

法学部 A 方式 I 日程・文学部 A 方式 II 日程・経営学部 A 方式 II 日程

1 限 英 語 (90 分)

〈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. 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。

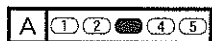
マークシート解答方法についての注意

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)。

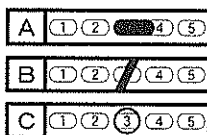
記入上の注意

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。

[I] つぎの英文を読んで、問いに答えよ。

Members of the tour group, each holding up a green flag so their tour leader could keep them inside, climbed on a little train, left for Osaka where they visited an electronics factory, and then went to a restaurant to eat uncooked fish. They visited more temples and shrines than Mrs. Turner could keep (A) of. Once they stayed the night in a Japanese hotel where she and John slept on floor mats and little pillows, and woke up, laughing, with backaches and shooting pains (B) their legs.

The next day they visited the Golden Pavilion in Kyoto. The three-story temple was made of wood and had a roof like a set of wings and was painted gold. Everybody in the group took pictures and bought postcards; everybody, that is, except a single tour member, the one they all (C) as the Professor. The Professor traveled without a camera, but took notes almost continuously on a little pocket notebook. He was bald, had a trim body and wore Bermuda shorts, sandals and black nylon socks. Those who asked him learned that he really was a professor, a teacher of English poetry in a small college in Massachusetts. He was also a poet who, at the time of the Japanese trip, had published two small books based mainly (D) the breakdown of his marriage. The poems, sadly, had not caused (E) much stir.

Not surprisingly, (F) a solid little book of poems came out of his experience in Japan. It was published soon afterwards by a famous Boston publisher who, as soon as possible, sent him around the United States to give poetry readings.

In the meantime, it's true Mrs. Turner remembers (G) about her travels. She's never had much of a head for history or dates; she never did learn, for instance, the difference between a Buddhist temple and a Shinto shrine. She gets on a tour bus and goes and goes, and that's all there is

it. She doesn't know if she's going north or south or east or west. What does it matter? She's having a grand time. And she's reassured, always, by the sameness of the world. She's never heard the word *commonality*, but is nevertheless experiencing its sense. In Japan she was made as happy to see carrots and lettuce growing in the fields as she was to see sunlight, years earlier, pouring into the streets of New York City. Everywhere she's been she's seen people eating and sleeping and working and making things with their hands and urging things to grow. There have been cats and dogs, fences and bicycles, and objects to buy and take care of. It is amazing, she thinks, that she can understand so much of the world and that it comes to her as easily as music floating out a radio.

1. 空所 に入る最も適切な語を、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。

- (a) notice (b) time (c) track (d) distance

2. 空所 に入る最も適切な語を、つぎの(a)~(e)から一つずつ選び、その記号を解答欄にマークせよ。ただし、各記号は一回しか使用できない。

- (a) with (b) on (c) of
(d) to (e) in

3. 空所 に入る最も適切な語句を、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。

- (a) accused of (b) appealed to (c) referred to (d) turned down

4. 下線部(E) The poems, sadly, had not caused much stir. の意味に最も近いものを、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。

- (a) The poems had not been widely accepted.
- (b) The poems had not caused the poet much trouble.
- (c) The poems had described the poet's miserable life.
- (d) The poems had been relatively popular.

5. 筆者が下線部(F) Not surprisingly と述べている理由として最もふさわしいものを、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。

- (a) He took many photos in Japan.
- (b) He was familiar with Japanese poems.
- (c) He was sent to Japan by a famous publisher.
- (d) He had already published books from his experience.

6. 空所 に入る最も適切な語(句)を、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。

- (a) little (b) much (c) a lot (d) everything

7. 本文の内容に合うものを、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。

- (a) During her trip in Japan, Mrs. Turner felt reassured by seeing the familiarity of everyday life.
- (b) On a tour bus in Japan, Mrs. Turner was happy explaining about local agriculture to other members of the tour.
- (c) Mrs. Turner was familiar with Japanese history and culture even before her trip to the country.
- (d) Mrs. Turner was disappointed to see people working too hard and growing vegetables in Japan.

