

## 英 語

(問 題)

2016年度

〈2016 H28101123〉

## 注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
2. 問題は2～11ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚損等に気付いた場合は、手を挙げて監督員に知らせること。
3. 解答はすべて、HBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. マーク解答用紙記入上の注意
  - (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。
  - (2) マーク欄にははっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。

マークする時	● 良い	○ 悪い	○ 悪い
マークを消す時	○ 良い	○ 悪い	○ 悪い

5. 記述解答用紙記入上の注意
  - (1) 記述解答用紙の所定欄（2カ所）に、氏名および受験番号を正確に丁寧に記入すること。
  - (2) 所定欄以外に受験番号・氏名を書いてはならない。
  - (3) 受験番号の記入にあたっては、次の数字見本にしたがい、読みやすいように、正確に丁寧に記入すること。

数字見本	0	1	2	3	4	5	6	7	8	9
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- (4) 受験番号は右詰めで記入し、余白が生じる場合でも受験番号の前に「0」を記入しないこと。

	万	千	百	十	一
(例) 3825番⇒		3	8	2	5

6. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
7. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。終了の指示に従わない場合は、答案のすべてを無効とするので注意すること。
8. いかなる場合でも、解答用紙は必ず提出すること。
9. 試験終了後、問題冊子は持ち帰ること。

I Read the following two passages and choose the most appropriate word or phrase for each item (1 ~14). Mark your choices (a ~ d) on the separate answer sheet.

(A) A ( 1 ) one hundred years ago, a famous professor of philosophy lived and worked in an old German university in a city on the Rhine. Every day, at precisely 11:45 a.m., the professor would leave his desk, where he had been working since early morning, and walk briskly, ( 2 ) the weather, through the city zoological gardens to a restaurant, where he would have a light lunch. Sometimes he would be joined by a friend, but more often he would dine alone, with a book as his ( 3 ). One morning on his walk, he noticed a keeper in the cage of a large ape, a gorilla named Samson, who was perhaps the zoo's most famous ( 4 ). The keeper was squatting next to Samson, and there were several large sheets of paper scattered around them. The professor approached the cage, and said, "Good morning. May I ask what you are doing?" The keeper replied, "Good morning, Professor. I am ( 5 ) if I can teach this ape to draw. He seems so intelligent and responsive, so I wondered if he were capable of learning human art." He held up some sheets of paper, which were covered with a mess of crude lines. "As you can see, Professor, this may be a very clever ape, but he has no capacity for the higher human attainments. I have tried to show him the ( 6 ), but the best he can do is to make these badly-drawn lines," the keeper explained. "I think not," the professor replied, "since it seems to me that Samson has ( 7 ) the fundamental principle of all art." The professor looked sadly at the ape, and said, "He has drawn the bars of his cage."

- |                   |                 |                 |                 |
|-------------------|-----------------|-----------------|-----------------|
| 1. (a) bit more   | (b) little over | (c) long before | (d) short time  |
| 2. (a) concerning | (b) escaping    | (c) under       | (d) whatever    |
| 3. (a) companion  | (b) help        | (c) occupation  | (d) rest        |
| 4. (a) admirer    | (b) follower    | (c) resident    | (d) victim      |
| 5. (a) certain    | (b) mindful     | (c) seeing      | (d) wise        |
| 6. (a) boundaries | (b) fashions    | (c) niceties    | (d) rudiments   |
| 7. (a) believed   | (b) discovered  | (c) ignored     | (d) transferred |

(B) One characteristic of the Renaissance was a new expression of wealth, and the related consumption of luxury goods. The belief in the flowering of the spirit of the Renaissance is strangely at ( 8 ) with the general belief that the 14th and 15th centuries experienced a profound period of economic depression. Prices fell and wages slumped. The impact of the outbreak of the Black Death in 1348 only intensified these problems. However, one of the consequences of widespread disease and death, just like warfare, is often radical social change and upheaval. Such was the ( 9 ) in Europe in the aftermath of the plague. As well as disease, warfare ravaged the region. The incessant wars disrupted trade and agriculture, creating a recurrent pattern of inflation and deflation. One consequence of all this death, disease, and warfare was a concentration on urban life, and an ( 10 ), of wealth in the hands of a small but rich elite.

As in most periods of history, ( 11 ) some people experience depression and decline, others see opportunity and fortune. States like Venice capitalized on the growing demand for luxury goods, and developed new ways of moving larger quantities of merchandise. Their older galleys, narrow oared ships, were gradually replaced by the heavy, round-bottomed masted ships, or 'cogs', used to transport ( 12 ) goods such as timber and iron between northern European ports. These cogs were able to transport more than three times the amount possible aboard the older galley. By the end of the 15th century, another new type of ship, which was able to transport more merchandise considerably faster than the cog, was developed.

