

経済学部A方式 I 日程・社会学部A方式 I 日程・現代福祉学部A方式

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。

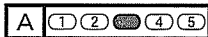
マークシート解答方法についての注意

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)。

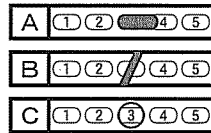
記入上の注意

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。

4. 問題冊子のページを切り離さないこと。

〔 I 〕 つぎの問1～問15の各文の空欄に入る最も適切なものを、a～eの中からそれぞれ一つ選び、その記号を解答欄にマークしなさい。

問1 Her speech was followed by loud ().

- a. respect b. applause c. prize
d. oppression e. privilege

問2 She () trouble with the police. It was her first time to be arrested.

- a. looked around b. kept in c. was under
d. got into e. ran through

問3 There are some basic principles () in mind.

- a. existing b. placed c. for use
d. all e. to bear

問4 Which type of battery () longest?

- a. does last b. to last c. lasts
d. lasting e. last for

問5 I am () of your talent.

- a. impressed b. amused c. curious
d. jealous e. eager

問6 The fishing rod is two meters () length.

- a. for b. in c. to d. on e. beyond

問7 A strange man on the train watched us () pretending not to.

- a. for b. that c. when d. as e. while

問8 Fortunately I had a good map, () I would have gotten lost.

- a. without which b. so that c. that's why
d. since then e. and yet

問9 I thought life was simply splendid. I had no reason to think ().

- a. otherwise b. the same way c. around it
d. too e. either

問10 My husband had a talk with a bank clerk, () our financial problem.

- a. explained b. explaining c. explains
d. has explained e. had explained

問11 Nobody gets anything () they ask for it.

- a. unless b. but c. which d. that e. and

問12 The room was called Mountain View, () there were no mountains anywhere in sight.

- a. if b. because c. even
d. although e. ever

問13 You'd better be quick () you'll miss the bus.

- a. then b. and c. when d. or e. before

問14 A: Can the children play here?

B: No, () they can't.

- a. I wonder b. I'm afraid c. I thought
d. that's certain e. it's done

問15 A: Would you like to have lunch now?

B: No, () to eat later.

a. I'm about

b. I've gone

c. I'd prefer

d. I don't have

e. I'm sorry

〔Ⅱ〕 つぎの英文を読んで下の問いに答えなさい。

Over the past century alone, around 400 languages have gone extinct, and most linguists estimate that 50% of the world's remaining 6,500 languages will be gone by the end of this century. Today, the top ten languages in the world claim around half of the world's population. Can language diversity be preserved, or are we on a path to becoming a monolingual species?

Currently, at least 100 languages around the world have only a handful of speakers — from Ainu in Japan to Yagan in Chile. It can be difficult to find these people too. Even if a number of people still speak such languages, they might live far apart and so not talk to one another. Languages usually reach the point of crisis after being displaced by a socially, politically and economically dominant one, as linguists put it. In this scenario, the majority speaks another language — English, Chinese, Swahili — so speaking that language is key to accessing jobs, education and opportunities. Sometimes, especially in immigrant communities, parents will decide not to teach their children their heritage language, perceiving it as a potential obstacle to their success in life.

For these reasons and others, languages are dying all over the world. But does it matter whether a seemingly obscure language spoken by a few people in one corner of the world goes out of existence? Some people argue that language loss, like species loss, is simply a fact of life on a constantly planet. But there are many counter arguments. Mark Turin, an anthropologist and linguist at Yale University says, “We spend huge amounts of money protecting species and *biodiversity, so why should it be that the one thing that makes us uniquely human shouldn't be similarly taken care of and protected?” What's more, languages are conduits of human heritage. Writing is a relatively recent development in

our history, so language itself is often the only way to convey a community's songs, stories and poems. How (1) (2) (3) (4) (5) there in the world ^(*) that we'll never know about because no one recorded them before the language disappeared? Languages also convey unique cultures. **Cherokee, for example, has no word for goodbye, only "I will see you again". Likewise, no phrase exists for "I'm sorry". On the other hand, it has special expressions all its own. "All of these things convey a culture, a way of interpreting human behaviour and emotion that's not conveyed the same way as in the English language," a Cherokee expert says. Without the language, the culture itself might weaken, or even disappear. "If we are to survive, to continue on and to exist as a people with a distinct and unique culture," he continues, "then we have to have a language."

