

英 語

注 意

1. 問題は17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2)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	0
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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。

1 次の英文を読んで、設問に答えなさい。

The use of coins in ancient Rome started slowly. None were used in the Regal period, and it was not until later in the Republic that a system of coinage was adopted. It was Roman contact with the region of Campania* that provided the impetus for the minting of the first bronze coins. Rome's first mint was established in 289 B.C., minting bronze coins, with a base denomination called the *as**. The *as* was about 1 pound of bronze, and had smaller subdivisions, as low as 1/24 *as*. These coins were too large to be made with a die (the kind of press normally used for coins) and had to be cast, like large, bronze objects. There were also some less prominent silver and gold coins in circulation at this time.

The next major phase in the history of Roman coinage came in approximately 211 B.C. This was around the time of the second Punic War*, and the Roman economy was in shambles. It was with the new coinage system at this time that the *denarius**, a silver coin, became the base currency unit. This was about equal to ten bronze asses. Bronze coins were still more important in everyday usage, but silver had become the new standard of value. Under Augustus*, Roman currency underwent another major reorientation. But the denarius was still the base currency unit. This currency system, while undergoing occasional changes based on imperial edicts and the changing value of metal, remained intact until the third century A.D.

Coins, when they appear in an economy, are a distinct feature. Most items involved in economic transactions have some sort of value that is ascribed from a number of angles. The value of coins is explicitly derived from some sort of economic authority. An institution (normally affiliated with the state) creates the coin in standard, comparable amounts, and makes a declaration as to its value. This institution must have enough authority to influence participants in the economy to accept these values and use the coins

as a means of storing and transmitting wealth. This does not mean that the values set by these authorities are absolute, but they must be sufficiently grounded in reality to allow the coins to function within the economy. So already the presence of coins informs the historian that the Roman government had enough authority over economic matters to set values and standardize currency.

But what role did coins have in the Roman economy? This question is not as easy to answer as it might appear. It lies at the heart of an important debate on the nature of preindustrial economies. Coins can fulfill specific roles; Kevin Greene* suggests three possibilities. They can make exchange easier. Instead of bartering ^(A) (in which both parties must have goods that the other party desires), coins allow trade when only the goods of one party are desired. Related to this, coins can act as a standard of value. Even if coins are not physically traded, it is often useful to have a sense of an item's value in relationship to other items. Coins can provide that standard. Also important is the use of coins for storing wealth. Coins (ideally, though never practically) are a stable mechanism for accumulating wealth. For example, it is much more convenient to be paid in coins than in dairy products, because coins will not quickly go bad and lose their value. This means that people who get coins can save them, and use that wealth later. These are some of the theoretical uses of coins, but which of these uses actually happened in Roman times?

Because we know coins existed in Roman times, we can postulate* some of the ways that coins were used. Coins were used as a standard of value; written sources give information about the price of goods and services from the denominations of coins. Coins may have been used to store wealth. Numerous coin hoards have been discovered throughout the empire. This does not necessarily ^(e) reflect wealth storage, but it is the most likely option. Individuals, as part of economic transactions, also used coins. There are anecdotal accounts of people using coins to buy and sell in Roman literature. ^(f)

And, for another example, we know that people paid a *quadrans** to get into the baths in Rome. Another important type of evidence is the denomination of coins. If denominations were too large, then only certain individuals and institutions could use them. In Roman times, however, this was not the case. The denominations reflected a wide variety of values, from negligible values to extremely expensive values. So, theoretically, everybody could use coins.

But questions of scale need to be considered as well. Just because there were coins, and people used them in a way that is similar to how people use money today, it does not mean that coins functioned exactly the way coins and money do today. It is likely that the Roman use of coins was on a much smaller scale than the use of money today. In the cities, coins were definitely important for trade. The same probably cannot be said for rural areas or areas of the empire without strong monetary traditions. Coins were not important in every transaction, and many transactions could occur without any consideration of money. It is important not to equate Roman coins with modern money — the two, although appearing similar, are in fact different in many ways.

