

英 語

注 意

1. 問題は全部で15ページである。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。HBの黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶしなさい。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答が1のとき)

1	<input checked="" type="radio"/>	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
---	----------------------------------	---	---	---	---	---	---	---	---	---

4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

問題 I 次の英文を読んで、設問に答えなさい。

From the 1500s to the 1800s, the land we know as Mexico was part of a Spanish colony called New Spain. The Spaniard, Hernan Cortes, had conquered the great empire of the Aztecs and established New Spain as the largest and most important of all Spanish colonies. It was a huge land that included not only present-day Mexico but also the areas that became the states of California, Nevada, Arizona, Utah, New Mexico, Texas, and part of Colorado.

The population of New Spain was divided into four main groups, or classes. The group a person belonged to was determined by two things: racial background and place of birth. The most powerful group was the Spaniards, people born in Spain and sent across the Atlantic to rule the colony. Only Spaniards could hold high-level jobs in the colonial government. Members of the second group, called “creoles,” were people of Spanish background who had been born in Mexico rather than Spain. Many creoles were prosperous landowners and merchants. But even the wealthiest of the creoles had very little say in the government, which was controlled by Spaniards. The third group, the *mestizos*, had a much lower position in colonial society. The word *mestizo* means “mixed.” A person was a *mestizo* if some of his ancestors were Spanish and some were Indians. The *mestizos* were looked down upon by both the Spaniards and the creoles, who held the racist belief that people of pure European background were superior to everyone else. The poorest, most oppressed group in New Spain was the Indians, the original people of the land. The other groups constantly mistreated and took advantage of them. Indians were forced to work as laborers on the ranches and farms of the Spaniards and creoles.

The creoles, *mestizos*, and Indians often disagreed. But all three resented the small minority of Spaniards who had all the political power. By the early 1800s, many native-born Mexicans were beginning to think that Mexico should

become independent of Spain, following the example of the United States. The man who finally touched off the revolt against Spain was a Catholic priest, Father Miguel Hidalgo y Costilla. He is remembered today as the Father of Mexican Independence.

Hidalgo (1753-1811) was a scholar who had studied the writings of Thomas Jefferson, Tom Paine, and the leaders of the French Revolution. These revolutionary writings helped convince him that Mexico should be free. Hidalgo also had great sympathy for the poorest Mexicans. Although he himself was a creole, he lived and worked among the Indians and earned their respect and loyalty. On September 16, 1810, Hidalgo gathered a group of his followers, most of them poor Indians. He spoke of the injustice and oppression that Spain had brought to Mexico. Then he cried, "Will you free yourselves? Will you recover the lands stolen 300 years ago from your ancestors by the hated Spaniards? We must act at once!" Today Hidalgo's speech is known to every student in Mexico, and September 16 is celebrated as Mexico's Independence Day. But there would be long years of violence before the country finally won its independence.

Within months Hidalgo had gathered tens of thousands of Indians into his rebel army. At first the rebels surged across the countryside, capturing every town in their path. Several times they defeated small forces of Spaniards. But their success did not last long. The rebel forces were untrained and poorly armed, whereas the Spaniards were well trained and well equipped. The rifles, clubs, and knives of the Indians were no match for the Spanish cannons. In a great battle fought in January of 1811, Hidalgo's army was beaten and dispersed. Hidalgo and the other leaders of the rebellion tried to escape to the United States, where they hoped to win American aid for their cause. But they were ambushed and captured on the way. Hidalgo was tried for treason, found guilty, and sentenced to die. He faced death bravely.

Although Hidalgo was dead, the rebellion lived on. One of Hidalgo's

followers, Father Jose Maria Morelos, was determined to keep fighting. Like Hidalgo, Morelos was a Catholic priest sympathetic to the Indians. He turned a part of Hidalgo's defeated army into a tough, disciplined band of *guerrillas*, fighters who are not part of a regular, formal army and who specialize in surprise attacks. This group fought on against the Spaniards for another four years. The rebellion was not popular with all Mexicans. Many people were shocked by the violence and disorder it brought to the country. The creoles in particular were suspicious of Morelos and his followers. Most of the rebels were Indians, a group the creoles considered inferior. The creoles worried that if the rebellion was successful, their property might be taken from them and divided among the rebels. The rebellion was further weakened when the rebel leaders began quarreling among themselves. Then, in 1815, Morelos was captured by the Spaniards. Like Hidalgo, he was executed.

It seemed as if the rebellion was doomed to fail. But the people's desire for independence did not fade away. In 1820, the independence movement got a surprising new leader—Colonel Agustin de Iturbide, an officer in the Spanish army who had helped defeat the first Indian rebels. Suddenly, he turned against the Spanish government and declared that Mexico ought to be free. Unlike Hidalgo and Morelos, Iturbide appealed to the upper classes as well as the poor. And he had the power of the army behind him. In 1821, Iturbide marched into Mexico City and took control of the government from the Spanish authorities. Mexico was finally independent of Spain.

