

法学部 A 方式 II 日程・国際文化学部 A 方式
キャリアデザイン学部 A 方式

1 限 外 国 語 (90 分)

科 目	ページ	科 目	ページ
英 語	2～17	独 語	18～22
仏 語	24～29	中 国 語	30～35

〈注意事項〉

1. 試験開始の合図があるまで、問題冊子を開かないこと。
2. 解答はすべて解答用紙に記入しなさい。
3. 志望学部・学科によって選択できる科目が決まっているので注意すること。

志望学部(学科)	受験科目
法学部(法律・政治)・ キャリアデザイン学部(キャリアデザイン)	英語
国際文化学部(国際文化)	英語，独語，仏語または中国語

4. 科目の選択は，受験しようとする科目の解答用紙を選択した時点で決定となる。
一度選択した科目の変更は一切認めない。
5. マークシート解答方法については以下の注意事項を読みなさい。

マークシート解答方法についての注意

マークシート解答では，鉛筆でマークしたものを機械が直接読みとって採点する。したがって解答は HB の黒鉛筆でマークすること(万年筆，ボールペン，シャープペンシルなどを使用しないこと)。

記入上の注意

1. 記入例 解答を 3 にマークする場合。

(1) 正しいマークの例

(2) 悪いマークの例

} 枠外にはみださないこと。
○でかこまないこと。

2. 解答を訂正する場合は，消しゴムでよく消してから，あらためてマークすること。
3. 解答用紙をよごしたり，折りまげたりしないこと。
4. 問題に指定された数よりも多くマークしないこと。

(英 語)

[I] Read the passage, and answer the questions following it.

He was both excited and uneasy the moment he arrived at the college in the United States where he would begin his study abroad program. Rising before him was an enormous Gothic building, with a sign on the door identifying it as the foreign students' dormitory. As he stepped into the building with his bags, he heard voices he couldn't ; none of the sounds were to his ears. He passed a sleepless night in his new room, surrounded by stone walls.

The next morning he went to his first English class at the college, taught by a young American professor. While the dormitory was ancient and dark, the classroom buildings were modern and filled with sunlight. As he took his seat, he noticed that there were none of his in the room. He was in with a group of Asian, South American and European students, all his age. Although he was silent at first, he found his courage and to say, "Hello, I'm from Japan." When the others in a friendly way, he began to relax and enjoy the class. The students, with their various nationalities, had different customs and accents. But they were all similar this was their first experience of America. Together their voices resounded in imperfect but enthusiastic English. By the time the class was over, he had already made one friend from Korea and another from .

The first few days, all his classes would be the same: he would to speak at first, but then would be encouraged by his classmates. He and his new friends were — as say in English — in exactly the same boat.

1. Choose the most appropriate word to fill in each of the blanks (1)

to (1) .

- | | |
|----------------------|---------------------|
| (1) a . sometimes | b . somewhere |
| c . somewhat | d . something |
| (2) a . comprehend | b . compromise |
| c . commit | d . compose |
| (3) a . alien | b . native |
| c . echoing | d . unusual |
| (4) a . identities | b . teachers |
| c . countrymen | d . foreigners |
| (5) a . mixed | b . speaking |
| c . standing | d . attended |
| (6) a . maintained | b . managed |
| c . mastered | d . mattered |
| (7) a . repeated | b . restricted |
| c . recorded | d . responded |
| (8) a . but what | b . with all |
| c . of which | d . in that |
| (9) a . Brazil | b . Nigeria |
| c . Canada | d . Florida |
| (10) a . question | b . demand |
| c . exclaim | d . hesitate |
| (11) a . indifferent | b . reluctant |
| c . multinational | d . two-dimensional |

2. Arrange the following words in the blank (X) so as to complete the sentence, and mark the letters for the third word and the fifth word on your answer sheet. Use each choice only once.

- | | | |
|----------|--------------|------------|
| a . that | b . discover | c . to |
| d . he | e . was | f . people |

英語

〔Ⅱ〕 つぎの英文を読み、問いに答えよ。

No parent wakes up in the morning planning to make a child's life miserable. No mother or father says, "Today I'll yell, get angry, and humiliate my child whenever possible." On the contrary, in the morning many parents resolve, "This is going to be a peaceful day. No yelling, no arguing, and no fighting." Yet, in spite of good intentions, the war breaks out again.