<注> *Campania : ナポリを州都とするイタリア南部の州。

*as : アス(古代ローマの青銅貨)。

*the second Punic War : 第2次ポエニ戦争。フェニキア人が建設した北アフリカの植民都市カルタゴとの戦争。第3次ポエニ戦争でローマが勝利し、カルタゴはローマの属国となる。

*denarius = 16 asses : デナリウス銀貨。

*Augustus : ローマ帝国の初代皇帝アウグストゥス(在位 27 B.C. - A.D.14)。

*Kevin Greene : *The Archaeology of the Roman Economy* (1990)の著者。2011年3月末まで英国ニューカッスル大学等で教鞭を執った。

*postulate = assume : presuppose.

*quadrans = 1/4 as : クオドランス青銅貨。

(1) 下線部(A) three possibilities が表わす内容を 50 字以内の日本語で書きなさい。(解答用紙その 1 を使用すること)

(2) 下線部(B)を日本語に訳しなさい。(解答用紙その 1 を使用すること)

(3) 下線部(a)~(g)の意味に最も近い単語を下の①~④の中からそれぞれ 1 つずつ選び、解答欄 ~ にその番号をマークしなさい。(解答欄その 2 を使用すること)

(a) impetus

- ① development ② idea ③ stimulus ④ technique

(b) transactions

- ① benefits ② dealings ③ parts ④ regulations

(c) means

- ① average ② center ③ observation ④ way

(d) stable

- ① broad ② intelligent ③ steady ④ typical

(e) hoards

- ① circulation ② collections ③ handling ④ quality

(f) accounts

- ① banks ② illustrations ③ numbers ④ proofs

(g) negligible

- ① insignificant ② neutral ③ primary ④ reasonable

(4) 次の1)～10)の各文について、本文の内容と一致するものは①、一致しないものは②を選び、解答欄 8 ～ 17 にその番号をマークしなさい。(解答欄その2を使用すること)

- 1) 古代ローマではお金を介さずに商取引を行うこともあった。 8
- 2) 古代ローマで貨幣が流通し始めた時期には銀貨が一般的で、金貨は流通していなかった。 9
- 3) ローマ帝国における貨幣価値を知るには、当時の商人たちが残した帳簿が役に立つ。 10
- 4) 古代ローマの共同浴場に入る人々は金持ちでなければならなかった。 11
- 5) ローマ帝国の通貨制度から、ローマ政府が経済の問題に大きな権限を持っていたことがわかる。 12
- 6) 貨幣がローマ帝国の経済にもたらした役割を探るのは今日の経済システムを知るうえで重要である。 13
- 7) 貨幣の単位がたくさんあったことから、古代ローマの人々は身分を問わず、貨幣を使う機会があったと理論的には言えるだろう。 14
- 8) 古代ローマの通貨制度は皇帝の命によってさまざまな変化を遂げ、3世紀には紙幣も誕生した。 15
- 9) 通貨の価値基準を決めるのはローマ帝国の付属機関だった。 16
- 10) 第2次ポエニ戦争を経て1デナリウスが標準貨幣になっても、アス単価の貨幣がたくさん日常的に使われていた。 17

- 2 次の英文を読んで、本文の内容に合致するように、(1)~(7)の各設問に対して最も適当なものを①~④の中からそれぞれ1つずつ選び、解答欄18~24にその番号をマークしなさい。(解答用紙その2を使用すること)

The first day of elementary school, a milestone in a child's life, brings a mix of emotions for parents. The pride and joy of seeing their child taking his first steps into the world are tempered with feelings of anxiety in moms and dads everywhere.

Misgivings can be more intense for a parent living in a foreign country who knows little of the school system in their adopted land. The fact that their offspring will be acquiring a different set of values hits home. Sensational reports in the media of bullying, incompetent teachers and out-of-control classrooms add to their concerns.

Many foreign parents in Japan who want the best possible education for their child consider international schools. However, while many such institutions in Japan have long histories, good reputations and provide a quality education, they cater primarily to a transient student body. On the "Welcome" section of its home page, for example, the American School in Japan states: "Hailing from approximately 40 countries, the vast majority of our students and their families find themselves in Tokyo on temporary assignment."