Another argument mirrors that of biodiversity conservation. Just as ecosystems provide a wealth of services for humanity, languages, too, are C with possibility. They contain an accumulated body of knowledge, including about geography, mathematics, navigation, astronomy and more. "No culture has a monopoly on human genius, and we never know where the next brilliant idea may come from," David Harrison, a linguist at Swarthmore College, says. "We lose ancient knowledge if we lose languages." Finally, languages are ways of interpreting the world, and no two are the same. "Different languages provide distinct pathways of thought and frameworks for thinking and solving problems," Harrison says.

For all of these reasons, linguists are scrambling to document and archive the diversity of quickly disappearing languages. ^(*) Their efforts include making dictionaries, recording histories and traditions, and translating oral stories. "If there's really good documentation, then there's a chance that these languages could be revived in the future even after they cease to be D," Turin says.

*biodiversity 生物多様性

**Cherokee アメリカ先住民の一つ

(Adapted from Rachel Nuwer, "Languages: Why we must save dying tongues," *BBC*,
6 June 2014)

問1 下線部(ア) the top ten languages in the world claim around half of the world's population の意味として本文の内容に合う最も適切なものを、つぎの a～e の中から一つ選び、その記号を解答欄にマークしなさい。

- a. About half of the world's population endorse the ten minor languages.
- b. Around half of the world's population argue that there are ten languages that are obsolete.
- c. Almost half of the world's population insist the ten most unique languages are about to go extinct.
- d. Approximately half of the world's population speak the ten major languages.
- e. Nearly half of the world's population dislike the ten most popular languages.

問2 下線部(イ) languages are dying all over the world の理由として本文の内容に合う最も適切なものを、つぎの a～e の中から一つ選び、その記号を解答欄にマークしなさい。

- a. Some languages are spoken by plenty of people who might live far apart.
- b. English is making a number of languages more dominant in many ways.
- c. The majority speaks a language other than English, Chinese, or Swahili.
- d. Some parents choose for their children not to learn their heritage language.
- e. Speaking obscure languages is regarded as a key to success.

問3 空欄 ～ に入る最も適切な単語を、つぎの a～d の中からそれぞれ一つ選び、その記号を解答欄にマークしなさい。ただし、各単語は一度のみ使えるものとする。

- a. evolving b. ripe c. spoken d. isolated

問4 下線部(ウ) the one thing that makes us uniquely human が示すものとして本文の内容に合う最も適切なものを、つぎの a～e の中から一つ選び、その記号を解答欄にマークしなさい。

- a. heritage b. diversity c. culture
- d. community e. language

問5 下線部(エ) conduits の意味として本文の内容に合う最も適切なものを、つぎの a～e の中から一つ選び、その記号を解答欄にマークしなさい。

- a. carriers b. enemies c. arts
- d. guidelines e. masters

問6 下線部(オ) How (1)(2)(3)(4)(5) there in the world の (1) ~ (5) に入る最も適切な単語を、つぎの a ~ e の中からそれぞれ一つ選び、英文を完成させ、その記号を解答欄にマークしなさい。ただし、各単語は一度のみ使えるものとする。

- a. many b. are c. other
d. out e. traditions

問7 下線部(カ) linguists are scrambling to document and archive the diversity of quickly disappearing languages の理由として、本文の内容に合う最も適切なものを、つぎの a ~ f の中から二つ選び、その記号を解答欄にマークしなさい。なお、二つの解答は同じ解答欄にマークすること。

- a. The English language can interpret human behaviour and emotion.
b. In order to convey languages, it is necessary to have a unique culture.
c. Distinct cultures cannot survive if their languages are lost.
d. There are many different languages that offer similar interpretations of the world.
e. The next brilliant idea may come from a language that has a monopoly on human genius.
f. Languages contain a lot of knowledge that has accumulated over a long time.