As the amount and speed of distribution of merchandise increased, so ways of transacting business also changed. The complexity of ( 13 ) the import and export of both essential and luxury international goods and calculating credit, profit, and rates of interest sounds so familiar to us today that it is easy to see why the Renaissance is often ( 14 ) to as the birthplace of modern capitalism.

- |                      |                 |                 |                  |
|----------------------|-----------------|-----------------|------------------|
| 8. (a) home          | (b) odds        | (c) one         | (d) war          |
| 9. (a) case          | (b) fact        | (c) matter      | (d) point        |
| 10. (a) accumulation | (b) entrustment | (c) immigration | (d) overemphasis |
| 11. (a) if           | (b) so          | (c) then        | (d) where        |
| 12. (a) bulky        | (b) commodious  | (c) inexpensive | (d) popular      |
| 13. (a) balancing    | (b) comparing   | (c) exchanging  | (d) switching    |
| 14. (a) described    | (b) featured    | (c) mentioned   | (d) referred     |

II Read the following three passages and mark the most appropriate choice (a ~ d) for each item (15~24) on the separate answer sheet.

(A) The Spartathlon is an annual ultra-marathon run between Athens and Sparta in a modern commemoration of a messenger who requested help from the Spartans in the war of defence against the Persians in 490 BC. In the last few minutes before the start of the 2012 race, one of the world's toughest ultra-marathons, 310 runners were doing their final stretches. They took energy supplements, checked their running belts and adjusted the caps with neck flaps to protect against the sun. Many athletes had a crew to support them during the race and give them final words of encouragement. Just before 7 a.m., as dawn approached, they edged toward the starting line and on the hour the race began.

The pace of the race, the 30th in recent history, was gentle, and the average runner could keep up for the first kilometer easily, but another and another lay ahead. Everyone in the field had completed at least a 100-kilometer race and to qualify for this particular race, they had to have run 245 km within 36 hours. Only 72 of them would make it all the way to historical Sparta.

The Spartathlon's allure is principally the difficulty of finishing it. Any race that is longer than a marathon, which is 42.195 km, can call itself an ultra-marathon, but no self-respecting ultra-runner gets excited about finishing, say, a 48-km course, only a little more than a normal marathon. The most talked-about events in the calendar are the ones that look most incomprehensible to the average person.

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15. Participation in the Spartathlon

- (a) attracts attention among athletes who like a serious challenge.
- (b) is limited to runners from Greece and Persia.
- (c) is open to anyone who has completed a race of 100 kilometers.
- (d) requires a support team to help each of the participants.

16. The race described in the passage

- (a) began during the ancient period in Greece.
- (b) must be completed within a certain length of time.
- (c) slightly exceeds a regular marathon in length.
- (d) was completed by less than one-fourth of the runners.

(B) Authenticity is an important concept for society. Without the means to authenticate bank notes, for example, they would have no value. In the field of art, establishing authenticity is extremely important because collectors, whether private or institutional, must have confidence that the painting or sculpture they are buying was created by the person it is attributed to. Before the development of sophisticated scientific processes and techniques that help to authenticate works of art by revealing such things as compositional changes or over-painting, authenticity was established in many other ways. A painting's provenance, or evidence of former ownership, has long been an important means of supporting authentications.

Another, more controversial means of verifying an artwork's genuineness is the concept of 'connoisseurship', which essentially means the judgment of an art critic, appraiser, or experienced dealer who authenticates a painting based on available evidence as well as stylistic considerations and 'gut instinct'. Recently, the role of 'connoisseurship' in the art market has come under scrutiny as being unscientific and giving too much power and responsibility to a select handful of opinion makers whose authentications can be worth hundreds of thousands of dollars.

In an episode of the BBC television programme *Fake or Fortune?*, a man named David Joel believed that he possessed a genuine painting by Claude Monet, the famous French Impressionist (1840-1926), so he wanted the Wildenstein Institute in France, which has exclusively been verifying Monet's artwork, to authenticate it. The BBC team endeavoured to gather all possible scientific evidence and expert opinion, as well as tracking previous ownership to argue that the painting was by Monet, but they failed to obtain the Institute's authentication. The Wildenstein simply answered: 'For us this is a matter, not of history of ownership but of connoisseurship.'