Parenthood is an endless series of small events, periodic conflicts, and sudden crises that calls for a response. The response is not without consequence: it affects personality and self-regard for better or worse.

We would like to believe that only a disturbed parent responds in a child. Unfortunately, even parents who are loving and well meaning also blame, shame, accuse, ridicule, threaten, punish, and preach.

Why? Because most parents are unaware of the destructive power of words. They find themselves saying things that they heard their parents say to them, things they don't mean in a tone they don't like. The tragedy of such communication often not in a lack of caring but in a lack of understanding; not in a lack of intelligence, but in a lack of knowledge.

Parents need a special way of relating and talking with their children. How would any of us feel if a surgeon came into the operating room and, before the anesthesiologist* made us unconscious, said, "I really don't have much training in surgery but I love my patients and I use common sense"? We would probably panic and run our lives. But it is not that easy for children whose parents believe that love and common sense are enough. Like surgeons, parents, too, need to learn special skills to become competent in coping with the daily demands of children. Like a trained surgeon who is careful about where he cuts, parents, too, need to become skilled in the use of words. Because words are like knives. They can

inflict, if not physical, many painful emotional wounds.

Where do we start if we are to improve communication with our children? By examining how we respond. We even know the words we should use. We heard our parents use them with guests and strangers. It is a language that is protective of feelings, not critical of behavior.

Think what we would say to a guest who forgets her umbrella. We would not run after her and say, "What is the matter with you? Every time you come to visit, you forget something. If it's not one thing, it's another. Why can't you be like your younger sister? When she comes to visit, she knows how to behave." That a guest. Parents need to learn to respond to their children as they do to guests.

Parents want their children to be secure and happy. No parent deliberately tries to make a child fearful, timid, or inconsiderate. Yet in the process of growing up, many children acquire undesirable characteristics and fail to achieve a sense of security and an attitude of respect for themselves and others. Parents want their children to be polite, and they⁽³⁾ are rude instead; they want them to be neat, and they are messy; they want them to be self-confident, and they are insecure; they want them to be happy, and often they are not.

Parents can help each child become a human being with compassion, commitment, and courage; a person whose life is guided by a core of strength and a code of fairness. To achieve these humane goals, love is not enough and insight is insufficient.

*anesthesiologist : 麻酔科医

1. 下線部(1) resolve の意味にもっとも近いものを、つぎの a ~ d より一つ選び、その記号を解答欄にマークせよ。

a. find b. determine c. hope d. wonder

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2. 空所 (A) に入るもっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. intended b. planned c. unfolded d. unwanted
3. 下線部(2) The response is not without consequence の内容にもっとも近いものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. Parents are not expecting any rewards from their children.
b. Parents feel rewarded when their acts have a good effect on their children.
c. Parents' words to their children have an impact on their future.
d. The efforts of the parents' child-raising will not be paid back.
4. 空所 (B) に入るよう、つぎの a～f を並べ替え、3番目と5番目にくるものの記号を、それぞれ解答欄にマークせよ。ただし、同じ選択肢を二度以上使用しないこと。
- a. a b. damaging c. is
d. that e. to f. way
5. 空所 (C) に入るもっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. gets b. lies c. sets d. takes
6. 空所 (D) に入るもっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. for b. into c. to d. under

7. 空所 (E) に入るよう、つぎの a～f を並べ替え、3番目と5番目にくるものの記号を、それぞれ解答欄にマークせよ。ただし、同じ選択肢を二度以上使用しないこと。
- | | | |
|-------|--------|---------|
| a. is | b. not | c. say |
| d. to | e. we | f. what |
8. 下線部(3) they が指すものとして、もっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- | | |
|-------------------|-------------------------------|
| a. their children | b. their children and others' |
| c. their parents | d. their parents and others' |
9. 空所 (F) に入るもっとも適切な文を、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. Parents are unable to control their kids.
- b. Parents and children need closer communication.
- c. Parents need to more clearly show their love.
- d. Parents need to learn kind and effective methods.
10. 本文の内容に合致するものを、つぎの a～f より一つ選び、その記号を解答欄にマークせよ。
- a. In order to be a good parent, one only needs to use one's common sense.
- b. Love from parents is the only thing that can make children feel secure and happy.
- c. Words from parents can be harmful to children, so they must be carefully chosen.
- d. Parents entertain their children as carefully as they treat their guests.
- e. Parents rely on their techniques too much in dealing with their children.
- f. Skilled parents are those who have been through struggles in child-raising.

