrated

3. presented

4. represented

② flee

1. escape

2. fight

3. fly

4. observe

③ forge

1. create

2. deny

3. renew

4. rethink

④ engaged

1. authorized

2. employed

3. persuaded

4. volunteered

⑤ intact

1. destroyed

2. directed

3. influenced

4. undamaged

2. 文中の空所(A)～(F)に入れるものとして最も適切な語をそれぞれ1～4から選び、その番号をマークしなさい。

- | | | | | |
|-----|------------|------------|-------|---------|
| (A) | 1. at | 2. in | 3. of | 4. with |
| (B) | 1. about | 2. against | 3. of | 4. to |
| (C) | 1. at | 2. in | 3. to | 4. with |
| (D) | 1. against | 2. at | 3. in | 4. with |
| (E) | 1. at | 2. for | 3. in | 4. to |
| (F) | 1. for | 2. in | 3. of | 4. to |

3. 文中の空所(ア)～(エ)に入れるものとして最も適切な語をそれぞれ1～4から選び、その番号をマークしなさい。

- | | | | | |
|-----|-------------|------------|----------|----------|
| (ア) | 1. As | 2. Because | 3. Since | 4. While |
| (イ) | 1. although | 2. and | 3. but | 4. then |
| (ウ) | 1. If | 2. During | 3. When | 4. While |
| (エ) | 1. how | 2. when | 3. where | 4. why |

4. 下線部(Z)を和訳し、解答欄に書きなさい。

5. (G)に入れるものとして最も適切な動詞を以下の(1)～(8)から選び、その番号をマークしなさい。

- | | | | |
|-------------|------------|----------|-----------|
| (1) embrace | (2) employ | (3) feel | (4) imply |
| (5) paint | (6) resist | (7) rest | (8) watch |

6. 本文の内容に一致しているものを次の(1)~(8)から2つ選び、その番号をマークしなさい。

- (1) ピカソは代表作『ゲルニカ』をたった3週間で描き上げ、これによって世界で最も有名な芸術家になった。
- (2) ゲルニカはスペイン内戦における熾烈な地上戦の現場であり、多くの犠牲者を出した。
- (3) ヒットラーとムッソリーニは、戦争における新しい技術が無防備なスペイン市民に対して試すことに積極的だった。
- (4) バスク語を話すバスクの人々は、独立を求めてスペイン内戦を主導した。
- (5) 銀行で働いていた当時14歳のルイス氏は、ルモの村が燃えているのを丘の上から眺めた。
- (6) ルイス氏の母親が子供たち全員を探し出したとき、皆は感激して涙を流した。
- (7) ルイス氏の工房の壁には、空襲後に再会した彼自身と母親を描いた絵画もかけられている。
- (8) 文化センターを建設することを拒むことを目的として占拠運動を繰り広げた若者たちは、警察と衝突した。

[III]

The following is a dialogue from the film *Erin Brockovich*, with additional "Narrative" explanations added in italics to help readers who have not seen the film to understand what is happening. Choose the best answer from (a)~(d) to fill in the blanks in the dialogue and narrative sentences.

Narrative: Ed Masry is a lawyer who has been representing his client Erin in a case to win compensation from a driver who ran into the back of Erin's car, causing her a serious injury. (1) _____ he had promised Erin that it (2) _____ easy to win the case, she lost. As a single mother with three small children, she is in a desperate situation. She has been calling his office repeatedly, but Ed has not returned her calls. She has decided to go to his office to demand that he help her. Ed is (3) _____ and unsure how to behave towards Erin, who is obviously angry with him.

ED: Erin! How's it (4) _____ ?

ERIN: You never called me back. I left messages.

ED: You (5) _____ ? Wow, sorry about that.

ERIN: There's two things that I don't like from people, Mr. Masry. Being lied to and (6) _____. You did both.

Narrative: Other people in the office (7) _____, so Ed lowers his voice.

ED: I never lied, Erin.

ERIN: You said (8) _____ fine, and they're not. I trusted you.

ED: I'm sorry about that. Really. But...

ERIN: I don't need pity. I need a paycheck. And I've looked, but when (9) _____ the last six years raising babies, it's real hard to (10) _____ someone to give you a job that pays anything close to what

you need.

ED: _____ love to help, Erin, but I'm sorry, I have a full staff right
(11) now, so...

Narrative: He _____ to escort her out, but she is obviously _____ go.
(12) (13)

ERIN: If you had a full staff, this office would return a client's phone calls.

*Narrative: She's backing him into a corner here. The secretaries look at each other
knowingly, each astonished at _____ they are hearing.*
(14)

ERIN: Now, I'm smart, I'm hard-working, and I'll do _____, and I'm not
(15) leaving here without a job.

- | | | | |
|---|----------------------------------|-----------------|-------------------|
| (1) (a) <i>Because of the fact that</i> | (b) <i>Despite the fact that</i> | | |
| (c) <i>However, the fact that</i> | (d) <i>In fact</i> | | |
| (2) (a) <i>can be</i> | (b) <i>must have been</i> | | |
| (c) <i>should have been</i> | (d) <i>would be</i> | | |
| (3) (a) <i>embarrassed</i> | (b) <i>embarrassedly</i> | | |
| (c) <i>embarrassing</i> | (d) <i>embarrassment</i> | | |
| (4) (a) <i>being</i> | (b) <i>going</i> | (c) <i>gone</i> | (d) <i>seem</i> |
| (5) (a) <i>did</i> | (b) <i>do</i> | (c) <i>have</i> | (d) <i>really</i> |
| (6) (a) <i>being ignorant</i> | (b) <i>being ignored</i> | | |
| (c) <i>having been ignorance</i> | (d) <i>having been stupid</i> | | |
| (7) (a) <i>are listening</i> | (b) <i>are not listening</i> | | |
| (c) <i>can be heard</i> | (d) <i>must be heard</i> | | |
| (8) (a) <i>everything is going to</i> | (b) <i>the problems are</i> | | |
| (c) <i>things would be</i> | (d) <i>we would be</i> | | |

- (9) (a) people will spend (b) spending
(c) we must spend (d) you've spent
- (10) (a) be getting (b) convincing (c) getting (d) persuade
- (11) (a) I (b) I'd (c) I'm (d) I've
- (12) (a) *about to* (b) *started* (c) *starting* (d) *starts*
- (13) (a) *going to* (b) *not going to* (c) *refused to* (d) *willing to*
- (14) (a) *story* (b) *the fact that* (c) *what* (d) *who*
- (15) (a) anything (b) some things
(c) that thing (d) those things