問8 本文の内容に合う最も適切なものを、つぎのa～eの中から二つ選び、その記号を解答欄にマークしなさい。なお、二つの解答は同じ解答欄にマークすること。

- a. By the end of this century, there will be 6,500 languages remaining in the world.
- b. There are several reasons why language loss should not be accepted as a fact of life.
- c. Cherokee people say “goodbye” when they want to say “I will see you again”.
- d. Each language has its own ways of thinking and approaches to problem solving.
- e. Linguists are preparing good documentation about how extinct languages can be revived.

〔Ⅲ〕 つぎの英文を読んで下の問いに答えなさい。

Before we see a film, we nearly always have some idea whether it is a documentary or a piece of fiction. What justifies viewers assuming that this or that film is a documentary? With two films both titled *Spellbound*, how do we know that one is a fictional thriller movie and the other is a documentary film about a children's spelling contest? For one thing, a documentary typically comes labeled as such. The filmmakers tell us through publicity, and press coverage the message.

In turn, the documentary label leads us to expect that the persons, places, and events shown to us exist or have existed. We'd feel cheated if the kids in *Spellbound*, struggling to spell a difficult word, such as "logorrhea", were in fact actors. A documentary claims to present factual information about the world. This information can be presented in a variety of ways. In some cases, the filmmakers are able to record events ⁽⁷⁾ as they actually occur. This is what happened in *Spellbound*, with filmmaker Jeff Blitz filming the 1999 national spelling contest in the United States. But a documentary may also convey information without filming events as they're occurring. The filmmaker might present charts, maps, or other visual aids, even using animation. In addition, the filmmaker might stage certain events for the camera to record.

It's worth pausing on that last point. Some viewers suspect that a documentary is unreliable if it the events that are filmed. It is true that, very often, the documentary filmmaker records an event without scripting or staging it. For example, in interviewing a witness, the documentary filmmaker typically controls where the camera is placed, what is in focus, and so on. The filmmaker likewise controls the final editing of the images. But the filmmaker usually doesn't tell the witness what to say or how to act.

Still, viewers and filmmakers regard some staging as acceptable in a documentary if the staging serves the larger purpose of presenting accurate information. Suppose you are filming a farmer's daily routines. You might ask him or her to walk toward a field in order to frame a shot showing the whole farm.

In some cases, staging may intensify the documentary value of the film. Humphrey Jennings made *Fires Were Started* during the German bombings of London in World War II. Unable to film during the air attacks, Jennings found a group of bombed-out buildings and set them afire. He then filmed the fire patrol battling the blaze. Although the event was staged, the actual firefighters who took part C it an authentic depiction of the challenges they faced under real bombing. This staging of the action undoubtedly enhanced the film's credibility.

Staging events for the camera, then, does not necessarily assign the film to the realm of fiction. Even if the filmmaker asks the farmer to wait a moment while the camera operator frames the shot, the film D that the farmer's morning visit to the field is part of the day's routine, and it is this suggestion which is set forth as reliable.

As a type of film, documentaries present themselves as factually trustworthy, but across film history many documentaries have been challenged as inaccurate. *An Inconvenient Truth*, a documentary film about global warming made by the former U.S. Vice President Al Gore, was accused by some of presenting weak arguments and inaccurate data. Even if (1) (2) (3) (4) , however, *An Inconvenient Truth* would not then turn into a fiction film. ⁽¹⁾ An unreliable documentary is still a documentary. Just as there are inaccurate or misleading news stories, so there are inaccurate or misleading documentaries.