〔Ⅱ〕 つぎの英文を読んで、問いに答えよ。

In a recent experiment, men were asked to rank how attractive they found photographs of different women's faces. The photos were eight (A) ten inches, and showed women facing the camera. The men did not know that, in half the photos, the pupils*¹ of the women were enlarged, and in the other half they were not. The men were consistently more (B) attracted to the women with dilated*² eyes. Remarkably, the men had no insight (C) their decision making. (D) of them said, "I noticed her pupils were two millimeters larger in this photo than in this other one." Instead, they simply felt more drawn (E) some women than others, for reasons they couldn't quite put a finger on.

So who was doing the (F) choosing? In the largely inaccessible workings of the brain, *something* knew that a woman's dilated eyes are related to sexual desire and excitement. Their brains knew this, but the men in the study didn't — at least not explicitly. When the men were choosing the most (G) attractive women, they didn't know that the choice was not theirs, really, but instead the choice of successful programs that make men attracted to the women who appear sexually interested in them. These programs had been burned deep into the brain's machinery over the course of hundreds of thousands of generations.

Brains are in the business of gathering information and steering behavior appropriately. It doesn't matter (H) consciousness is involved in the decision making. And most of the time, it's not. Whether we're talking about dilated eyes, jealousy, attraction, the love of fatty foods, or the great idea you had last week, consciousness is the (I) player in the operations of the brain. Our brains run mostly automatically, and the conscious mind has little access to the giant and mysterious factory that runs below it.

You see evidence of this when your foot gets halfway to the (J) before you consciously realize that a red Toyota is backing out of a driveway on the road ahead of you. You see it when you notice your name spoken in a conversation across the room that you thought you weren't listening to, when you find someone attractive without knowing why, or when your nervous system gives you a hunch^{*3} about which choice you should make.

The brain is a complex system, but that doesn't mean it's incomprehensible. Our neural circuits^{*4} were made by natural selection to solve problems that our ancestors faced during our species' evolutionary history. Your brain has been shaped by evolutionary pressures just as your stomach and eyes have been. And so has your consciousness. Consciousness developed because it was advantageous, *but advantageous only in limited amounts.*

*1 pupils: 瞳孔

*2 dilated: (瞳孔が)開かれた

*3 hunch: 予感

*4 neural circuits: 神経回路

1. 空所 (A) に入る最も適切な語を、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。

(a) at (b) by (c) in (d) to

2. 下線部(B) they の内容として最も適切なものを、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。

(a) men (b) photos (c) eyes (d) women

3. 空所 に入る最も適切な語を、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。
- (a) by (b) from (c) into (d) with
4. 空所 に入る最も適切な語を、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。
- (a) All (b) Many (c) None (d) Some
5. 空所 に入る最も適切な語を、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。
- (a) from (b) into (c) toward (d) with
6. 下線部(F) put a finger on の意味に最も近いものを、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。
- (a) cross out (b) figure out (c) switch on (d) touch on
7. 下線部(G) this の内容として最も適切なものを、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。
- (a) the person who was choosing the most attractive woman
- (b) the truth that the workings of the brain are largely inaccessible
- (c) the relationship between a woman's dilated eyes and sexual excitement
- (d) the fact that the men in the study didn't know the truth
8. 空所 に入る最も適切な語を、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。
- (a) and (b) but (c) if (d) of

9. 空所 に入る最も適切な語を、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。

- (a) sharpest (b) smallest (c) smartest (d) strongest

10. 空所 に入る最も適切な語を、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。

- (a) brake (b) door (c) street (d) window

11. 本文の内容に合うものを、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。

- (a) Evolution has made women with enlarged pupils attractive to men.
(b) Evolution has created consciousness as the center of decision making.
(c) Evolution has made our brain so complex that it is impossible for us to understand it.
(d) Evolution has created some problems for our ancestors to solve.

〔Ⅲ〕 つぎの英文を読んで、問いに答えよ。

Late one evening, I came upon a woman — white, well dressed, probably in her early twenties — on a deserted street in Hyde Park, a relatively wealthy neighborhood in an otherwise mean, poor section of Chicago. As I walked the avenue behind her, there seemed to be a discreet, safe distance between us. Not so. She cast back a worried glance. To her, the young black man — ^(A) broad, six feet two inches, *¹ with a beard and wavy hair, both hands put into the pockets of a military jacket — seemed dangerously close. After a few more quick glimpses, she (B) her pace and was soon running in earnest. Within seconds she disappeared into a cross street.