17. What is NOT generally counted as a way of verifying the authenticity of artworks?

- (a) collectors' personal evaluations
- (b) evidence of former ownership
- (c) scientific experiments
- (d) the judgment of an appraiser

18. The role of 'connoisseurship' in the art world has recently been challenged because

- (a) it might exclude the scientific value of artwork.
- (b) it might negatively affect the art market.
- (c) it might offend collectors' feelings.
- (d) it might prioritize subjective judgment.

19. The writer of this text introduced an episode from the TV programme as an example of

- (a) the arbitrariness of authenticating artwork.
- (b) the difficulty of valuing artwork.
- (c) the excessive price of artwork.
- (d) the genuineness of artwork.

(C) Does reading great literature really make us better people? Yes, we hear from those professors who are especially inspirational in their teaching of the classic literary texts. Such teachers as Professor Nikola Koljevic, who taught Shakespearean literature at Sarajevo University in Bosnia, at the time part of Yugoslavia, and who was remembered not only for his insight into poetry and drama, but also for his kindness and deep understanding. He was a great, and a passionate teacher, with a formidable knowledge of European literature, and also a good friend to his students.

But some later students of Koljevic remember him for other, darker, reasons. By the late 1980s, the federation of Yugoslavia was falling apart, and in Bosnia a great tragedy was beginning to unfold. Koljevic, a Serb, joined with the nationalist Serb party who were bitterly opposed to the Bosnian majority. (The Serbs are Christian, while most Bosnians are Muslim; the ethnic divisions between them are deep and long-standing.) In 1992, the Serb nationalists broke away from the independent Bosnian state, and began a process of ethnic cleansing, expelling non-Serbs from areas claimed by the Serbs. The war that ensued included outrages such as mass rapes, detention camps, and massacres.

Koljevic did not just support these actions of the Serb nationalists; he played a leading part as Vice President, appearing on television to the shock and profound disquiet of the former students who now watched their mentor, the highly cultured, civilized academic, transformed into an apologist for crimes against humanity. In one grimly ironic act, Koljevic ordered the National and University Library of Sarajevo, a great institution holding many priceless books and manuscripts, to be destroyed by phosphorus bombs. Library workers and volunteers tried to save the most valuable works from the flames, but were driven back by gunfire from snipers. By the late 1990s, intervention in Bosnia brought the conflict to a close, and Koljevic ended up taking his own life.

However, sometimes the opposite direction can be taken in a person's life: a man can be a terrible person in his younger years, and yet redeem himself later. Such seems to have been the case with the famous literary academic, Paul de Man, who by the time of his death in 1983 was head of the Department of Comparative Literature at Yale University, and a world-renowned critic and theorist. After his death, allegations concerning his past began to emerge, and the image of the great humanist thinker became sullied. Paul de Man was born and lived in Belgium until he emigrated to America in 1948, when he was 28 years old. As his past was revealed, it came out that he had been involved with extreme right-wing groups in his youth in Belgium, and had written many anti-Semitic and fascist essays in various periodicals. He had also, it became clear, been a very unscrupulous and treacherous person, using and betraying friends and loved ones to further his own scholarly ambitions. While de Man turned his back on fascism and anti-Semitism after the end of World War II, even in his first years in America he continued to be an untrustworthy and unpleasant individual. And then things changed: by the 1960s he had become a loving husband and father, and a valued colleague and friend to people of all ethnicities.

So, what really changed? Clearly, it wasn't their reading: both Koljevic and de Man were accomplished scholars from an early age. Rather, it seems likely that the people they knew, especially those they were closest to, made the difference. In his earlier life, de Man's family and friends tended to be associated with political extremism, but in America he found a new wife, and made friends with a broad range of intellectuals. Koljevic, on the other hand, mistakenly adopted an ethnic patriotism, and thus began to associate with the gangsters and psychopaths who were prominent in that political movement. It is, of course, important to read and study good literature, but it is even more important to keep companionship with good people.

20. How did most of his students remember Professor Koljevic?
- (a) a good and kind scholarly person
  - (b) a hard and cruel demanding teacher
  - (c) a patriotic, fervent politician
  - (d) an unwise and naive intellectual
21. Which of Koljevic's acts in later life seems most contrary to his previous position?
- (a) He became a member of a nationalist political party.
  - (b) He committed suicide.
  - (c) He made political speeches on television.
  - (d) He organized the destruction of the national library.
22. In his younger years in Belgium, before he emigrated to America, Paul de Man
- (a) aided many of his friends both financially and emotionally.
  - (b) helped to organize resistance to the German invaders.
  - (c) taught comparative literature at Yale University.
  - (d) wrote essays for various right-wing and fascist journals.
23. According to the passage, what made de Man good, and Koljevic bad?
- (a) ethnicity
  - (b) friends
  - (c) money
  - (d) reading
24. Which of these would be the most suitable title for this passage?
- (a) Europe's Older Universities Give Way to America's Newer Institutions
  - (b) Scholar or Scoundrel? Sometimes a Man Can Be Both
  - (c) The Long, and Very Overdue Downfall of the Ivory Tower
  - (d) Why Study Literature When the World is So Interesting?