A documentary may take a stand, state an opinion, or advocate a solution to a problem. Documentaries often use various techniques to

persuade an audience. But simply taking a stance does not turn the documentary into fiction. To persuade us, the filmmaker marshals evidence, and this evidence is put forth as being factual and reliable. A documentary may be strongly biased in its viewpoint, but as a documentary, it presents itself as providing trustworthy information about its subject.

(Adapted from David Bordwell and Kristin Thompson, *Film Art: An Introduction*, 5th and 11th editions, 1997, 2016)

- 問1 空欄 ~ に入る最も適切な単語を、つぎの a ~ f の中からそれぞれ一つ選び、その記号を解答欄にマークしなさい。ただし、各単語は一度のみ使えるものとする。また語群には不要なものが二つある。
- a. suggests b. operated c. judged d. reinforces
e. convinced f. manipulates

- 問2 下線部(ア) a variety of ways が指すものとして本文の内容に合わないものを、つぎの a ~ e の中から一つ選び、その記号を解答欄にマークしなさい。
- a. using animation b. recording non-scripted events
c. staging events d. not using live-event images
e. presenting fictional data

問3 *Spellbound* について、本文の内容に合う最も適切なものを、つぎの a～e の中から一つ選び、その記号を解答欄にマークしなさい。

- a. The viewers felt cheated because it was a documentary movie.
- b. It was filmed when the spelling contest was actually taking place.
- c. The children who appeared as participants in the contest were actors.
- d. It is a thriller film based on a real incident during a children's spelling contest.
- e. People can easily guess that it is a documentary movie from the title.

問4 staging について、本文の内容に合う最も適切な記述を、つぎの a～e の中から一つ選び、その記号を解答欄にマークしなさい。

- a. Asking a farmer to wait a moment when filming is not regarded as staging.
- b. Once staging is used, the movie should be labeled as fiction rather than documentary.
- c. Staging does not allow a filmmaker to tell the interviewees what to say or how to act.
- d. The use of staging is considered an inappropriate way of making documentary movies.
- e. The film's credibility cannot necessarily be damaged by staging.

問5 *Fires Were Started* について、本文の内容に合わないものを、つぎの a～f の中から二つ選び、その記号を解答欄にマークしなさい。なお、二つの解答は同じ解答欄にマークすること。

- a. It is a documentary film that presented the damage to London caused by the German bombings.
- b. It is an example of how staging can be used to present information accurately.
- c. It portrayed German soldiers setting some buildings in London on fire during World War II.
- d. The filmmaker staged the fire but used real firefighters.
- e. The firefighters thought that it presented a faithful account of their actions.
- f. The filmmaker was able to record the German air attacks as they actually occurred.

問6 下線部(イ) Even if (1)(2)(3)(4), however, *An Inconvenient Truth* would not then turn into a fiction film. の (1)～(4)に入る最も適切な単語を、つぎの a～e の中からそれぞれ一つ選び、英文を完成させ、その記号を解答欄にマークしなさい。ただし、各単語は一度のみ使えるものとする。また語群には不要なものが一つある。

- a. proved
- b. claims
- c. its
- d. which
- e. false

問7 *An Inconvenient Truth* について本文の内容に合う最も適切なものを、つぎの a～e の中から一つ選び、その記号を解答欄にマークしなさい。

- a. Some people were doubtful about the reliability of the data it presented.
- b. It proved that news stories about global warming were false.
- c. It accused the former U.S. Vice President of responsibility for global warming.
- d. Because of its inaccurate information, it is no longer regarded as a documentary film.
- e. The filmmaker was misled by weak arguments presented by the U.S. government.

