

# 英 語

2019 年度（平成 31 年度）

## 入 学 試 験 問 題

受 験 番 号	
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### 1. 注 意 事 項

- (1) 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
- (2) この問題冊子は 13 ページあります。  
試験中に、問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れなどに気づいた場合は、手を挙げて監督者に知らせてください。
- (3) 問題冊子の表紙の受験番号欄に受験番号を記入してください。
- (4) 解答用紙には、氏名、受験番号の記入欄および受験番号のマーク欄があります。それぞれに正しく記入し、マークしてください。
- (5) 問題冊子のどのページも切り離してはいけません。
- (6) 辞書機能や計算機能、通信機能などをもつ機器等の使用は禁止します。使用している場合は不正行為とみなします。
- (7) 試験終了後、解答用紙はもちろん、問題冊子も持ち帰ってはいけません。

### 2. 解答上の注意

- (1) 解答用紙の左下に記載している「注意事項」を読んでください。
- (2) 問題は **I** , **II** , **III** , **IV** の 4 つの大問があります。

**I** 問1～問12について、( )に入れるのに最も適当なものをⒶ～Ⓓのうちから一つずつ選べ。

問1 I'll inform you ( ) their reply.

- Ⓐ with
- Ⓑ for
- Ⓒ of
- Ⓓ on

問2 The effect of television violence ( ) children has long been discussed.

- Ⓐ on
- Ⓑ with
- Ⓒ at
- Ⓓ for

問3 You can use my books anytime ( ) your disposal.

- Ⓐ of
- Ⓑ to
- Ⓒ with
- Ⓓ at

問4 She has joined in a project team that involves ( ) with members from many countries.

- Ⓐ collaborate
- Ⓑ collaborating
- Ⓒ to collaborate
- Ⓓ to be collaborated

問5 The applicants were made ( ) the forms prior to the interview.

- Ⓐ to fill in
- Ⓑ filling in
- Ⓒ fill in
- Ⓓ filled in

問6 ( ) your advice, I would not have succeeded in the campaign.

- Ⓐ Not having
- Ⓑ Had it not been for
- Ⓒ If I were not to have
- Ⓓ If it were not for

問 7 It is surprising that ( ) angry about the issue.

- |                  |                   |
|------------------|-------------------|
| Ⓐ she will get   | Ⓑ she had got     |
| Ⓒ she should get | Ⓓ she were to get |

問 8 I never dreamed of ( ) so many places to see in this area.

- |               |               |
|---------------|---------------|
| Ⓐ being       | Ⓑ having been |
| Ⓒ there to be | Ⓓ there being |

問 9 There is no ( ) to the past.

- |                  |                   |
|------------------|-------------------|
| Ⓐ returning      | Ⓑ returned        |
| Ⓒ being returned | Ⓓ having returned |

問10 Keiko won three games in a ( ).

- |          |              |
|----------|--------------|
| Ⓐ series | Ⓑ chain      |
| Ⓒ row    | Ⓓ succession |

問11 Jackie was ( ) in reading, and so she didn't hear the telephone ring.

- |            |          |
|------------|----------|
| Ⓐ lost     | Ⓑ crazy  |
| Ⓒ exciting | Ⓓ caught |

問12 I waited for the other party to break the ( ) at the last meeting.

- |        |         |
|--------|---------|
| Ⓐ air  | Ⓑ ice   |
| Ⓒ knot | Ⓓ start |

**II**

問13～問17について、[ ]の語句を並べかえて英文を完成せよ。

( ⑬ )～( ⑰ )に入れるのに最も適当なものを(a)～(e)のうちから一つずつ選べ。ただし、文頭にくる文字も小文字で示してある。

問13 The doctor was ( ) ( ) ( ) ( ⑬ ) ( ) ( ) ( ) ( ) ( ).

[ better / see / much / was / to / the patient / how / relieved ]

- (a) the patient                      (b) much                              (c) to  
(d) how                                  (e) better

問14 It is not ( ) ( ) ( ) ( ⑭ ) ( ) ( ) ( ) ( ).

[ I / blamed / but / you / should / be / who ]

- (a) should                              (b) who                                  (c) you  
(d) but                                      (e) I

問15 The object of his admiration shows ( ) ( ) ( ) ( ⑮ ) ( ) ( ) ( ) ( ).

[ the kind / like / be / he / person / of / to / would ]

- (a) the kind                              (b) be                                      (c) like  
(d) to                                        (e) he

問16 Knowing ( ) ( ) ( ⑯ ) ( ) ( ) ( ) ( ) ( ) ( ) even for an experienced athlete.

