

- I. 次の英文を読み、(1)～(7)の設問について最も適切なものを選択肢1～4から選び、その番号を解答用紙A(マークシート)の解答欄

(1)

(2)

(3)

(4)

(5)

(6)

(7)

 にマークしなさい。

“Where are you from?” It’s a question we’ve all been asked at some point, in some place, in some language. It’s probably a question we’ve all put to someone else. When we ask it of others, we attribute it to curiosity. When the question is put to us, we attribute it to difference, since when posed by strangers, as it most often is, it is based either on how we sound or how we look. And yet both our interrogator and we ourselves know that at some level the question is unimportant, even inappropriate — because lurking just below the surface is an unasked, ultimately unanswerable question: “Where do you belong?”

Like every other notion, that of belonging is not a natural idea with which people come into the world, but an idea that is constructed socially, and therefore ultimately historically. It is rooted in a particular social order, one that seeks to assign people to definite geographical and social spaces. When we call on this notion of space and place to assign, as if by natural design, people to particular ethnic, national, or other origins or identities — we draw, consciously or unconsciously, on received notions inherited from the past.

Call it the “post-imperial question.” For increasing millions, it is a question asked wherever they go — in one place because of how they look, in another because of how they sound. They are perceived as “foreigners” who for one reason or another no longer belong in any land, including that of their birth and that of their residence. And for no other reason than that they do not fit the received notions of national boundaries.

It is a post-imperial question because it reflects the worldview of imperialism, which, more than any stage of human history, constructed the world around notions of space and place. Nations could not politically and economically control other nations without the principle that no one should ever leave theirs, except temporarily, as travelers destined to return to their point of origin. England could only colonize India, Holland Indonesia, or Belgium Congo by virtue of the assumption that the English belonged in England, the Indian in India, and so forth. The colonizers might travel to the colony to rule — might even remain there throughout their lifetime — but they were still conceptualized as English, Dutch or Belgian, even if they had never set foot on European soil. The colonized might travel to the metropolitan nation to be educated, but they retained their colonial identity. Immigrants from Europe might naturalize and assimilate, becoming citizens of another European country without disturbing the basis on which imperialism was constructed — national (and thereby ethnic) privilege — but persons from the colonies could not be allowed that option.

“Globalization” has given the option to them. It might appear strange to see globalization set in opposition to imperialism since these days it is far more often constructed as its latest phase. If so, globalization has the peculiar quality of undoing imperialism’s essence. For while imperialism was constructed on the basis of national

privilege, globalization is built on the transnational migration of people and products. Indeed, the very processes that have made globalization so suspect to so many people (large-scale legal and “illegal” immigration from former colonies to the West, and industrial flight and outsourcing from the wealthy nations to the former colonies) are processes that were unthinkable in the nineteenth and early twentieth centuries. They are also representative of a phenomenon that imperialism is supposed to prevent: non-Western agency.

[Adapted from an article in *International Journal of Applied Linguistics*, 15 (1)]

(1) According to the author, the question, “Where are you from?” in the first paragraph implies .

- 1 the agency of immigrants from non-Western countries
- 2 the geographical differences of products
- 3 the desire to assign people distinct origins
- 4 the natural idea with which people come into the world

(2) The author says that increasing millions are “perceived as ‘foreigners’” because .

- 1 they are ethnically privileged in the way they sound
- 2 they do not match the general idea of national identity
- 3 they can in principle be controlled by other nations
- 4 they do not have citizenship in their land of residence

(3) According to the author, globalization should be regarded as .

- 1 the latest phase of imperialism
- 2 the opposite of imperialism
- 3 the spread of imperialism
- 4 the essence of imperialism

(4) According to the author, the worldview of imperialism implies .

- 1 flexible notions of immigration
- 2 unnatural curiosity about difference
- 3 clearly defined national characteristics
- 4 naturalization and assimilation

(5) According to the passage, which of the following is FALSE? The answer is: .

- 1 The effects of globalization have not yet reached the West
- 2 Industries from the West have moved to low-wage countries
- 3 There has been large-scale legal immigration to the West
- 4 Many people even in the West are skeptical about globalization

(6) In the last sentence of the passage, the phrase “non-Western agency” implies (6).

- 1 the outsourcing of labor
- 2 the accumulation of wealth
- 3 the power of former colonial peoples
- 4 the immigration to Europe

(7) The main point the author wants to make is that (7).

- 1 globalization has generated new identities
- 2 colonial peoples do not belong in the West
- 3 the effects of imperialism have spread
- 4 the negative consequences of globalization have increased

II. 次の英文を読み、(8)～(13)の設問について最も適切なものを選択肢1～4から選び、

その番号を解答用紙A(マークシート)の解答欄 (8) (9) (10) (11)

(12) (13) にマークしなさい。

After a horrific war that left more than 3 million dead, the economy in ruins, and transport and phone links cut, optimism does not come readily to the Democratic Republic of Congo.

