

英 語

注 意

1. 問題は全部で 20 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"/>	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
---	----------------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

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。

第1問 次の英文(1)～(10)の下線部の意味に最も近いものを、それぞれ下の(1)～(4)の中から一つ選びなさい。

(1) The company should reduce its running costs.

- (1) overbalance
- (2) overcapacity
- (3) overcharge
- (4) overhead

(2) Investments with high profits are difficult to find.

- (1) risks
- (2) defects
- (3) restorations
- (4) yields

(3) Mary has used up her inheritances on investments.

- (1) layoffs
- (2) leanings
- (3) legacies
- (4) logistics

(4) If you see John, please give my regards to him.

- (1) conquer
- (2) consider
- (3) contemplate
- (4) convey

(5) The Statue of Liberty in New York City was built in 1886.

- (1) assigned
- (2) confined
- (3) erected
- (4) modified

(6) Where did Hanako come up with such a foolish idea?

- (1) applaudable
- (2) disapproval
- (3) ridiculous
- (4) vague

(7) Some people believe there is not enough scientific evidence for global warming.

- (1) indifferent
- (2) ingenerate
- (3) injectable
- (4) insufficient

(8) Home prices have dropped significantly in rural areas.

- (1) dramatically
- (2) engagingly
- (3) hardly
- (4) neatly

(9) The Japanese government is embarking on an educational reform policy.

- (1) underachieving
- (2) underconstructing
- (3) underdealing
- (4) undertaking

(10) The automaker decided to withdraw from the downtown area.

- (1) get along with
- (2) pull out of
- (3) seal off
- (4) turn down

第2問 次の英文の(11)~(20)のそれぞれの下線部に入るのに最も適切なものを(1)~(4)の中から一つずつ選びなさい。

(11) This product _____ no added chemicals.

- (1) contains
- (2) is containing
- (3) have contained
- (4) has been containing

(12) I'm optimistic about the future, so I think by the time I'm 40, I _____ my fortune.

- (1) make
- (2) am making
- (3) will make
- (4) will have made

(13) The economic situation _____ during the third quarter.

- (1) reports to improve
- (2) reports to be improving
- (3) is reported to have improved
- (4) have been reported to be improved

(14) If Morley _____ a life jacket, he might have drowned in the river.

- (1) was not wearing
- (2) were not wearing
- (3) had not wearing
- (4) had not been wearing

- (15) There is no sign of our dog anywhere. Someone _____ her out.
- (1) were able to let
 - (2) must have let
 - (3) may as well let
 - (4) are bound to let
- (16) Lisa said the prices _____ before the end of the year.
- (1) isn't rise
 - (2) weren't raise
 - (3) wouldn't rise
 - (4) couldn't raise
- (17) _____ of China is one of the longest artificial structures in the world.
- (1) A Great Wall
 - (2) Great Walls
 - (3) The Great Wall
 - (4) The Great Walls
- (18) There is _____ orange juice left, so we'll have to buy some.
- (1) few
 - (2) too much
 - (3) too many
 - (4) hardly any
- (19) Dr. Langton likes to _____ about her success as a scientist.
- (1) boast
 - (2) refer
 - (3) tamper
 - (4) proud

(20) My sister remembers _____ in the musical when she was in high school.

- (1) appearing
- (2) to appear
- (3) to appearing
- (4) to have been appearing

第3問 次の英文(21)~(30)の下線部で間違っている箇所を(1)~(4)の中から一つずつ選びなさい。

(21) Pamela earns twice as more money as I do.
(1) (2) (3) (4)

(22) Having forgotten my keys, I had to climb at the window.
(1) (2) (3) (4)

(23) When taken this medication, try to avoid drinking alcohol.
(1) (2) (3) (4)

(24) You need some savings to fall back of in case you run into trouble.
(1) (2) (3) (4)

(25) Mumps are a serious illness for many young and old people.
(1) (2) (3) (4)

(26) We could not have finished the report so quickly if we had not cooperated
with ourselves.
(1) (2) (3) (4)

(27) Worst things about travelling on the highway is if there is an accident, there
is always a huge traffic jam.
(1) (2) (3) (4)

(28) At contrast, the personnel department is said to have been suffering from
rising costs.
(1) (2) (3) (4)

(29) My boss got me to check the figures second time just to make sure.
(1) (2) (3) (4)

(30) There ought be a parking lot at the end of Bond Street.
(1) (2) (3) (4)

