

英 語

1. 監督者の指示があるまで開いてはいけない。
2. 解答は別紙の解答用紙に記入しなさい。
3. 問題用紙は各科目の試験終了後持ち帰ってもよい。
ただし、試験途中では持ち出してはいけない。

I. 次の(1)~(15)の単語の組のうち、最も強く発音する音節の母音が異なるものを5つ選び、その番号を小さい方から順に書きなさい。

- | | | |
|------------------------------------|-----------------------------------|----------------------------------|
| (1) { ambulance
{ ancestor | (2) { cooperative
{ physiology | (3) { indigenous
{ manipulate |
| (4) { electricity
{ inferiority | (5) { deductive
{ offspring | (6) { mania
{ ancient |
| (7) { previous
{ frequency | (8) { accurate
{ accumulate | (9) { authentic
{ genuine |
| (10) { dialect
{ bulletin | (11) { ingredient
{ believable | (12) { contradict
{ political |
| (13) { allergy
{ genetic | (14) { material
{ appearance | (15) { nutrient
{ enthusiasm |

II. 次の(1)~(4)において、「 」内の日本語となるよう、()内に相当する英語を1語ずつ書きなさい。()内に文字が与えられているものは、その文字で始めること。

- (1) 「娘は父親の安否を気遣った。」
The daughter (f) for her father's safety.
- (2) 「前に屈んでください、背中を軽く叩きますから。」
(L) forward. I'll (p) you on the back.
- (3) 「僕の靴はすり減りはじめています。」
My shoes are starting to (w) out.
- (4) 「パイを焼くということになると、彼女はまだしろうとの域を脱していない。」
When it comes to baking pies, she is still an ().

Ⅲ. 次の(1)～(5)において、語法、文脈から判断して、()に入る最も適切な英語を(a)～(d)より選び、その記号を書きなさい。

(1) Is this the limited express () for Hiroshima?

- (a) bound (b) ran (c) thrust (d) damp

(2) Because of the thin air, his head was ().

- (a) snoring (b) stroking (c) spinning (d) sickening

(3) She would () for a career in medicine.

- (a) pursue (b) opt (c) choose (d) want

(4) The desperate mother shouted, "() the doctor!"

- (a) Yell (b) Fetch (c) Apply (d) Cease

(5) Medical students' Japanese () would be evaluated by two exams.

- (a) perfection (b) competence (c) masterly (d) nationalities

Ⅳ. 次の(1)～(3)において、「 」内の日本語に最も近い意味になる英語表現を(a)～(d)より選び、その記号を書きなさい。

(1) 「二の腕を見せてください。」

Let me have a look at your _____.

- (a) upper arm (b) secondary arm
(c) forearm (d) hind arm

(2) 「それはまるで寝耳に水でした。」

It was like _____.

- (a) a bolt from the blue (b) getting cold feet
(c) falling on deaf ears (d) the fly in the ointment

(3) 「彼らは英語どころか、日本語も学んでいませんでした。」

They haven't studied Japanese, _____.

- (a) either of English (b) not to say English
(c) let alone English (d) so did English

V. 次の(1)～(5)には、余分な語がそれぞれ1語ずつあります。該当する語を書きなさい。

- (1) The college makes a point of giving on weight to the humane aspects of medicine.
- (2) At the funeral this afternoon the mourners were dressed all in black clothes.
- (3) I don't like it when many of my students to say they rarely study at home.
- (4) The task force was consisted of cabinet heads and administration officials.
- (5) I've learned that the boss is not always right, and I've learned it in the hard way.

VI. 次の英文を読み、設問に答えなさい。

The Roman empire was *an order of magnitude more complex an enterprise than its predecessors. As an economic entity, it was a far more powerful and integrated way of creating wealth. For all the corruption and political intrigue throughout their domains, Roman emperors presided over a generally well-administered empire by force, efficient administration, and a harsh rule of law. The empire was vulnerable to Celtic raids and to constant rebellions, to the point that the margins were sometimes sacrificed to preserve the core. (A) But underneath the *panoply of state and its *far-flung possessions (X) a startling vulnerability to climate. Political stability and control of outlying areas ultimately depended on the length of cereal-growing seasons in the Mediterranean zone. As long as this climatic *regimen extended far to the north, food supplies were reasonably secure and Roman rule was based on a sound economic foundation. The empire could survive climatic stresses that would have ⁽¹⁾taxed less closely organized civilizations. Ordinary cold and drought cycles had little effect. Nor did major *ENSO events. (B) If the growing season shortened in the north and there were long cycles of poor harvests, the security of Gaul and the west was in question.