That was more than a decade ago, I was twenty-two years old, a graduate student*² newly arrived at the University of Chicago. It was in the echo of that (C) woman's footsteps that I first began to know that a black man has the ability to alter public space in ugly ways. It was clear that she thought herself the prey of a gangster, or worse. However, as a man who is scarcely able to take a knife to a raw chicken — let alone hold one to a person's throat — I was surprised, embarrassed, and shocked all at ^(D) once. Her flight also made it clear that I was indistinguishable from the gangsters who occasionally slipped into the area from the surrounding ghetto.*³ That first encounter, and those that followed, signified that a vast ^(E) gulf lay between nighttime pedestrians — particularly women — and me. And I soon gathered that being perceived as dangerous is a danger in itself; I (F) turn a corner into a risky situation, or stand by some frightened, armed person in a lobby somewhere, or make a wrong move after being pulled over by a policeman. Where fear and weapons meet — and they often do in urban America — there is always the possibility of death.

In that first year, my first away from my hometown, I was to become ^(G) thoroughly familiar with the language of fear. At dark, shadowy

intersections, I could cross in front of a car stopped at a traffic light and hear the *thunk, thunk, thunk**⁴ of the driver — black, white, male, or female — pressing down the door locks. On less traveled streets after dark, I grew accustomed to, but never comfortable with, people crossing to the other side of the street rather than pass me. Then there were the standard unpleasant incidents with policemen, doormen, guardsmen, taxi drivers, and others whose business is to detect and send away troublesome individuals

(H)

*¹ six feet two inches: 約 188 cm

*² a graduate student: 大学院生

*³ ghetto: スラム街

*⁴ *thunk, thunk, thunk*: ガチャ, ガチャ, ガチャ (擬音語)

1. 下線部(A) Not so. の内容に最も近いものを, つぎの(a)~(d)から一つ選び, その記号を解答欄にマークせよ。

- (a) I was walking not behind her, but next to her.
- (b) She was not as young and well-dressed as I had imagined.
- (c) The distance between her and me was not enough for her.
- (d) The street was too dark for her to see that I was black.

2. 空所 (B) に入る最も適切な語句を, つぎの(a)~(d)から一つ選び, その記号を解答欄にマークせよ。

- (a) came across
- (b) picked up
- (c) slowed down
- (d) went through

3. 空所 (C) に入る最も適切な語を, つぎの(a)~(d)から一つ選び, その記号を解答欄にマークせよ。

- (a) arrogant
- (b) dangerous
- (c) deceiving
- (d) terrified

4. 下線部(D) one の内容として最も適切なものを、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。

- (a) a knife
- (b) a prey
- (c) a raw chicken
- (d) myself

5. 下線部(E) those that followed の内容に最も近いものを、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。

- (a) other people who attacked pedestrians in the dark
- (b) other similar incidents that occurred later
- (c) people who chased and arrested gangsters
- (d) victims of gangsters who imitated my behavior

6. 空所 に入る最も適切な語句を、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。

- (a) found it fun to
- (b) limited myself to
- (c) only needed to
- (d) was willing to

7. 下線部(G) that first year の内容に最も近いものを、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。

- (a) the first year after I left jail
- (b) the first year after I moved to a ghetto
- (c) the first year as a gangster
- (d) the first year as a graduate student

8. 空所 に入る最も適切な語句を，つぎの(a)~(d)から一つ選び，その記号を解答欄にマークせよ。

- (a) before there is any problem
- (b) so that they will cause problems
- (c) unless there is any problem
- (d) who will never cause any problems

9. 本文の内容に合うものを，つぎの(a)~(d)から一つ選び，その記号を解答欄にマークせよ。

- (a) People used to stop their cars when they saw the author in the dark.
- (b) The author was proud of his power to change the atmosphere of a public space.
- (c) The author was rather a peaceful person who didn't like violence.
- (d) The author was relieved when he saw people trying to avoid him after dark.

[IV] つぎの英文を読んで、問いに答えよ。

Scholars in the history of childhood have sought or should seek to answer the following basic questions. These questions will also serve to differentiate the history of childhood from other related fields and provide a guide for future research.