第4問 次の(I)~(III)に答えなさい。

- (I) 次の英文を読んで小問(31)~(37)について、それぞれ最も適切なものを(1)~(4)の中から一つ選びなさい。

A vast, international fashion industry has developed since the Renaissance. Fashion is usually thought to have started in this period, as a product of developments in trade and finance, interest in individuality brought about by Humanist thought, and shifts in class structure that made visual display desirable, and attainable by a wider range of people. Dissemination of information about fashion, through engravings, traveling peddlers, letters, and, by the later 17th century, the development of fashion magazines, made fashion increasingly visible and desirable. As the fashion system developed, it grew to comprise apprenticeships, and later college courses, to educate new designers and craftspeople, manufacturing, whether by hand or later in a factory, of textile and fashion design, retailing, and a variety of promotional industries, from advertising to styling and catwalk show production. Fashion's pace began to speed up by the later 18th century, and by the time the Industrial Revolution was at its height in the second half of the 19th century had grown to encompass a range of different types of fashion.

By this point, haute couture, an elite form of fashion, with garments fitted on to individual clients, had evolved in France. Couturiers were to crystallize the notion of the designer as the creator not just of handmade clothes, but also of the idea of what was fashionable at a particular time. Important early couturiers such as Lucile explored the possibilities of fashion shows to generate more publicity for her design house by presenting her elaborate designs on professional mannequins. Lucile also saw the potential of another important strand of fashion, the growing ready-to-wear trade, which had the potential to produce a large number of clothes quickly and easily and make them available

to a far wider audience. Lucile's trips to America, where she sold her designs, and even wrote popular fashion columns, underlined the interrelationship between couture styles and the development of fashionable readymade garments. Although Paris dominated ideals of high fashion, cities across the world produced their own designers and styles. By the late 20th century, fashion was truly globalized, with huge brands such as Esprit and Burberry sold across the world, and greater recognition of fashions that emanated from beyond the West.

Fashion is not merely clothes, nor is it just a collection of images. Rather, it is a vibrant form of visual and material culture that plays an important role in social and cultural life. It is a major economic force, amongst the top ten industries in developing countries. It shapes our bodies, and the way we look at other people's bodies. It can enable creative freedom to express alternative identities, or dictate what is deemed beautiful and acceptable. It raises important ethical and moral questions, and connects to fine art and popular culture. Although we focus on womenswear as the dominant field of fashion design, we also consider various examples of significant menswear. We will focus on the later stages of fashion's development, while referring to important precursors from the pre-19th-century period to show how fashion has evolved. We will consider Western fashion, as the dominant fashion industry, but equally will question this dominance and show how other fashion systems have evolved and overlapped with it. We will introduce the reader to the fashion industry's interconnected fields, show how fashion is designed, made, and sold, and examine the significant ways in which it links to our social and cultural lives.

- (31) Which of the following titles would be the most appropriate for this passage?
- (1) The Spread of Fashion Globally
 - (2) The History of the Fashion Industry
 - (3) The Rise of European Fashion Manufacturing
 - (4) The Creation of Designer Clothes
- (32) According to the passage, the early expansion of fashion was influenced by each of the following factors, EXCEPT
- (1) design of fashion magazines
 - (2) changes in class structure
 - (3) advances in trade and finance
 - (4) frequency of fashion shows
- (33) According to the passage, which of the following statements about the fashion industry is NOT true?
- (1) Fashion affects the way people perceive other people.
 - (2) Fashion influences fine art and popular culture.
 - (3) A fashion apprenticeship provided instruction in design and advertising.
 - (4) Fashion reached its peak during the first half of the 19th century.
- (34) Which of the following statements about 'couturiers' is NOT mentioned in the passage?
- (1) They helped to develop ready-to-wear clothing.
 - (2) They established the designer as the authority on what is fashionable.
 - (3) They produced large amounts of clothing exclusively for elite customers.
 - (4) They were instrumental in setting up fashion shows to promote the industry.