英語

〔Ⅲ〕 つぎの英文を読み、問いに答えよ。

Quietly, patiently, experimentally, scientists are revolutionising the way we see human nature, a dramatic and important discovery that may be as earthshaking as Darwin's discovery 150 years ago. Or to put it this way, scientists went looking for genetic influences on human behaviour — and what happened next will excite you.

Last week, for example, one study found multiple genes linked to educational success, and more will surely follow. There are numerous papers being published linking all sorts of characteristics and traits — depression, smoking, even tiredness — to genes. An analysis of twin studies lists the estimated degree (A) which various traits can be inherited. It shows that while the abilities of knowing, understanding, and learning something are just over 50 per cent genetic, even things like social values are inherited.

The evidence that human nature is under genetic control has been growing for some time, yet despite this it remains a taboo to discuss it because it doesn't fit with the 'blank slate' model of human behaviour. If you turn on the radio and listen to news programmes about the differences in academic achievement between the social classes, for example, possible genetic factors are never mentioned. I'm never sure if this is because the people in broadcasting are unaware of them, or whether it is just assumed they're so obvious as to be not worth explaining.

⁽⁴⁾ The reasons for the cultural taboo about genetics are obvious, understandable and political; moreover, this cultural taboo is reinforced by traditional Christianity, which is opposed to any sort of genetic determinism*. The word 'eugenics', the study of methods to improve the mental and physical characteristics of the human race by choosing who may become a parent, still causes a strong and negative reaction, even if some

people are happy to ignore it taking place in practice. Genetics makes it easier to justify unfairness, and it's hard to build a fair society once one accepts that things like intelligence are partly genetic.

The denial of genetic factors can, paradoxically, result in less fairness. An example of injustice is that it can lead to greater praise for those at the top who are wrongly seen as having justly earned their success, when in fact it was partially through genetic luck. Our public discussion is filled with that tiresome term 'privilege', referring to race or class, yet the greatest privilege for an individual human being is to be born intelligent, attractive and with athletic abilities. Just to compound our sense of unfairness about all this, these three things sometimes come together.

All this has much to do with public policy, especially when so much of it is involved in promoting a fairer society. It would be like trying to reduce economic inequality while pretending that wealth cannot be inherited and all fortunes were the results of education, culture, hard work or sheer luck. These things really are in our genes — yet public policy is still built on an outdated 20th-century idea of human nature.

*genetic determinism：遺伝子決定論(遺伝子が身体的・行動的特徴を決定づけるという考え方)

1. 下線部(1) more を具体的に示したのものとして、もっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。

- | | |
|-----------------------------|-----------------|
| a. more educational success | b. more genes |
| c. more people | d. more studies |

2. 空所 に入るもっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。

- | | | | |
|--------|---------|-------|-------|
| a. for | b. from | c. of | d. to |
|--------|---------|-------|-------|

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3. 下線部(2) this が指すものとして、もっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. the evidence that human nature is under genetic control
 - b. the evidence that human nature is under genetic control has been growing for some time
 - c. human nature
 - d. genetic control
4. 下線部(3) the 'blank slate' model of human behaviour の意味するものとして、もっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. the idea that some characteristics of human behaviour are determined before human beings are born
 - b. the idea that all characteristics of human behaviour are determined after human beings are born
 - c. the idea that some characteristics of human behaviour can be changed by genetic science before human beings are born
 - d. the idea that all characteristics of human behaviour can be changed by genetic science after human beings are born
5. 下線部(4) they're so obvious as to be not worth explaining の意味するものとして、もっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. possible genetic factors are so clear that it is not necessary for them to be explained
 - b. possible genetic factors need to be explained much more clearly
 - c. the people in broadcasting are explaining everything so clearly that others can understand it at once
 - d. the people in broadcasting bear a responsibility to explain everything much more clearly