Mexico now had its own government, but at first it was not a good one. Iturbide quickly became a dictator. He even had himself proclaimed Emperor of Mexico, copying the ceremony used by Napoleon when he had himself proclaimed Emperor of France. No one was allowed to speak out against Iturbide. He filled his government with corrupt people, who became rich by taking bribes and making dishonest business deals. By 1823, Mexicans of all classes were tired of Iturbide's corrupt and oppressive rule. They overthrew

the emperor and sent him into exile. In 1824, Mexico was proclaimed a republic. The new government adopted a new constitution partly modeled on the constitution of the United States, which guaranteed basic human rights and divided the responsibilities of government between a central government and a number of smaller units known as states.

設問 本文の内容から考えて、下線部の空欄を埋めるのに最も適切なものを、
1, 2, 3, 4の中から一つ選んで、解答欄のその記号をマークしなさい。
解答用紙(その1)使用。

1. In the 1800s, part of New Spain _____.
 1. created the country of California
 2. became Mexico after several revolts against Spain
 3. was much smaller than present-day Mexico
 4. was a colony of Mexico

2. The ruling class in New Spain was made up of _____.
 1. people of Spanish descent who were born in Mexico
 2. people of mixed racial backgrounds
 3. people of Spanish descent who were born in Spain
 4. Indians who were not of Spanish descent

3. The Spaniards and the creoles _____.
 1. thought that they were superior to mestizos and Indians
 2. had very little power in the government of New Spain
 3. did not participate in the revolution against Spain
 4. were very much against the abuse of Indian groups

4. Though the creoles, the mestizos, and the Indians often disagreed with each other, the one point they agreed on was that _____.
 1. New Spain should find a peaceful way to break with Spain
 2. their Spanish political leaders were inferior to them
 3. they should not be ruled by a small minority of Spaniards
 4. the American revolution was not a good idea

5. Hidalgo was a man who _____.
1. inspired people to revolution even though he was an uneducated Indian
 2. was liked by creoles even though he was a mestizo
 3. was loved by Spaniards even though he was against Spanish rule
 4. got along well with the Indians, even though he was a creole
6. Hidalgo's revolt failed because _____.
1. his army was too small
 2. the Spanish army had superior weapons and military training
 3. the Americans captured Hidalgo and gave him to the Spaniards
 4. Hidalgo stopped fighting as it was against his religion
7. Hidalgo and Morelos both were _____.
1. Christian priests who became fighters
 2. highly-trained military leaders, even though they were creoles
 3. pardoned by the Spanish, even though they revolted against Spain
 4. highly educated, even though they were Indians
8. According to the article, Morelos's rebellion failed because _____.
1. Morelos insisted on using guerrilla warfare
 2. it lacked popular support, particularly among the creoles
 3. the Indians wanted to use cannons instead of guns and knives
 4. the Americans intervened to help the Spaniards

9. A surprising thing about Iturbide is that he was _____.
1. a military man who changed sides in the revolution
 2. a priest who disliked Indians, even though he fought beside them
 3. an Indian who had little knowledge of war
 4. a scholar who read Thomas Jefferson but was against the American Revolution
10. After Iturbide won the revolution he _____.
1. set up a democracy and fought for free speech
 2. became a dictator and did not allow people to speak against him
 3. became a widely loved emperor
 4. established Mexico as a republic, recognizing Spain as the mother country

問題 II 次の英文を読んで、下線部(1)、(2)を日本語に訳しなさい。解答用紙(その2)使用。

Reformers have long observed city people standing idly on busy corners and hanging around in candy stores and bars, and have passed a judgment, the essence of which is: "This is very bad! If these people had decent homes and public parks, they wouldn't be on the street!"

This judgment represents a profound misunderstanding of cities. It makes no more sense than to drop in at a banquet in a hotel and conclude that if these people could cook, they would give their parties at home.

The point of both the banquet and the social life of city sidewalks is (1) precisely that they are public. They bring together people who do not know each other privately and in most cases do not care to know each other in that fashion.

Nobody can keep open house in a great city. Nobody wants to. And yet if interesting, useful and significant contacts among the people of cities are confined to acquaintances suitable for private life, the city becomes useless. Cities are full of people with whom, from your viewpoint, or mine, or any other individual's, a certain degree of contact is useful or enjoyable; but you do not want them in your house. And they do not want you in theirs either.

It is necessary that there should be, in the brains behind the eyes on the street, an almost unconscious assumption of general street support at a difficult time—when a citizen has to choose, for instance, whether he will take responsibility, or give it up, in combating bad behavior or protecting strangers. There is a short word for this assumption of support: trust. The trust of a city street is formed over time from many, many little public sidewalk contacts.

Most of them are seemingly unimportant but the sum is not unimportant at all. (2) The sum of such casual, public contact at a local level—most of it

accidental, most of it associated with daily tasks — is a feeling for the public identity of people, and a resource in time of personal or neighborhood need.

The absence of this trust is a disaster to a city street. Its cultivation cannot be institutionalized. And above all, it implies no private commitments.