[ answer / to / is / when / a tough question / rest / to ]

- (a) to                                        (b) rest                                      (c) a tough question  
(d) when                                      (e) answer

問17 ( ) ( ) ( ) ( ) ( ) ( 17 ) ( ) from  
studies that were supported by the Ministry of Education.

[ presented / research / in / obtained / the findings / this / were ]

- (a) this                      (b) obtained                      (c) the findings  
(d) research                      (e) were

III 問 18～問 22 について、次の英文を読み、( ⑱ )～( ㉓ )に入れるのに最も適当なものを(a)～(d)のうちから一つずつ選べ。

In listening to our terminally ill patients we were always impressed that even the most accepting, the most realistic patients left the possibility ( ⑱ ) for some cure, for the discovery of a new drug or the last-minute success in a research project. It is this glimpse of hope which maintains them through days, weeks, or months of suffering. It is the feeling that all this must have some meaning, will pay off eventually if they can only endure it for a little while longer. It is the hope that occasionally sneaks in, that all this is just like a nightmare and not true; that they will wake up one morning to be told that the doctors are ready to try out a new drug which seems ( ⑲ ), that they will use it on him and that he may be the chosen, special patient, just as the first heart transplant patient must have felt that he was chosen to play a very special role in life. It gives the terminally ill a sense of a special mission in life which helps them maintain their spirits, will enable them to endure more tests when everything becomes such a strain — in a sense it is a rationalization for their suffering at times; for others it remains a form of temporary but needed denial.

( ㉒ ) we call it, we found that all our patients maintained a little bit of it and were nourished by it in especially difficult times. They showed the greatest confidence in the doctors who allowed for such hope — realistic or not — and appreciated it when hope was offered in spite of bad news. This does not mean that doctors have to tell them ( ㉓ ); it merely means that we share with them the hope that something unforeseen may happen that they may have a remission, that they will live longer than is expected. If a patient stops expressing hope, it is usually a sign of imminent death. They may say, “Doctor, I think I have had it,” or “I guess this is it,” or they may put it like the patient who always believed in a miracle, who one day greeted us with

words, “I think this is the miracle — I am ready now and not even afraid any more.” All these patients died within twenty-four hours. While we maintained hope with them, we did not reinforce hope when they finally gave it up, not with despair but in a stage of final ( 22 ).

[ 出典 Elisabeth Kübler-Ross, *On Death and Dying: What the Dying Have to Teach Doctors, Nurses, Clergy and Their Own Families* ]

- 問18 ( 18 )     (a) open                     (b) opened  
                               (c) to open                     (d) opening
- 問19 ( 19 )     (a) promise                     (b) promised  
                               (c) to promise                     (d) promising
- 問20 ( 20 )     (a) No matter what             (b) No matter when  
                               (c) Wherever                     (d) Whatever reason
- 問21 ( 21 )     (a) the truth                     (b) a wish  
                               (c) an assumption                 (d) a lie
- 問22 ( 22 )     (a) possibility                     (b) acceptance  
                               (c) regret                     (d) desperation

IV 問 23～問 35 について、次の英文を読み、本文の内容に一致する最も適当なものを (a)～(d) のうちから一つずつ選べ。

All parents must remember the moment when they first held their children — the tiny face emerging from the hospital blanket. I extended my hands and took my daughter in my arms. I was so overwhelmed that I could hardly think.

After the birth, I waited outside so that mother and child could rest. It was three in the morning, late February. There was ice on the sidewalk. As I stepped from the curb, a thought popped into my head: when my daughter is my age, almost 10 billion people will be walking on the earth.

I stopped in <sup>\*1</sup>midstride. I thought: How is that going to work?

Like other parents, I want my children to be comfortable in their adult lives. But in the hospital parking lot this suddenly seemed unlikely. Ten billion mouths, I thought. How can they possibly be fed? Twenty billion feet — how will they be shod? Ten billion bodies — how will they be accommodated? Is the world big enough, rich enough, for all these people to flourish? Or have I brought my children into a time of collapse?

When I began as a journalist, I envisioned myself as an eyewitness to history. I wanted to <sup>\*2</sup>chronicle the important events of my time. What *are* those important events? Hundreds of years from now, what will historians view as today's most significant developments?