6. 下線部(5) injustice の具体的事例として本文中に挙げられていることは何か。もっとも適切なものを、つぎの a ~ d より一つ選び、その記号を解答欄にマークせよ。
- a. the situation in which human beings belong to different classes or races
 - b. the situation in which human beings are evil by nature
 - c. the situation in which successful people are praised unfairly for what is, to some extent, the result of their genes
 - d. the situation in which successful people are praised unfairly for what is, to some extent, the result of dishonest behaviour
7. 空所 に入るもっとも適切なものを、つぎの a ~ d より一つ選び、その記号を解答欄にマークせよ。
- a. because
 - b. that
 - c. where
 - d. which
8. 筆者の主張と合致するものを、つぎの a ~ e より一つ選び、その記号を解答欄にマークせよ。
- a. In spite of scientists' efforts, they cannot present any evidence at all that genes have an influence on human behaviour.
 - b. Differences in academic achievement are not caused by possible genetic factors.
 - c. People at the top of society are praised for having superior genes.
 - d. For public policy, ignoring genetic factors is as wrong as ignoring the inheritance of wealth.
 - e. All fortunes are the results of what people do after they are born.

英語

〔IV〕 つぎの英文を読み、問いに答えよ。

Nothing could be more ordinary than a landowner asserting his or her rights. And yet, just five centuries ago, the notion of owning land as a kind of commodity wouldn't have made sense to anyone. In 1500, no one sold land because no one owned it. People in the past did, however, control and claim territory in a variety of ways. Groups of hunters and later villages of (1) farmers found means of taking what they needed while leaving the larger landscape for others to pick leftover grain from. They certainly fought over the richest hunting grounds and most fertile valleys, but they justified their right by their active use. In other words, they asserted rights of *appropriation*. We appropriate all the time. We occupy desks in the classroom and conquer parking spaces at the grocery store, for example, and hold them until we are ready to give them up. The desks and the parking spaces do not become ours to keep; the basis of our right to occupy them is that we occupy them. Until only very recently, humans inhabited the small niches* and environments of Earth somewhat like parking spaces.

Ownership is different from appropriation. It gives exclusive rights derived from and enforced by the nation. These rights do not come from active use or occupancy. Property owners can neglect land for years, waiting for the best time to sell it, even if others would put it to better use. And in the absence of laws protecting landscapes from destruction, the owners can cut down a rainforest or drain a wetland at will, without regard to ecological (A) . Not all owners are destructive or irresponsible, but the drive to seek maximum profit is built into the assumptions within private property. Land that costs money must *make* money.

Champions of capitalism don't see private property as a social practice (2) with a history but as a universal desire — a nearly physical law — that amounts to the very expression of freedom. The economist Friedrich Hayek

called it “the most important guarantee of freedom, not only for those who (1) (2) , but scarcely less (3) (4) (5) (6) .”

(3) But Hayek never explained how buyers and sellers of real estate spread a blanket of liberty over their tenants. And he never mentioned the fact that the concept, far from being natural law, was created by nation-states — the notion (B) someone could claim a bit of the planet all to himself is relatively new.

Advocates of private property usually fail to point out all the ways it does not serve the greater good. Adam Smith, 18th-century political economist, famously believed that self-interested market exchange improves everything, but he really offered little more than that hope. He (X) (4) mountains (Y) into creeks. And the fact that some urban zones now in brutal poverty were once established by corporations, and then abandoned by them, was probably beyond his imagination. Maximum profit is the only interest at the heart of private property. Only the public can represent all the other human and nonhuman interests.