- (35) The underlined word “it” in Paragraph 3, Line 14 refers to which of the following terms?
- (1) Western fashion
 - (2) fashion’s development
 - (3) reader
 - (4) fashion design
- (36) If a new paragraph were added at the end of this passage, what would it most likely focus on?
- (1) explaining how the fashion industry declined in the 21st century
 - (2) introducing how the development of men’s fashion influenced women’s fashion
 - (3) discussing how designer fashion spread to developing countries
 - (4) questioning how France has become the global fashion capital
- (37) What kind of publication would this passage most likely come from?
- (1) popular science magazine
 - (2) introductory textbook
 - (3) academic journal
 - (4) operations manual

- (II) 次の英文を読んで小問(38)~(44)について、それぞれ最も適切なものを(1)~(4)の中から一つ選びなさい。

Evolutionary change ultimately relies on the appearance of new variant forms of organisms: *mutations*. These are caused by stable changes in the genetic material, transmitted from parent to offspring. Mutations affecting almost all conceivable characteristics of many different organisms have been studied in the laboratory by experimental geneticists, and medical geneticists have cataloged thousands of mutations in human populations. The effects of mutations on the observable characteristics of an organism vary greatly in their magnitude. Some have no detectable effect, and are known to exist simply because it is now possible to study the structure of the genetic material directly. Others have relatively small effects on a simple characteristic, such as a change in eye color from brown to blue, the acquisition of resistance to an antibiotic by a bacterium, or an alternation of the number of bristles on the side of a fruit fly. Some mutations have drastic effects on development, such as the mutation of the fruit fly *Drosophila melanogaster* that causes a leg to grow on the fly's head in place of its antenna. The appearance of any particular kind of new mutation is a very rare event, with a frequency of around one per hundred thousand individuals per generation or even less. An altered state of a character as a result of a mutation, such as antibiotic resistance, initially occurs in a single individual, and is usually restricted to a tiny fraction of a typical population for many generations. To result in evolutionary change, other processes must cause it to increase in frequency within the population.

Natural selection is the most important of these processes for evolutionary changes that involve the structure, functioning, and behavior of organisms. In their papers of 1858, published in the *Journal of the Proceedings of the Linnaean Society*, Darwin and Wallace laid out their theory of evolution by

natural selection with the following argument:

- Many more individuals of a species are born than can normally live to maturity and breed successfully, so that there is a *struggle for existence*.
- There is *individual variation* in innumerable characteristics of the population, some of which may affect an individual's ability to survive and reproduce. The successful parents of a given generation may therefore differ from the population as a whole.
- There is likely to be a *hereditary component* to much of this variation, so that the characteristics of the offspring of the successful parents will differ from the characteristics of the previous generation, in a similar way to their parents.

If this process continues from generation to generation, there will be a gradual transformation of the population, such that the frequencies of characteristics associated with greater survival ability or reproductive success increase over time. These altered characteristics originated by mutation, but mutations affecting a particular trait arise all the time regardless of whether or not they are favored by selection. Indeed, most mutations either have no effects on the organism, or reduce its ability to survive or reproduce.

It is the process of increase in frequency of variants that improve survival or reproductive success that explains the evolution of adaptive characteristics, since better performance of the individual's body or behavior will generally contribute to greater survival or reproductive success. Such a process of change will be especially likely if a population is exposed to a changed environment, where a somewhat different set of characteristics is favored from those already established by selection.

- (38) What is the main purpose of this passage?
- (1) to argue how the theory of evolution is factual
 - (2) to introduce readers to Charles Darwin
 - (3) to explain the processes of evolution
 - (4) to clarify the struggle for the survival of life on Earth
- (39) Which of the following key points does the author make about *mutations*?
- (1) Only a few mutations within species have been observed by scientists.
 - (2) The effects of mutations on an organism are always significant.
 - (3) The appearance of any particular kind of new mutation often occurs.
 - (4) Various processes work together to cause evolutionary changes.
- (40) Which of the following examples of a mutation is NOT mentioned by the author?
- (1) development of new bacteria
 - (2) resistance to antibiotics
 - (3) abnormal growth on a fly's head
 - (4) change in eye color
- (41) According to the passage, which of the following statements about the theory of evolution by natural selection is NOT true?
- (1) Each generation of a specific species will exhibit differences in characteristics.
 - (2) Variations in the characteristics of a species influence an individual's ability to exist.
 - (3) Nearly all individuals of a given species are unable to live until adulthood.
 - (4) Natural selection involves the organization and functioning of organisms.

- (42) According to the passage, which statement about the survival or reproductive success of a species is true?
- (1) Mutations often have no effect on an organism.
 - (2) There is always an increase in the occurrence of variants.
 - (3) Most species eventually go extinct due to variations.
 - (4) Species have a hard time adapting to changing characteristics.
- (43) The underlined term *trait* in Paragraph 3, Line 5 is closest in meaning to which of the following words?
- (1) feature
 - (2) adjustment
 - (3) alteration
 - (4) process
- (44) The author of this passage is most likely an expert in which of the following areas?
- (1) physics
 - (2) biology
 - (3) anthropology
 - (4) demography

(Ⅲ) 次の英文を読んで小問(45)～(50)について、それぞれ最も適切なものを(1)～(4)の中から一つ選びなさい。

The EU has major economic and environmental powers, and is increasingly active in foreign policy, defense, and internal security. How is this power used and controlled? How is the Union governed?

