

## 2010年度一般入試前期A日程（2月4日実施）

# 英 語 問 題

### I. 注意事項

1. 試験開始の合図があるまで、問題用紙を開いてはいけません。
2. 問題は、10ページです。どのページも切り離してはいけません。試験時間中に、印刷の不鮮明や落丁・乱丁等に気づいた場合は、手を挙げて知らせてください。
3. 試験開始までに、監督者の指示にしたがって、解答用紙の所定欄にそれぞれ正しく記入し、マークしてください。
  - ①氏名欄 あなたの氏名・フリガナを記入してください。
  - ②座席番号欄 座席番号を記入し、マークしてください。座席番号の記入のないもの、またはマークのないものは0点となります。
4. 解答用紙には、HBの黒鉛筆(シャープペンシル可)を使用し、はっきりと丁寧に記入してください。ボールペン、万年筆、サインペンなどを使用してはいけません。また、答えを訂正する場合は、プラスチック製の消しゴムで完全に消してから記入しなおしてください。
5. 解答用紙を折り曲げたり、破ったり、汚すことのないように注意してください。
6. 問題用紙は、試験終了後、持ち帰ってください。

### II. マークシート方式の解答に関する注意事項

1. HBの黒鉛筆(シャープペンシル可)で、記入枠の中の○を完全に塗りつぶしてください。マークが不完全な場合、解答が正しくても正解と判断されませんので、注意してください。

<正しい例> 

ア	①	②	●	④	⑤
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 ※たとえば、アと表示のある問いに対して「3」と解答したい場合は、左記のように、解答記号アの解答欄の3を完全に塗りつぶしてください。

<悪い例> 

ア	①	②	⊗	④	⑤
---	---	---	---	---	---

 ※左記のような記入はしないでください。

2. 解答は、すべて解答用紙の解答記号(ア～ホ)に対応した解答欄にマークしてください。
3. 一度記入したマークを訂正する場合は、消しゴムで完全に消してから記入しなおしてください。

I 次の文を読んで、あとの問いに答えなさい。(~~~~~のついた語は文末に注があります。)

Mohandas Gandhi was born in India in 1869. As a young man, he went to Britain to study law.  he practiced briefly in India on his return, he was soon sent to South Africa to represent<sup>(1)</sup> an Indian firm. There he had an experience that changed his life. He had bought a first-class ticket on the train to Pretoria, but when a white person complained about his presence in the first-class coach, he was thrown off and left to spend the night on the platform.

Gandhi later described this happening as the turning point in his life. After that, he stood up against injustice at every opportunity and stayed in South Africa, leading the resistance to laws that discriminated against Indians until 1914.

he returned to India, he had become a well-known leader who had tested his ideas of the power of nonviolence in action. Millions of Indians called him *Mahatma* or "great soul." He experimented with strikes, noncooperation, and mass civil disobedience, and so spent large parts of his life in prison. Gandhi used strategies that forced the British to face up to the Indian people and to make them give in on an issue or use violence against people with no weapons. So each time the British used violence, they lost moral authority, and increased the Indian opposition.

Gandhi worked hard to convince<sup>(2)</sup> his followers not to reply violently to vicious acts by the British, but to continue to resist. Again and again he proved that when his followers used violence, they were defeated by force and lost respect.

We are fortunate<sup>(3)</sup> that he wrote down his thoughts about power and how it can be changed, because his words are as true today as they were then. Here are some examples:

- Power is of two kinds. One is obtained by the fear of punishment and  by acts of love.
- Power based on love is a thousand times more effective<sup>(4)</sup> and permanent than the one derived from fear of punishment.
- If patience is worth anything, it must endure to the end of time. And a living faith will last in the midst of the blackest storm.

In order to find out what truth is, Gandhi studied philosophy and the religious texts of Christianity, Islam, and Indian faiths. He was profoundly influenced by the *Bhagavad Gita*, a Hindu religious book of moral <sup>(5)</sup>discourses explaining the practice and philosophy of yoga.

The second half of the 20th century was filled with wars and the possibility of nuclear destruction, but it was also a time  Gandhi's teachings began to spread far beyond India. His ideas deeply changed how many of those living under army rule thought about the path to justice. Gandhi helped many of those people to live their lives in service to the ideals he taught.