III Choose the most appropriate sentence from the following list (a ~ h) for each item (25~31). Mark your choices on the separate answer sheet.

- (a) As of 1800, no society had successfully built and sustained a city of more than two million people.
- (b) But solving the problems of clean drinking water and reliable waste removal changed all of that.
- (c) Could the same pattern play out with sewers?
- (d) If you look only at today's Chicago or London, the story of the past century and a half seems to be one of incontrovertible progress.
- (e) It has become evident that the future of newly developing economies is closely related to the availability of clean water.
- (f) It is probably fair to assume that if Leal hadn't brought chlorination to the mainstream, someone else would have done it within a decade, if not sooner.
- (g) So the question before us now is how we bring the clean revolution to the favelas, and not just Michigan Avenue in the heart of Chicago.
- (h) The system is entirely self-contained; it has no need for an electrical grid, sewer pipes or a treatment facility.

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IV Choose the most appropriate phrase from the list (a ~ m) for each item (32~38).  
Mark your choices on the separate answer sheet.

*Two university students, Mackenzie and Justin, are discussing plans for the upcoming weekend.*

Mackenzie: If you aren't ( 32 ), how about going with me to see my brother play in a soccer match this Saturday?

Justin: I need to clean up and do ( 33 ) at my apartment on Saturday, but it would be a great change of pace. Where is this match taking place?

Mackenzie: It's about a fifteen-minute drive from here. How about if I ( 34 ) around 2:00 and pick you up?

Justin: That'll work fine. It will give me time to do my laundry, clean the kitchen and bathroom, and ( 35 ) groceries. By the way, is your brother's team good?

Mackenzie: There are ten teams in their league and they are usually in contention for the championship. My brother's a goalie, so he gets a good workout before every game so he can stop the attacks.

Justin: Do you play soccer, too?

Mackenzie: I ( 36 ), but now I mostly play tennis in the warm months and basketball in the cold months. What about you?

Justin: I play a little of every sport, but I'm ( 37 ) any single sport. I just like to do things with other people and get some exercise.

Mackenzie: Well, I'll ( 38 ) on with your work. Glad you can come on Saturday.

Justin: Thanks for asking me. I'm looking forward to it.

- ( a ) a few chores
- ( b ) booked up already
- ( c ) carry over some
- ( d ) haven't played many
- ( e ) let you get
- ( f ) not really into
- ( g ) on top of
- ( h ) pick up some
- ( i ) scheduled to do
- ( j ) swing by
- ( k ) try to help
- ( l ) used to play
- ( m ) won't be long

V Read the following passage and write an English summary in one sentence in your own words in the space provided on the separate answer sheet.

What kind of activity is a conversation? We often say we enjoyed a conversation with someone, but not that we won or lost a conversation. Unlike an argument, we start a conversation with no preliminary intention except the vague hope of sharing a pleasant time with our partners. We also have no objective or goal we hope to achieve in the conversation, which leaves us not knowing when the conversation will end, though it makes little difference. What tells us the end of the activity has come is an external event such as one or more of the participants have to leave due to other business. What would happen if you had a will to 'control' the conversation and said to your partner, "I'm sorry, but what you are saying is irrelevant"? It might upset or at least embarrass your partner(s) by giving the impression that it is you that has done something 'irrelevant'. As the German philosopher Hans-Georg Gadamer put it, in a genuine conversation, "the partners conversing are far less the leaders of it than the led." In its course, we might be more or less conscious of what topic we are talking about, though digression from it or even its change will be permitted, and the chances are that partners will be able to enjoy the way the topics shift and completely unexpected subjects emerge.

[以 下 余 白]

# 英 語

〈2016 H28101123〉

受験 番号	万	千	百	十	一
氏 名					

(注意) 所定の欄以外に番号・氏名を書いてはならない。

採 点 欄

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V-1

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V-2

〈2016 H28101123〉

受験 番号	万	千	百	十	一
氏 名					

(注意) 所定の欄以外に番号・氏名を書いてはならない。

V


※解答欄以外には書かないこと

英 語  
(記述解答用紙)

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1

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2