For a long time I believed that the answer was “discoveries in science and technology.” I wanted to learn about the curing of diseases, the rise of computer power, the <sup>\*3</sup>unraveling of the mysteries of matter and energy. Later, though, it seemed to me that what was important was less the new knowledge than what it had enabled. In the 1970s, about one out of every four people in the world was hungry. Today, the U.N. says, the figure is one out of ten. In those four decades, the global average life span has risen by more than



*eleven years*, with most of the increase occurring in poor places. Hundreds of millions of people in Asia, Latin America, and Africa have lifted themselves from <sup>\*4</sup>destitution into something like the middle class. Nothing like this <sup>26</sup><sup>\*5</sup>surge of well-being has occurred before.

This enrichment has not occurred evenly; millions upon millions are not prosperous, and millions more are falling behind. Nonetheless, on a global level the increase in <sup>\*6</sup>affluence is undeniable. The factory worker in Pennsylvania and the farmer in Pakistan may both be struggling and angry, but they are also, by the standards of the past, wealthy people.

Today the world has about 7.3 billion inhabitants. Most <sup>\*7</sup>demographers believe that around 2050 the world's population will reach 10 billion or a bit less. About this time, human numbers will probably begin to level off. All the while, economists say, the world's development should continue, however unevenly. The implication is that when my daughter is my age a sizable percentage of the world's 10 billion souls will be middle class. Jobs, homes, cars, fancy electronics, a few occasional treats — these are what the affluent <sup>\*8</sup>multitudes will want. Can we provide these things without <sup>\*9</sup>wrecking much else?

I took advantage of journalistic assignments to speak with experts in Europe, Asia, and the Americas. Over the years it seemed that the responses to my questions fell into two broad categories, each associated with one of two people. Both recognized and tried to solve the fundamental question that will face my children's generation: how to survive the next century without a global disaster.

The two people were William Vogt and Norman Borlaug.

Vogt, born in 1902, laid out the basic ideas for the modern environmental movement. He founded what Betsy Hartmann has called "apocalyptic environmentalism" — the belief that unless humankind drastically reduces consumption its growing numbers and appetite will overwhelm the

planet's ecosystems. Vogt argued that affluence is not our greatest achievement but our biggest problem. Our prosperity is temporary, he said, because it is based on taking more from the earth than it can give. If we continue, the unavoidable result will be destruction on a global scale. *Cut back! Cut back!* was his <sup>\*10</sup>mantra. *Otherwise everyone will lose!*

Borlaug, born twelve years later, has become the emblem of what has been termed “techno-optimism” — the view that science and technology, properly applied, can help us produce our way out of our <sup>\*11</sup>predicament. Borlaug was the primary figure in the research that created the “Green Revolution,” the combination of high-yielding crop varieties and <sup>\*12</sup>agronomic techniques that raised grain harvests around the world, helping to <sup>\*13</sup>avert tens of millions of deaths from hunger. To Borlaug, affluence was not the problem but the solution. Only by getting richer, smarter, and more knowledgeable can humankind create the science that will resolve our environmental dilemmas. *Innovate! Innovate!* was Borlaug's cry. *Only in that way can everyone win!*

Both Borlaug and Vogt thought of themselves as environmentalists facing a planetary crisis. But that is where the similarity ends. To Borlaug, human <sup>\*14</sup>ingenuity was *the* solution to our problems. One example: by using the advanced methods of the Green Revolution to increase per-acre yields, he argued, farmers would not have to plant as many acres. Vogt's views were the opposite: the solution, he said, is to get smaller. Rather than grow more grain to produce more meat, humankind should eat lower on the food chain. If people ate less beef and pork, valuable farmland would not have to be devoted to cattle and pig feed. The burden on the earth's ecosystems would be lighter.

I think of these two perspectives as wizards and prophets — wizards unveiling technological fixes, prophets <sup>\*15</sup>decriing the consequences of our <sup>\*16</sup>heedlessness.

Borlaug and Vogt traveled in the same orbit for decades, but rarely

acknowledged each other. Their first meeting, in the mid-1940s, ended in disagreement. So far as I know, they never spoke afterward. Not one letter passed between them. They each referred to the other's ideas in public addresses, but never attached a name. Both men are dead now, but their disciples have continued the hostilities.