Gandhi  on January 30, 1948, less than a year after India became independent, but his philosophy is still being practiced in nonviolent revolutions all over the world.

(Adapted from Ashford, *Enough Bloodshed*)

- 注 disobedience : 不服従  
 authority : 権威、権力  
 vicious : 冷酷な、悪意のある  
 discourses : 説教、講話

問1 空欄  ~  に入れるのに最も適当なものを、それぞれの中から1つずつ選び、番号をマークしなさい。

- |                  |              |              |                   |                                |
|------------------|--------------|--------------|-------------------|--------------------------------|
| A. ① Against     | ② Although   | ③ If         | ④ However         | <input type="text" value="ア"/> |
| B. ① By the time | ② On the way | ③ In case    | ④ As if           | <input type="text" value="イ"/> |
| C. ① other hand  | ② some       | ③ two        | ④ the other       | <input type="text" value="ウ"/> |
| D. ① where       | ② if         | ③ when       | ④ of              | <input type="text" value="エ"/> |
| E. ① killed      | ② is killed  | ③ was killed | ④ had been killed | <input type="text" value="オ"/> |

問2 線(1)～(5)の意味に最も近いものを、それぞれの中から1つずつ選び、番号をマークしなさい。

- |                      |             |              |              |   |
|----------------------|-------------|--------------|--------------|---|
| (1) ① act for        | ② give      | ③ start      | ④ put in     | カ |
| (2) ① persuade       | ② contract  | ③ value      | ④ supervise  | キ |
| (3) ① certain        | ② lucky     | ③ fantastic  | ④ dubious    | ク |
| (4) ① accessible     | ② fond      | ③ successful | ④ fictitious | ケ |
| (5) ① professionally | ② adversely | ③ deeply     | ④ lightly    | コ |

問3 次の文を読んで、本文の内容と合っているものには①を、合っていないものには②を解答欄にマークしなさい。

- |  |   |
|--|---|
| (1) When Gandhi was young, he went to Britain to study religion.   | サ |
| (2) On a train to Pretoria, a colored person did not want Gandhi to be in the same coach he was in.                | シ |
| (3) After being discriminated against in South Africa, Gandhi worked hard to stop injustice against Indian people. | ス |
| (4) Gandhi believed in the importance of not using violence to resist the British.                                 | セ |
| (5) Gandhi died before India became an independent nation.   | ソ |

II 次の文を読んで、あとの問いに答えなさい。(~~~~~のついた語は文末に注があります。)

Language is an arbitrary set of sounds organized  specific rules. With these sounds, we describe the world around us. The world which we have created through language forms our culture. Thus, language shapes the cultural values of its speakers.

If we accept this definition, we should not be surprised  people from different cultures have different reactions to the same words. For example, an American professor will begin his 10:00 class as soon as the clock strikes ten. An Italian professor, on the other hand, will not begin his 10:00 class until 10:15, because both faculty and students know that classes in Italy always start fifteen minutes late.

The two cultural systems work well  they are separated. Problems may arise when the professors teach abroad. The American professor will probably be angry when his Italian students do not arrive punctually at 10:00. The Italian professor  when his American students complain that he is always late to class. Even such a simple example illustrates that different cultures attach different meanings to the same word. These differences cause cultural misunderstandings.

Language is the most complete and complex method of communication, but it does not guarantee understanding even between native speakers. Far too often, language causes pain, hostility and misunderstanding. Even today, wise parents still warn their children to watch their words. But words are “living” creatures which change as the years go by. *Hunk* usually meant “a large piece of something,” such as a *hunk of cheese*. In current American slang, *hunk* refers to a sexually attractive male. For feminists, however, a *hunk* has big muscles but a small brain!

Words may also mean different things to different people, especially people  different age groups. The definition of the verb *to split* is “to separate by cutting or chopping,” as in *to split a log*. It can also be used metaphorically, as in the expression *to split hairs* — that is, to make petty distinctions. In current American slang, *to split* means “to leave.” If you ask an American teenager where John went, the answer will probably be, “John split.” In extreme cases of generational

differences, language actually hinders communication.