問8 下線部(ウ) marshals の意味としてもっとも適切なものを、つぎの a～e の中から一つ選び、その記号を解答欄にマークしなさい。

- a. conceals
- b. eliminates
- c. ignores
- d. assembles
- e. minimizes

問9 *documentary films* について本文の内容に合う最も適切なものを、つぎの a～f の中から二つ選び、その記号を解答欄にマークしなさい。なお、二つの解答は同じ解答欄にマークすること。

- a. They use a label to provide factual information expected by viewers.
- b. They may provide inaccurate and misleading information.
- c. They are more reliable than news stories with respect to the accuracy of the evidence.
- d. They often make up events that did not occur to enhance viewers' reactions.
- e. They want to be seen as reliable and trustworthy by their viewers.
- f. They are neutral in their treatment of the subject.

〔IV〕 つぎの英文インタビューを読んで下の問いに答えなさい。

Steven Pinker, a Harvard University professor, has been known to take provocative positions. He has argued that women are naturally different from men, that humans are more driven by genes than academics like to acknowledge, and that society is getting less violent over time — despite the mass shootings and other violence we hear about daily. The thesis of his latest book, *Enlightenment Now*, is that life on Earth is improving. By every major measure of human well-being, people everywhere are far better off today than they were before the start of the *Period of Enlightenment in the 17th century.

Interviewer: What first gave you the idea that the world was getting better?

Steven Pinker: I saw data showing that violence had A over the course of history. The murder rate in England was 50 times higher in the 14th century than it is today.

Interviewer: Were you surprised?

Steven Pinker: Like any other news reader, I just assumed that there was as much chaos as ever. It's only when you look at it over time, taking into account all the people who don't become victims of violence, that you can see the trends.

Interviewer: Do these trends extend to other aspects of life?

Steven Pinker: It's not just in violence that one sees progress, but in poverty, in access to small luxuries like beer or televisions, the percentage of the world getting an education, in gender equality in education — girls are going to school all over the world. Even in countries like Afghanistan and Pakistan, the rate of female education has increased.

Seeing graphs of human improvement changed my view of the overall course of history — that progress is a visible fact.

Interviewer: What's behind all this good news?

Steven Pinker: The best explanation would be that the Enlightenment worked. The idea that if we — we being humanity — set ourselves the goal of improving well-being, if we try to figure out how the world works using reason and science, every once in a while we can succeed.

Interviewer: You have B that there is such a thing as human nature. Do you think we can overcome it?

Steven Pinker: Part of human nature allows us to control the other part of our human nature. Even though humans tend to be unreasonable, it can't be the case that we're incapable of reason. If that were the case, you'd never be able to make the argument that we're being unreasonable.

Interviewer: Do you think science played a role in these positive developments?

Steven Pinker: Yes. Science has produced advances in longevity and health — life expectancy on Earth has grown from about 30 years old to more than 70, and in rich countries to more than 80. Famines are far rarer than they used to be; malnutrition and infectious diseases are much lower. More generally, I see science as part of the Enlightenment — namely reason applied to making human life better.

Interviewer: But don't you think science has also caused misery?

Steven Pinker: There's a lot of blame to go around. The value of science⁽⁷⁾ is not the value of a bunch of people who call themselves scientists. Rather, it tells us when there's been a failure

of reasoning, identifies the biases and distortions, and also points the way to overcome them.

Interviewer: Do we need institutions like government to keep us acting rationally?

Steven Pinker: None of us is anywhere close to perfect. Scientists themselves are not terribly rational. We can set up institutions that result in greater rationality than any of us is capable of individually, like free speech, like a free press, like scientific testing — norms and institutions that make us (±) than any of us is individually.

Interviewer: Is it possible to C this irrationality?

Steven Pinker: One answer is to make people aware of it, because I think most people are not. Then once people have that understanding, we then need to try to make issues as non-political as possible.

Interviewer: How have these ideas about progress changed you?

Steven Pinker: I read the news differently to try to put events of the day in perspective. I've D a number of sources of systematic pessimism in journalistic practices. My own view of the world was radically altered when I looked at data instead of headlines. If history is about all the wars, all the disasters, you're missing all this improvement that can only be understood through data.