The third century A.D. was a period of crisis throughout the Roman world. Intense political struggles in Europe, a decline in the centralized power of Rome, and an increasing role for the army in political and foreign affairs all contributed to the empire's difficulties. Germanic peoples threatened the frontiers in the east and overran ⁽²⁾them at times. Generations of incursions, many of them peaceful, brought complex minglings of provincial Roman and Germanic culture. But by the fifth century, Rome's western empire was in serious trouble. Germanic tribes had learned from their neighbors and were now better organized. Franks and Goths overran much of *Gaul just as climatic conditions changed and the Mediterranean zone retreated far southward. By 500, conditions were cooler and wetter throughout the west, making any form of large-scale cereal production very much harder over much of Gaul. The frontier between the continental and Mediterranean zones once again (Y) across North Africa. Ice even formed on the Nile River during the winter of A.D. 829. (C)

Scholars debate what happened as Rome's influence declined. One school of thought believes that agriculture was thrown into chaos. The military and urban markets were gone. Fields stood empty. Desperate farmers reverted to subsistence agriculture. ⁽³⁾Others argue for continuity — that there was no upheaval, merely a return to greater self-sufficiency. In England, for example, farming became less intensive after Roman times with no military or urban populations to provision. Farmers tended to cultivate lighter soils over heavier ones as they reverted to pre-Roman patterns of land use. (D) At the same time, cattle throughout ⁽⁴⁾

western Europe became smaller at the shoulders, perhaps because Roman cross-breeding practices were abandoned. More intensive farming involving heavier clay soils did not resume until the eighth century, when towns assumed greater importance and monasteries oversaw a large-scale reorganization of agricultural production which, in effect, paid for these communities.

Adapted from Brian Fagan, *The Long Summer*

- 〈注〉 *an order of magnitude : 「桁違いに」 *panoply : 「完全装備」
*far-flung : 「広範囲にわたる」 *regimen : 「(自然現象の)型」
*ENSO : 「エルニーニョ・南方振動(熱帯太平洋地域での海洋と大気に起こる気象現象)」
*Gaul : 「ガリア(フランス・北イタリア等を含む古代ヨーロッパの地域)」

問 1. 次の文を本文中の(A)(B)(C)(D)のいずれかに挿入する場合、どこが最も適切な箇所か。1つ選び、記号で答えなさい。

But major shifts in European climatic zones, with their attendant temperature and rainfall changes, affected Roman rule profoundly.

問 2. 2つの空所(X)(Y)には同じ語が入る。入れるのに最も適切な語を次の1～4から1つ選び、番号で答えなさい。

1. lain 2. lay 3. lied 4. lying

問 3. 下線部(2)の them が表す内容を本文中の英語で答えなさい。

問 4. 下線部(1), (5)の本文中での意味と最も近い意味を表す語を、それぞれ1～4の中から1つずつ選び、番号で答えなさい。

- (1) taxed 1. levied 2. burdened 3. took 4. accused
(5) oversaw 1. disregarded 2. exceeded 3. promoted 4. supervised

問 5. 下線部(3)の Others を以下のように書き換えるとすれば、以下の下線部にどのような語句が入るか。英語で答えなさい。

Other _____

問 6. 筆者の趣旨と内容が一致する文を、次の(1)～(6)から 1 つ選び、番号で答えなさい。

- (1) The Roman empire was an economically powerful and integrated entity, due to its corruption and political intrigue.
- (2) The politically stable and well-controlled empire was vulnerable during the cereal-growing seasons along the Mediterranean.
- (3) The Roman empire could survive climatic stresses such as ordinary cold and drought cycles and major ENSO events.
- (4) The centralized power of Rome was decreasing gradually because of an increasing role for the army in political and foreign affairs.
- (5) Franks and Goths spread over and occupied Rome's western empire because the Mediterranean zone reverted to subsistence agriculture.
- (6) Due to the decline of Rome's influence, agriculture was thrown into complete disorder and farmers returned to intensive farming.

問 7. 下線部(4)を和訳しなさい。

VII. 次の日本語を英語に直しなさい。

寝る前に必ず電気ストーブのコンセントを抜いておいてくださいね。寝タバコ禁止なのは言うまでもありませんよ。