Additionally, international schools are cost-prohibitive for many and too far away for those not centrally located. Some send their families back to their home countries so their children can attend school there while they continue working in Japan — not a viable option for those who believe education begins at home.

The reality for most foreign residents with mixed-race children is that they will be enrolling in the local elementary school along with the vast majority of regular Japanese families — something that may be difficult to accept even for those who have spent a considerable amount of time in Japan.

But it's important for worried parents to bear in mind that regardless of race and schooling, any child growing up in Japan — playing with Japanese kids, eating Japanese food, watching Japanese TV — will become thoroughly Japanese by default, and attending the local school with the other children in the neighborhood is the best way for him to fit in. And if you are a foreigner married to a Japanese, there's a 99 percent chance that the person you love and have decided to spend the rest of your life with is a product of the state education system, so it can't be all bad, right?

The current Japanese school system has its roots in the Meiji-Era rush to achieve economic and military parity with the West. A centralized education was seen as crucial to modernizing the country, and Japan achieved its postwar economic miracle with the current system: six years of elementary school, three years of junior high school, three years of high school, and four years of university (with the first nine years being mandatory).

Although the Japanese school system has come under fire for a focus on rote learning over independent thinking, it also deserves much of the credit for making Japan into the country it is today. Japan has high literacy rates, the proportion of young adults with tertiary education is one of the highest among OECD countries, and 15-year-olds taking the PISA tests, which measure academic ability, continue to score high compared to many of their international counterparts.

Japan's low crime rate can be partly attributed to the system whereby homeroom teachers are tasked with both the cognitive and personal development of students. Teachers are held accountable for their charges' actions, and are likely to be called to the police station if a student is detained for shoplifting, for example.

While valid complaints could be made about excessive conformity among Japanese, the high level of civility in society is arguably the tradeoff. Teachers play their part by maintaining close personal relationships with their students,

organizing small group activities and delegating various adult responsibilities to students that prepare them for the future.

The number of mixed-race children in Japan is increasing as international marriages become more common, but naturally parents of mixed-race children still have concerns that their children might be bullied because they look different.

Bullying is of course a pervasive problem, but it's also a universal one. It is equally possible a child could be bullied if he went to a regular school in his foreign parent's home country, or an international school, and for myriad reasons other than ethnicity.

Foreign parents who are concerned about their children's schooling in Japan are able to attend "open house" events held several times a year, during which they can observe classes. Parents are also frequently invited into the school to attend lectures, observe club activities and participate in various other activities.

All Japanese elementary schools, and some junior high and high schools, also serve reasonably priced, delicious, healthy lunches to students. Many schools strive to provide fresh, locally produced food in season and offer explanations of the contents of lunches.

Students in Japanese schools are active and the P.E. program is robust, featuring a yearly sports festival open to families and the community. Clubs that include a variety of sports are common for 5th and 6th graders and extracurricular sports are available.

Elementary school is an excellent opportunity for both parent and child to integrate into the community and form bonds with neighbors. A home study program in the foreign parent's native tongue can help keep a child's second language sharp. Short trips back home and a longer homestay later are good ways for children to stay in touch with their foreign parent's culture.

Foreigners who keep an open mind, stay curious and remember that

learning is a lifelong experience can deepen their understanding and appreciation of Japan as their children begin their journey through life at the local elementary school.

(1) What are some of the positive and negative aspects of sending a child to an international school in Japan? 18

- ① Foreign teachers conduct all classes in English, but the sports programs are lacking.
- ② Most students continue on to good universities, but they never really learn the Japanese language.
- ③ Their tests are the same as those in the US, but the lunches offered do not contain fresh Japanese ingredients.
- ④ They offer a high level of education, but the students typically do not stay for very long.

(2) After World War II, Japan was able to become a successful nation partly due to what kind of educational system? 19

- ① A “six-four-three-four” model with elementary school, junior high school and high school being obligatory.
- ② A “six-three-three-four” model with elementary school, junior high school and high school being obligatory.
- ③ A “six-four-three-four” model with junior high school, high school and university being obligatory.
- ④ A “six-three-three-four” model with elementary school and junior high school being obligatory.