Interviewer: Does it matter that some things are improving if other things are getting worse?

Steven Pinker: I don't think the fact that some things are improving means *everything* is improving. That (1)(2), the (3)(4)(5)(6)^(±). It's no contradiction to say that we're extending human life and there are

threats, such as, climate change and corrupt politicians. You can appreciate the threats, worry about the threats, try to fight back against the threats at the same time that you appreciate the progress that we have made. I would say that it's appreciating the progress that gives us the courage and conviction to try to strive for more progress. History tells us that attempts to make the world better tend to succeed. We'll never achieve a utopia, but that doesn't mean we can't make things a little bit better.

*Period of Enlightenment 啓蒙時代

(Adapted from Karen Weintraub, "Steven Pinker Thinks the Future is Looking Bright," *The New York Times*, 19 November 2017)

問1 下線部(ア) provocative の意味として最も適切なものを、つぎの a～e の中から一つ選び、その記号を解答欄にマークしなさい。

- a. causing a positive reaction
- b. making something depressing
- c. challenging accepted opinions
- d. creating a funny situation
- e. balancing different viewpoints

問2 空欄 ～ に入る最も適切な単語を、つぎの a～e の中からそれぞれ一つ選び、その記号を解答欄にマークしなさい。ただし、各単語は一度のみ使えるものとする。また語群には不要なものが一つある。

- a. argued
- b. noticed
- c. combat
- d. declined
- e. value

問3 下線部(イ) there was as much chaos as ever が示すこととして、インタビューの内容に合う最も適切なものを、つぎの a～e の中から一つ選び、その記号を解答欄にマークしなさい。

- a. The world was still a violent place.
- b. People were watching too much television.
- c. There were more people than there used to be.
- d. People were drinking too much beer.
- e. Girls were getting less and less education.

問4 Steven Pinker は progress についてどのように考えているか、インタビューの内容に合う最も適切なものを、つぎの a～e の中から一つ選び、その記号を解答欄にマークしなさい。

- a. A decrease in violence is not the only area where improvement can be seen.
- b. Scientists are not rational enough to recognize human progress.
- c. Politicians are too pessimistic to see the progress that has been made.
- d. We need institutions that are capable of encouraging individual progress.
- e. There must be a reason for us to make human life better.

問5 下線部(ウ) The value of science について、インタビューの内容に合う最も適切なものを、つぎの a～f の中から二つ選び、その記号を解答欄にマークしなさい。なお、二つの解答は同じ解答欄にマークすること。

- a. It should not lead to improving human life.
- b. It delays advancements in health and longevity.
- c. It tells us when we are not being reasonable.
- d. It is decided exclusively by scientists.
- e. It can help to identify and fix incorrect and impartial ideas.
- f. It helps to keep governments acting rationally.

問6 空欄 (エ) に入る最も適切なものをつぎの a～e の中から一つ選び、その記号を解答欄にマークしなさい。

- a. terribly less free
- b. independently more understanding
- c. less confident beings
- d. collectively more rational
- e. greater pessimists as a group

問7 下線部(オ) That (1)(2) the (3)(4)(5)(6) の (1) ～ (6) に入る最も適切な単語を、つぎの a～f の中からそれぞれ一つ選び、英文を完成させ、その記号を解答欄にマークしなさい。ただし、各単語は一度のみ使えるものとする。

- a. works
- b. way
- c. is
- d. world
- e. not
- f. the

問8 インタビューの内容に合わないものを、つぎの a～f の中から二つ選び、その記号を解答欄にマークしなさい。なお、二つの解答は同じ解答欄にマークすること。

- a. Though science has helped make life better, it has also caused problems.
- b. Because humans are often unreasonable, we are incapable of reason.
- c. We can recognize human improvement while acknowledging current problems.
- d. Scientists themselves are not what make science valuable.
- e. A focus on wars and disasters can improve our understanding of the data.
- f. News often does not match the data on human progress.