(Adapted from McConnell, *Language, Culture and Communication*)

注 arbitrary：任意の、気まぐれな

faculty：教授陣

metaphorically：比喩的に、たとえば

問1 空欄  ~  に入れるのに最も適当なものを、それぞれの中から1つずつ選び、番号をマークしなさい。

- |    |                       |                     |                      |           |                                |
|----|-----------------------|---------------------|----------------------|-----------|--------------------------------|
| A. | ① according to        | ② regardless of     | ③ away from          | ④ besides | <input type="text" value="ア"/> |
| B. | ① what                | ② who               | ③ where              | ④ when    | <input type="text" value="イ"/> |
| C. | ① as long as          | ② unless            | ③ whereas            | ④ until   | <input type="text" value="ウ"/> |
| D. | ① will irritate       | ② will be irritated | ③ will be irritating |           |                                |
|    | ④ will have irritated |                     |                      |           | <input type="text" value="エ"/> |
| E. | ① since               | ② at                | ③ from               | ④ to      | <input type="text" value="オ"/> |

問2 〃 線 (1) ~ (5) の意味に最も近いものを、それぞれの中から1つずつ選び、番号をマークしなさい。

- |     |          |           |           |           |                                |
|-----|----------|-----------|-----------|-----------|--------------------------------|
| (1) | ① think  | ② express | ③ receive | ④ demand  | <input type="text" value="カ"/> |
| (2) | ① catch  | ② take    | ③ send    | ④ anchor  | <input type="text" value="キ"/> |
| (3) | ① walk   | ② fight   | ③ labor   | ④ operate | <input type="text" value="ク"/> |
| (4) | ① attack | ② want    | ③ give    | ④ touch   | <input type="text" value="ケ"/> |
| (5) | ① hatred | ② hostage | ③ homage  | ④ heading | <input type="text" value="コ"/> |

問3 次の文を読んで、本文の内容と合っているものには①を、合っていないものには②を  
解答欄にマークしなさい。

(1) According to the passage, Italian students would react to the starting time of  
a class taught by an American professor based on Italian cultural values.

サ

(2) In the example given in the passage, the American professor in Italy will  
probably start the class before 10:00.

シ

(3) Usually parents tell their children to watch how words change year after year.

ス

(4) Feminists use the word *hunk* instead of the word "small."

セ

(5) An American teenager may use current slang such as "John split," but his  
grandparents may not use *split* in this way.

ソ

Ⅲ 次の各文の空欄  ～  の中に入れるのに最も適当なものを、それぞれの中から1つずつ選び、番号をマークしなさい。

問1 Despite some , the National University of Singapore is admitting more foreign students.

- ① locally protests      ② locally protester  
③ local protests      ④ local protested

問2 One  ready to learn something new.

- ① should always be      ② being always should  
③ always be should      ④ always should being

問3 All students are required to  part in physical education classes.

- ① play      ② have      ③ join      ④ take

問4  his illness, John continued to play rugby.

- ① Although      ② Despite      ③ Even though      ④ Nonetheless

問5 I do not mind taking a business trip now and then, but I dislike  too much time away from home.

- ① to be spent      ② that I spend      ③ spent      ④ spending

問6 The school has become nationally famous  its basketball team.

- ① as      ② for      ③ on      ④ to

問7 When you get to Hong Kong, are you going to  Mr. Zhu?

- ① call on      ② call off      ③ look through      ④ look forward

問8  , I would have returned it immediately.

- ① If I know that you wanted to read it
- ② I had known that you wanted to read it
- ③ Had I known that you wanted to read it
- ④ If I have known that you had wanted to read it

問9 The magazine has attracted many new readers  Betty became the managing editor.

- ① while
- ② since
- ③ during
- ④ if

問10 In my opinion, her leaving early was a very  thing to do.