(3) One particular reason parents might want to send their children to a Japanese school is: 20

- ① Strict teachers keep the students from committing shoplifting and other petty crimes.
- ② Affectionate teachers use pets to demonstrate how to be kinder, gentler citizens.
- ③ Students live temporarily with their teacher's family to learn how to interact with older relatives.
- ④ Teachers play an important role in the lives of their students both inside and outside of the classroom.

(4) The author feels that the Japanese educational system might be responsible for making children: 21

- ① Intelligent but physically unhealthy.
- ② Polite but too similar in many ways.
- ③ Humorous and fond of adventure.
- ④ Athletic but adept at music.

(5) The author does not think that bullying is such a big issue for mixed-race kids because: 22

- ① Kids get bullied everywhere.
- ② Japan is making great efforts to end bullying.
- ③ Mixed-race kids are bigger and stronger than Japanese kids.
- ④ Bullying has decreased dramatically in recent years.

(6) For parents of mixed-race children who wish to preserve the foreign parent's native language, they can always: 23

- ① Hire a local language tutor.
- ② Send the child to an international school.
- ③ Make short trips back to that parent's country.
- ④ Have a language "chip" inserted into their brain.

(7) What is the most appropriate title for the article? 24

- ① "Japanese schools reluctantly learn to become more international."
- ② "Mixed-race kids have a better chance of success in university exams."
- ③ "Local schools are the best choice if you want your child to fit in."
- ④ "Dramatic decrease in bullying makes Japanese schools more attractive."

3 次の(1)~(8)の英文の下線部の意味に最も近い単語を下の①~④の中からそれぞれ1つずつ選び、解答欄25~32にその番号をマークしなさい。(解答用紙その2を使用すること)

(1) I ran to catch up with him. 25

- ① chase ② escape ③ join ④ trace

(2) We had to work harder to make up for lost time. 26

- ① accept ② cancel ③ retrieve ④ save

(3) When will you get through with painting the house? 27

- ① continue ② finish ③ progress ④ pause

(4) Will you keep an eye on this baggage until I get back? 28

- ① arrange ② lock ③ pack ④ watch

(5) You should cut down on fatty foods if you want to lose weight. 29

- ① cook ② hate ③ reduce ④ waste

(6) Paul always tries to live up to the expectations of his parents. 30

- ① disregard ② justify ③ meet ④ replace

(7) His latest film will soon bear witness to his unusual talent. 31

- ① betray ② demonstrate
③ emphasize ④ persuade

(8) We should not look down on George just because he is poor at speaking.

32

- ① despise ② ignore ③ praise ④ upgrade

4

次の(1)~(8)の各組の英文が同じ意味になるように()の中に最も適当な単語を記入しなさい。(解答用紙その1を使用すること)

(1) William went to sea in his teens.

=William became a () in his teens.

(2) I flew to England last summer.

=I went to England by () last summer.

(3) Please come here at eight o'clock sharp.

=Please come here at eight o'clock on the ().

(4) Your pronunciation is anything but perfect.

=Your pronunciation is () from perfect.

(5) The plum tree in my garden is now in full bloom.

=The plum tree in my garden is now at its ().

(6) We couldn't go hiking because of a severe storm.

=A severe storm () us from going on a hike.

(7) Mary is second to none in speaking French.

=Mary is () than anyone else in speaking French.

(8) It won't be long before we can travel to the moon.

=The day will soon () when we can travel to the moon.

5 次の会話文の(1)~(8)に入る最も適当な文を下の選択肢①~⑧の中から1つずつ選び、解答欄 33 ~ 40 にその番号をマークしなさい。但し、同じ文は1度しか使用してはならない。(解答用紙その2を使用すること)

Ted is shopping for clothes with his roommates Alex and Rob. Jennifer, the salesclerk, is assisting.

Rob: (Holding up a woman's swimsuit) Ted, _____ (1) 33

Ted: Come on stop kidding around. I need to get new clothes for college. It's a lot colder in Vermont and I've got nothing warmer than some cotton sweatshirts.

Rob: (In a little boy voice) Poor Teddy—going to be cold all by himself... (Both friends laugh.)