問題Ⅲ 次の設問に答えなさい。解答用紙(その3)使用。

(1) 次の文を英語に訳しなさい。

Thomas Edison は、130 年以上前に実用的な電球を発明したとき、何千回にもおよぶ実験を行なった。科学者たちは彼の方法と忍耐力に、今なお驚かされるのだ。

(2) ()内の語の順序を入れ替えて、それぞれ最も適切な英文を作りなさい。

ただし、すべての語または語句を一度ずつ使うこと。

1. He is (to / as / as / person / said / be / nice / a) his wife.
2. The teacher was particularly (that / behave / students / anxious / his / should / themselves).
3. There is (person / about / some / whether / the / she is / for / doubt / right) our leader.
4. The guide (the Prado Museum in / the tourists / encouraged / Madrid / to visit).

問題Ⅳ 次の設問について、50 語程度の英文を書きなさい。解答用紙(その4)使用。

Which is a better place for a vacation: the beach or the mountains? Why?

次の **問題 V** は英米文学科 A 方式受験者のみ解答のこと。(フランス文学科 A 方式・日本文学科 B 方式・比較芸術学科受験者は 14 ページの **問題 V** に解答のこと。)

問題 V リスニング問題。聞き取った内容から考えて、下線部の空欄を埋めるのに最も適切なものを、1, 2, 3, 4 の中から一つ選んで、解答欄 11 から 20 にその記号をマークしなさい。解答用紙(その 1)を使用。

11. This article holds that coffee is powerful because it helps to keep us awake and active and also that it is _____.
1. a drug that must be carefully used
 2. important to our history and culture
 3. a beverage that has helped shape the outcome of wars
 4. known to be the main cause of the end of slavery
12. According to Mark Pendergrast, it was not until the 1400s that people figured out that _____.
1. coffee was not poison
 2. coffee could be used to help other plants grow in the wild
 3. you could actually roast coffee seeds
 4. the people in Ethiopia had been roasting coffee for thousands of years
13. According to Mark Pendergrast, coffee _____.
1. became popular in Europe before it became popular in the Arab world
 2. first became popular in the Arab world then later became popular in Europe
 3. has never been popular in the Middle East
 4. at one point saved the European economy from collapse

14. Pendergrast claims that Americans switched to coffee _____.
1. when the Arabs began importing coffee to America from their coffee houses
 2. when Lloyd's of London insured coffee houses in Boston
 3. after Bach and Beethoven visited America
 4. after the Boston Tea Party
15. Abigail Adams _____.
1. was the wife of John Adams, a man who thought tea was not patriotic
 2. started the Boston Tea Party
 3. started the first coffee house in Boston
 4. convinced the founders of America to start a coffee house in Boston
16. The article states that one of the bad things about coffee is that _____.
1. it makes your heart beat too fast
 2. coffee production was for a period done by slaves
 3. it is not considered patriotic in England
 4. it makes people revolt against their governments
17. According to the article, one of the good things about coffee is that _____.
1. through coffee houses it encourages equality among people
 2. coffee brings high-paying jobs to people
 3. coffee makes people more loyal to their kings
 4. in coffee houses people planned to end poverty in Haiti

18. The article tells us that coffee farmers in Brazil _____.
1. gave up on growing coffee after their revolution
 2. abused people and the land in the production of coffee
 3. saw to it that even poor people could afford coffee
 4. were much better at growing coffee than the people of Haiti
19. According to the article, women in London _____.
1. avoided coffee on their trips to Mecca
 2. drank coffee before seeing a doctor
 3. thought that coffee would damage the health of their spouses
 4. thought that coffee would make their husbands feel important
20. According to the article, coffee was good in some ways, but it was bad because it _____.
1. was grown by slaves
 2. made people drink more alcohol
 3. made people start revolutions
 4. made husbands too excited

次の **問題V** はフランス文学科A方式・日本文学科B方式・比較芸術学科の受験者のみ解答のこと。

問題V 各文の括弧に入る最も適切な語または語句を、1, 2, 3, 4の中から一つ選んで、解答欄のその記号をマークしなさい。解答用紙(その1)を使用。

11. "What did you do on Sunday?"

"It was () day that I went to the lake."

1. such nice a 2. such a nice 3. so nice 4. a very nice

12. "Why are you so mad?"

"You () us you were coming late to dinner."

1. should tell 2. should have told
3. should told 4. should had told

13. "What's the short story you wrote about?"

"I based the main character () an old woman I met on the bus."

1. in 2. on 3. from 4. for

14. I'm worried () my final exam in mathematics.

1. about failing 2. to fail 3. with failing 4. to failing

15. I sprained my ankle () getting out of the car.

1. of 2. in 3. at 4. with

16. () with this and that I have no time for friends.

1. Due 2. Since 3. What 4. Thanks

17. Please () to it that nothing goes wrong at the meeting.
1. see 2. mind 3. care 4. consider
18. I don't know () Joe belongs to the football team or not.
1. whether 2. which 3. where 4. why
19. Never () there before, nobody on the street recognized me.
1. having been 2. been 3. had 4. were
20. I'll keep your room in order until you () back.
1. come 2. would come 3. came 4. coming