- ① children
- ② childish
- ③ childishly
- ④ child

Ⅳ 次の日本語と英文を対照させつつ、あとの問いに答えなさい。

英語では、“Teacher”という言葉は敬称としては使われません。また、“Teacher Jones”という呼び方もしません。小学校から高校にいたるまで、先生のことは“Mr. Jones”あるいは“Ms. Jones”と呼びます。

日本人はこのような呼び方には居心地の悪さを覚えるかもしれません。けれども、これは相手が茶道の師匠であれ、高名な芸術家であれ、同じことなのです。日本人が特別な敬意をこめて「先生」と呼ぶ相手でも、ただ“Mr. Jones”あるいは“Ms. Jones”と呼ぶことになりません。

大学の先生については、教授・助教授・講師といった肩書上の区別とはかかわりなく、“Professor Jones”と呼べばいいでしょう。博士号を持っていることが明らかなきは“Dr. Jones”と呼べますが、はっきりしなければ、“Professor Jones”と呼んでもまったく無作法には当たりません。医師もまた“Dr. Jones”と呼ぶことができます。

さらなる敬意を示したいときは—“Mr.”や“Ms.”だけでは十分でないと感じた場合は—会話の際に“sir”や“ma'am”といった敬意を表す言葉をつけ加えるとよいでしょう。たとえば、“Yes, sir”や“Thank you very much, ma'am.”というふうになります。日本語にはこれに対応する言葉がありませんから、残念ながら、日本人で“sir”や“ma'am”を使う人はきわめて少ないようです。けれども、これもまた敬意を表す方法であって、その意図するところは、日本語の「先生」にきわめて近いように思われます。

As a form of address, English does not use the word “Teacher,” or “Teacher Jones.” For elementary, junior high and high school teachers, use “Mr. Jones” or “Ms. Jones.”

Japanese may feel ( ) with this, but the same rule applies to tea ceremony teachers, famous artists, or any other people for whom the term *sensei* expresses respect for Japanese people. Simply call the person “Mr. Jones” or “Ms. Jones.”

For a university professor, use “Professor Jones,” ( ) whether the person is a full professor, an associate professor or a lecturer. If (カ) (キ) (ク) (ケ) (コ), then call the person “Dr. Jones,” but if you do not know for sure, then “Professor Jones” is not at all ( ). A medical doctor is also called “Dr. Jones.”

(b) (サ) (シ) (ス) (セ) (ソ) — when “Mr.” or “Ms.” does not seem ( ) — is to add the respectful terms “sir” or “ma’am” to your conversation, as in, “Yes, sir.” and “Thank you very much, ma’am.” This addition — for which there is no Japanese equivalent, and which unfortunately very few Japanese use when speaking English — ( ) respect in a different way, but one that is very close to the intention of the Japanese word *sensei*.

(Adapted from Verdaman, 『日本人が誤解しやすい英語生活マナーブック』)

問1 ——— 線 (1) ~ (5) の英訳として、最も適当なものを、それぞれの中から1つずつ選び、番号をマークしなさい。

- |                      |                    |             |              |   |
|----------------------|--------------------|-------------|--------------|---|
| (1) ① uncommon       | ② confidential     |             |              |   |
| ③ uncomfortable      | ④ commentary       |             |              | ア |
| (2) ① regarding to   | ② in relation with |             |              |   |
| ③ with connection to | ④ regardless of    |             |              | イ |
| (3) ① rude           | ② no manner        | ③ polite    | ④ ridden     | ウ |
| (4) ① efficient      | ② affluent         | ③ large     | ④ sufficient | エ |
| (5) ① depresses      | ② expresses        | ③ oppresses | ④ compresses | オ |

問2 ——— 線 (a) の英訳を完成させるために、空欄 (カ) ~ (コ) に入れるのに最も適当なものを、次の中から選び、番号をマークしなさい。

- |              |       |               |        |            |  |
|--------------|-------|---------------|--------|------------|--|
| カ            | キ     | ク             | ケ      | コ          |  |
| ① the person | ② you | ③ has a Ph.D. | ④ that | ⑤ are sure |  |

問3 ——— 線 (b) の英訳を完成させるために、空欄 (サ) ~ (ソ) に入れるのに最も適当なものを、次の中から選び、番号をマークしなさい。ただし、大文字のところも小文字で示している。

- |        |      |              |           |           |  |
|--------|------|--------------|-----------|-----------|--|
| サ      | シ    | ス            | セ         | ソ         |  |
| ① show | ② to | ③ additional | ④ respect | ⑤ one way |  |