Alex: Can't _____ (2) 34

Ted: I would, but my internship ends the last day of August. So _____ (3) 35

Rob: (Holding up a female mannequin) Don't forget to take your girlfriend!

Jennifer: Hi guys, can I help you find anything?

Rob: Our little boy is going off to college. (In a little boy voice) He needs matching clothes for the new school year...

Ted: Enough Robbie! Sorry about that. I need some warm clothes for up north...

Jennifer: You're in luck — _____ (4) 36 I was just about to mark everything down.

Alex: Cool. I might pick up some clothes for myself!

Jennifer: All sweaters are now 20% off and buy three, get one free.

Ted: And _____ (5) 37

Jennifer: Our jeans are marked down 20% and buy two, get one free. And khakis are 25% off. And, you get an additional 25% off your total

- purchase price _____ (6) 38 (*Walking away*) Let me know if I can help.
- Ted: Wow, _____ (7) 39
- Alex: Yeah, with all the low prices, I might pick up some clothes myself.
- Ted: Actually, I'm going to need a credit card in college. My dad told me I should get one soon. (*Fifteen minutes later. The friends meet at the cash register.*)
- Alex: How'd you make out?
- Ted: I got two sweaters, one pair of jeans, a pair of khakis and a jacket. How about you?
- Alex: I got a pair of jeans and a sweater.
- Rob: Perfect! I found a pair of jeans and a sweater! (*Laughing*) That _____ (8) 40
- Ted: I don't think so. We'll divide the price of the discounted sweaters and jeans by two. And after I use the credit card, we'll only be paying a fraction of the original price.

選擇肢：

- ① means I don't have to pay for anything!
- ② what about pants?
- ③ we can really save some money if we buy stuff together...
- ④ I'll have no time to shop before classes start.
- ⑤ if you open up a credit card with the store today.
- ⑥ you just buy everything you need up there?
- ⑦ why don't you get this for pool parties?
- ⑧ our fall fashion items are now on sale.

6 次の日本文 1)～5)の意味を表わすように、①～⑩の単語を並べ換えて正しい英文にすると、(4)と(7)にそれぞれ入る最も適当な単語を下の①～⑩の中から1つずつ選び、解答欄 41～50 にその番号をマークしなさい。(解答用紙その2を使用すること)

1) 海外旅行中に受ける親切ほど嬉しいものはない。

=Nothing (1) (2) (3) (4) (5) (6) (7)
(8) (9) (0) traveling abroad.

- ① gives ② kindness ③ more ④ receive
⑤ than ⑥ the ⑦ pleasure ⑧ us
⑨ we ⑩ while (4)の解答欄 41, (7)の解答欄 42

2) 答案を出す前に何度も目を通すべきだった。

=You should (1) (2) (3) (4) (5) (6)
(7) (8) (9) (0) it.

- ① before ② examination ③ have
④ looked ⑤ over ⑥ paper
⑦ several ⑧ submitting ⑨ times
⑩ your (4)の解答欄 43, (7)の解答欄 44

3) もし核戦争が起こったら、人類の破滅は避けられないだろう。

=The destruction (1) (2) (3) (4) (5) (6)
(7) (8) (9) (0) to break out.

- ① a ② be ③ if ④ inevitable
⑤ mankind ⑥ nuclear ⑦ of ⑧ war
⑨ were ⑩ would (4)の解答欄 45, (7)の解答欄 46

4) この大聖堂に足を踏み入れると、敬虔な気持ちにならざるを得ない。

=We (1) (2) (3) (4) (5) (6) (7)
(8) (9) (0) cathedral.

- ① but ② cannot ③ feel ④ help
⑤ into ⑥ reverence ⑦ this ⑧ walk
⑨ we ⑩ when (4)の解答欄 **47**, (7)の解答欄 **48**

5) 他の言語を学べば、よその国の人たちと意思の疎通を図ることができる。

=Learning (1) (2) (3) (4) (5) (6)
(7) (8) (9) (0) different country.

- ① a ② another ③ communicate
④ enables ⑤ in ⑥ language
⑦ people ⑧ to ⑨ with
⑩ you (4)の解答欄 **49**, (7)の解答欄 **50**