1. ***What have been the attitudes of adults toward children and childhood?*** In some respects this is one of the easiest questions for historians of childhood to answer. Although many adults left records about what they thought of children and childhood, there is still an enormous amount of historical material which has yet to be fully examined. Care must [①] be taken, however, [②] to assume that parental attitudes are ^(A) [③] the same as behavior or experience, or that there is [④] any simple and direct relationship among them. Even with these difficulties, a thorough knowledge of adult attitudes concerning children is basic to the construction of a comprehensive history of childhood.

2. [(B)] This is one of the trickiest questions faced by historians of childhood, in part because they may be tempted to rely too heavily on simplistic psychological theories in their efforts to fill in the gaps left by the sources. It is, nonetheless, a crucial question because the essence of childhood is the child's special mode of experiencing life, his or her unique way of being in the world. No history of childhood will be worthy of its name if it ignores this critical dimension. Unless historians are willing to confront this question, they will only be studying the periphery of childhood, _(C) not penetrating the heart of the subject itself.

3. ***How have children and childhood influenced adults?*** This question concerns not only the influence children have on the adults around them but also the impact of childhood experiences on the character of the adults the children become. Almost without exception historians have

assumed that most of the influence in adult-child relations flows in one direction, from the adult to the child, while ignoring what modern research has confirmed: that all human relationships are inevitably (D) and dynamic. For example, recent research shows that children influence their caretakers and that the proportion of children in a population has profound meanings for almost all aspects of society. We have only begun to apply these insights to our study of history. With respect to the second dimension ^(E) of this question, historians have not usually questioned the proposition that childhood experiences shape adult character to some degree, but they have struggled to actually demonstrate this influence in concrete historical terms. If it is ever to be demonstrated, it will have to be accomplished through some sort of historical study, a task which historians above all should be willing to undertake.

4. (F) Children have inevitably been assigned various roles in American society and culture. For example, throughout most of American history child labor made a significant contribution to the economy, although today children are more important as consumers than as producers; religious groups have always tended to view children as a basic means of promoting their beliefs; and parents have often used children directly or indirectly to realize their own personal ambitions. In this sense, children are no different from any other social group; they are part of a larger system that places demands on them and structures their behavior in very precise ways. Historians of childhood must be sensitive to this reality.

Taken together, these four basic questions constitute a means of generating, organizing, or assessing knowledge about children in the past. It is not restricted to any specific methodology or ideology (G) the history of childhood as a separate area of inquiry.

1. 下線部(A)には not を入れる必要がある。not を入れるのに最も適切な位置を、つぎの①～④から一つ選び、その番号を解答欄にマークせよ。

Care must [①] be taken, however, [②] to assume that parental
(A) attitudes are [③] the same as behavior or experience, or that there is
[④] any simple and direct relationship among them.

2. 空所 に入る最も適切な文を、つぎの(a)～(d)から一つずつ選び、その記号を解答欄にマークせよ。ただし、各記号は一回しか使用できない。

- (a) *What are the conditions which helped to shape the development of children?*
(b) *What have been the responsibilities of parents for their children?*
(c) *What has been the subjective experience of being a child in the past?*
(d) *What have been the social, cultural, and psychological functions of children?*

3. 下線部(C) periphery of の意味に最も近い語句を、つぎの(a)～(d)から一つ選び、その記号を解答欄にマークせよ。

- (a) secondary issues related to (b) hidden dangers unique to
(c) intellectual aspects of (d) significance specific to

4. 空所 に入る最も適切な語を、つぎの(a)～(d)から一つ選び、その記号を解答欄にマークせよ。

- (a) difficult (b) lasting
(c) constructive (d) mutual

5. 下線部(E) the second dimension of this question の内容として最も適切なものを、つぎの(a)~(d)から一つ選び、その記号を解答欄にマークせよ。

- (a) the influence children have on the adults around them
- (b) the impact of childhood experiences on the character of the adults the children become
- (c) the fact that children influence their caretakers
- (d) the fact that the proportion of children in a population has profound meanings for almost all aspects of society

6. つぎの(a)~(f)の6語を並べ替えて空所 に入れ、意味が通るようにせよ。ただし解答欄には3番目と5番目の語の記号をマークせよ。

- (a) to
- (b) precise
- (c) is
- (d) establish
- (e) enough
- (f) but