The answer, according to many intergovernmentalists, is through cooperation among the governments of member states: the other institutions are peripheral to the Council in which the governments are represented, and this fact will not go away. But while the Council is still the most powerful institution, federalists regard the Parliament, Commission, and Court of Justice not only as sufficiently independent of the states to have changed the nature of the relationships among them, but also as major actors in a process that may, and should, result in the Union becoming a federal polity.

The Council consists of ministers representing the member states; and at the highest level there is the European Council of Heads of State or Government together with the President of the European Commission. Heads of state are included in the title because the Presidents of France and Finland participate as well as their prime ministers, since they have some of the functions performed by heads of government elsewhere.

The European Council meets three or four times a year and makes decisions that require resolution or impulsion at that political level, sometimes because ministers have been unable to resolve an issue in the Council, sometimes because a package deal involving many subjects, such as a major amending treaty or a seven-year financial perspective, has to be assembled. The European Council also has to 'define general political guidelines'. Its

rotating presidency is an important function, both for the management of current business and for launching new projects.

The meetings themselves are confined to three presidents (of France, Finland, and the Commission) and 27 heads of government, accompanied by foreign ministers, and sometimes finance ministers. But they are surrounded by a vast media circus which presents the results to the citizens of different countries in radically different ways. Thus readers of British newspapers could have been forgiven for supposing that the European Council in Helsinki in December 1999 was dominated by quarrels between Britain and France about beef and between Britain and the rest about proposals for a tax affecting the financial interests of the City of London. Yet beef was not on the agenda and tax took up only a little time. Many journalists in other countries emphasized the decisions to open entry negotiations with six more states and to establish a rapid reaction force to help with peacekeeping.

The 'Presidency Conclusions' are issued after each meeting, usually in a lengthy document, sometimes with bulky annexes. Of course the heads of state and government themselves initiate only a few of their decisions, and do not have time or inclination for thorough discussion of all that is put before them. They do initiate some major projects, as for example the rapid reaction force, which was a joint British and French proposal. But most of the details and the 'political guidelines' emerge from the Union's institutions, working with the European Council's President-in-Office.

The Council of Ministers is a more complicated body. Which minister attends a given meeting depends on the subject. It meets in up to 15 forms, including an Economic and Financial Council (Ecofin), an Agriculture Council, a Justice and Home Affairs Council, and a General Affairs Council comprising

the foreign ministers, which is supposed to coordinate the work of the other Councils, but is in practice hard put to it to control Councils of ministers from powerful departments of state. Each Council is, like the European Council, chaired by the representative of the state that is serving in turn for six months as President-in-Office.

- (45) Which of the following titles is the most appropriate for this passage?
- (1) Shifting EU Roles to the U.S.
 - (2) The Development of EU Leadership
 - (3) How the EU is Administered
 - (4) Future Challenges Faced by the EU
- (46) According to the passage, what is one of the important responsibilities of the European Council?
- (1) Olympic games
 - (2) Nuclear regulation
 - (3) Trade policy
 - (4) Scientific research
- (47) According to the passage, which of the following characteristics about 'Presidential Conclusions' is NOT true?
- (1) They are typically very long and voluminous.
 - (2) The heads of states are responsible for making only a few decisions.
 - (3) The Union's institutions produce many of the details.
 - (4) They have to be carefully discussed by all of the leaders.
- (48) According to the passage, each of the following details about European Council meetings is true, EXCEPT _____.
- (1) There is a permanent president.
 - (2) The media is present to report the results.
 - (3) The meetings take place several times per year.
 - (4) The presidents of France, Finland, and the Commission attend.

(49) Which of the following statements is true about the Council of Ministers?

- (1) The same minister is always in charge.
- (2) The body's structure is very complex.
- (3) The Home Affairs Council manages all the work.
- (4) Each Council is controlled by government officials.

(50) The author's main purpose in the fifth paragraph is to _____.

- (1) summarize all of the key points in the passage
- (2) expand upon the ideas of the previous paragraph
- (3) explain a controversial topic
- (4) introduce an opposing viewpoint