[ 出典 Charles C. Mann, *The Wizard and the Prophet: Two Remarkable Scientists and Their Dueling Visions to Shape Tomorrow's World* ]

- Notes: \*<sup>1</sup>midstride 歩きかけ                      \*<sup>2</sup>chronicle 年代順に記録に残す  
\*<sup>3</sup>unraveling 解明                                \*<sup>4</sup>destitution 貧困  
\*<sup>5</sup>surge 急に高まること                        \*<sup>6</sup>affluence 豊かさ  
\*<sup>7</sup>demographer 人口統計学者                \*<sup>8</sup>multitude 大衆  
\*<sup>9</sup>wreck 破壊する                                \*<sup>10</sup>mantra 主張  
\*<sup>11</sup>predicament 苦境                            \*<sup>12</sup>agronomic 農業の  
\*<sup>13</sup>avert 防ぐ                                    \*<sup>14</sup>ingenuity 発明の才  
\*<sup>15</sup>decry 非難する                              \*<sup>16</sup>heedlessness 気に留めないこと

問23 In the great joy of having a child, what did the author consider?

- (a) The polluted condition of the earth
- (b) The causes of the population explosion
- (c) The enforcement of food shortages
- (d) The sustainability of our resources

問24 What does "that" refer to?

- (a) Providing an energetic life for future generations
- (b) Having a large population in the near future
- (c) Being concerned about the future of one's own child
- (d) Preparing parents to be responsible for their children's future

問25 Among the many changes from the 1970's, which one does the writer find the most significant?

- (a) The change that great scientific discoveries were made
- (b) The change that cures for many diseases were found
- (c) The change that food was made more available worldwide
- (d) The change that computers made the world far more productive than before

問26 What does “Nothing like this surge of well-being has occurred before”<sup>26</sup> imply?

- (a) It implies that the new knowledge focused on making wealthy people even wealthier.
- (b) It implies that majority of people in wealthy areas rapidly became the middle class.
- (c) It implies that science and technology significantly increased affluence on a global scale.
- (d) It implies that prosperity didn't mean much to most people before the industrial development.

問27 How can factory workers in Pennsylvania and farmers in Pakistan be characterized?

- (a) They became better off than before.
- (b) They made an admirable struggle using technology.
- (c) They kept struggling due to unchanged economic conditions.
- (d) They failed to reach the standards of the past.

問28 What is the expected trend of the world's population after 2050?

- (a) It will keep rising and become a lot more than 10 billion.
- (b) It will start decreasing and become a lot less than 10 billion.
- (c) It will steadily decline and then remain a bit less than 10 billion.
- (d) It will become relatively stable and remain close to 10 billion.

問29 What is the author's concern about life in around 2050?

- (a) People may be living in a more unequal society.
- (b) The environment might not be able to meet the demands of people.
- (c) The global population may stop increasing.
- (d) A large proportion of people may be living in poverty.

問30 What did Vogt believe about the environment?

- (a) It has an overwhelming capacity to survive.
- (b) It will be destroyed if we continue to do the same thing.
- (c) It can afford greater numbers and larger appetites.
- (d) It will have its unlimited resources used as available.

問31 What is Borlaug's view on science and technology?

- (a) World hunger can be reduced and environmental issues can be tackled with them.
- (b) They are crucial for economic prosperity, but overusing them will result in environmental destruction.
- (c) They are a temporary solution to global food and environmental problems.
- (d) Their application increases the possibility of feeding more people and environmental destruction.

問32 What was the significance of the Green Revolution?

- (a) An easier harvest for the farmers
- (b) A greener harvest for nutrition
- (c) A bigger harvest for more consumption
- (d) A smaller harvest for less work

問33 How can the perspective of Borlaug be regarded as that of a wizard?

- (a) It would have a positive appeal to the general public to think of environmentalists as wizards.
- (b) His ideas are so fantastic that they are likened to the work of a wizard.
- (c) He wants to trick many people into believing that the environment is safe.
- (d) Advanced knowledge could be expected to perform near miracles for the benefit of human life.

問34 How can the perspective of Vogt be regarded as that of a prophet?

- (a) He seeks reflection on the past abuses and predicts serious consequences.
- (b) He has an unusually correct insight into the future.
- (c) His prediction seems to have popularity with the ordinary people.
- (d) The author considered his ideas to be correct and inspired.

問35 What does the author state about the views of Vogt and Borlaug?

- (a) Vogt's way of thinking is more appropriate than Borlaug's in terms of environment conservation.
- (b) Borlaug's projects have contributed more to the improvement of life in poor countries compared with Vogt's.
- (c) Their perspectives have remained far apart even though they approached the same concerns.
- (d) Their arguments are considered outdated in the present time.