Unbelievably, perhaps, the United States Congress** has done this. (5) Consider one of its greatest achievements: the Endangered Species Act (ESA)*** of 1973. When a large group of California developers proposed a concentration of suburbs across part of the Central Valley, they came face to face with their curse: the vernal pool fairy shrimp****. In 2002, the Supreme Court upheld the shrimp’s status as endangered and blocked construction. It was a case in which the ESA diminished the sacred right to property for the sake of a tiny species, leaving critics of the law (6) thunderstruck. (7)

Of course, in the era of climate change, the ESA and the environmental laws that followed it in the 1970s now seem too limited in their scope and powers to take on the spectacular collision between Economy and Ecology now in motion. But maybe the most radical way of thinking we can have

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about the ownership of Earth is to view it as merely a social relationship, an agreement between people to behave in certain ways. It can be challenged, changed, and contained.

(8)

*niches：奥まった場所

**the United States Congress：米国議会

***the Endangered Species Act (ESA)：絶滅の危機に瀕する種の保存に関する法律

****the vernal pool fairy shrimp：“fairy shrimp”は体長10～20 mm程度の甲殻類で、カリフォルニアでは、乾燥地帯の「冬～春の降雨時にできる水たまり」(“vernal pool”)に生息する。

1. 下線部(1) claim を言い換えた場合、もっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
 - a. complain about
 - b. express belief in
 - c. assert the right to
 - d. make a profit from
2. 空所 に入るもっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
 - a. reform
 - b. cost
 - c. disease
 - d. gain
3. 下線部(2) Champions of capitalism を言い換えた場合、もっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
 - a. Fierce competitors in capitalism
 - b. Famous winners in capitalism
 - c. Strong defenders of capitalism
 - d. Harsh critics of capitalism

4. 下線部(3)の空所 (1) ~ (6) に入るよう、つぎの a ~ f を並べ替え、(2) と (4) に入るものの記号を、それぞれ解答欄にマークせよ。ただし、同じ選択肢を二度以上使用しないこと。
- a. for b. don't c. own
d. those e. property f. who
5. 空所 (B) に入るもっとも適切なものを、つぎの a ~ d より一つ選び、その記号を解答欄にマークせよ。
- a. which b. for which c. that d. what
6. 下線部(4)の空所 (X) , (Y) に入るもっとも適切なものを、それぞれ a ~ d より一つ選び、その記号を解答欄にマークせよ。
- (X) a. should imagine b. shouldn't imagine
 c. could have imagined d. couldn't have imagined
- (Y) a. bulldozing and dumping
 b. bulldozed and dumped
 c. have bulldozed and dumped
 d. would have bulldozed and dumped
7. 下線部(5) this の具体的事例として本文中に挙げられていることは何か。もっとも適切なものを、つぎの a ~ d より一つ選び、その記号を解答欄にマークせよ。
- a. legally encouraging property owners to make maximum profit
b. putting nonhuman interests before the human rights to property
c. making the public more interested in endangered species
d. ordering the Supreme Court to block the construction of suburbs

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8. 下線部(6) their curse とは本文中では具体的にどのようなものか。もっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. something which would utterly frustrate their plan
 - b. something which would cause terrible drought to their land
 - c. something which would work black magic on them
 - d. something which would do bodily harm to them
9. 下線部(7) leaving critics of the law thunderstruck を言い換えた場合、もっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. with critics of the law very shocked
 - b. with critics of the law lost in the suburbs
 - c. making critics of the law unable to work
 - d. making critics of the law extremely hopeful
10. 下線部(8) contained を言い換えた場合、もっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。
- a. included
 - b. controlled
 - c. sustained
 - d. developed

11. 本文の内容に合致するものを、つぎの a～e より一つ選び、その記号を解答欄にマークせよ。
- a. There is no doubt that landownership, like a physical law, has no origin in human history and is beyond human control.
 - b. The right to private property is rooted so deeply in capitalism that all landowners naturally maintain their assets in an environmentally responsible way.
 - c. Hayek asserted that the concept of owning a piece of the world was a wonderful invention by human society that led to the expression of freedom.
 - d. The ESA was a public achievement that could protect the sacredness of private property and could help the public resist destructive land development.
 - e. To fight the climate change facing us now, we should develop a quite different notion of private property, rather than merely depend on the environmental laws of the 1970s.