The children shake their heads in disbelief. It is a nice story, but it must be a fable, a myth, that this war-torn corner of the Congo was once a land of plenty. Their bellies have been empty too often to believe adult talk of a time when fields were bountiful and livestock grazed the hillsides. For more than a decade, the slopes and valleys of the district of Matanda have been the scene of pillage and devastation, leaving fields scorched, forests razed, and families in poverty. But before 1990, this was a breadbasket. Blessed with the climate and soil to fatten animals and grow surplus crops, Matanda fed the provincial capital, Goma, and exported across the border to Rwanda. “We cultivated beans, corn, and potatoes. Back then, we never had hunger,” says Safari Lupfutso, chief of the district. If peace prevails, Matanda could recover. The ebbing of fighting has coaxed families back to villages they fled.

The challenges are huge. The poorest have nothing — no money, no seeds, no tools, no animals. Years of hiding in the forest have severely weakened their farming skills. In Matanda and other parts of Masisi territory, the relief agency *Concern* has devised a deceptively simple strategy to help 5,455 families out of poverty. Each family is to be given two goats and taught how to grow better crops. Hardly the Marshall Plan, the post-war program which rebuilt Europe, but it represents a kick-start that could help Matanda blossom. Godelive Bugenimana, 39, a widowed mother of three living in a mud-brick hut at the end of a mountain trail, received her goats in October. Happy is not the word. Mrs. Bugenimana calls her goats Gihuga and Gikanda. “They are beautiful. I was despairing, but now I have hope,” she says. She tickles their ears and strokes them, but without sentimentality. These animals are a ticket to a better life. After several months of fattening, one will be sold and the

precious capital spent on school fees, medicine, and emergencies. The other will be kept for breeding. And since goats are as good as credit, her children, 10 and 13, have already enrolled in the school at the bottom of the mountain. When her goats breed, she must give the first two kids to *Concern*, which will pass them on to another vulnerable family, which in turn must hand its first two kids to the relief agency, and so on.

The local committee that chooses recipients aims to promote reconciliation by arranging for kids to pass from one ethnic group to another, so Hutus, Tutsis, and Hondos will have reason to thank each other. Despite peace deals and a unity government, the war that killed at least 3 million people still bubbles, making Mrs. Bugenimana's goats a looting target. Her plan to breed is an act of confidence.

[Adapted from *The Guardian Weekly*, Jan 14-20, 2005]

- (8) According to the passage, the children in Matanda (8).
- 1 once lived in a land of plenty
 - 2 do not believe the stories of hunger
 - 3 are too hungry to believe that Matanda was once a fertile land
 - 4 have not heard of the prosperity of Matanda
- (9) According to the passage, before 1990, (9).
- 1 Matanda was a grain-producing area for Goma and Rwanda
 - 2 Goma and Rwanda were the breadbasket for Matanda
 - 3 Matanda imported farm produce from Rwanda
 - 4 Goma exported extra crops to Rwanda
- (10) The original cause of Matanda's devastation was (10).
- 1 the ebbing of fighting
 - 2 famine
 - 3 natural disaster
 - 4 war
- (11) The author says "Hardly the Marshall Plan," because, compared with the Marshall Plan, the strategy the relief agency *Concern* has devised is (11).
- 1 grand
 - 2 modest
 - 3 efficient
 - 4 ineffective
- (12) The last paragraph states that (12).
- 1 the fighting among the ethnic groups has completely stopped
 - 2 ethnic groups have been exchanging children
 - 3 although her goats were stolen, Mrs. Bugenimana breeds confidence
 - 4 a unity government has been formed and peace negotiated
- (13) According to the passage, Mrs. Bugenimana (13).
- 1 appreciates the relief agency's strategy, which will improve her future
 - 2 hopes that the relief agency's strategy will reinforce ethnic factions
 - 3 feels disturbed by the relief agency's strategy, which will cause more strife
 - 4 doubts that the relief agency's strategy will promote reconciliation

- Ⅲ. 次の英文を読み、(14)～(19)の設問について最も適切なものを選択肢1～4から選び、その番号を解答用紙A(マークシート)の解答欄 (14) (15) (16) (17) (18) (19) にマークしなさい。

When asked to write about being a physically handicapped Asian American woman, I considered it an insult. After all, my accomplishments are many, yet I was not asked to write about them. Is being handicapped the most important feature about me? The fact that it may be in the eyes of others made me decide to write the requested essay. I realized that the way I think about myself may differ considerably from the way others perceive me. Maybe that's what being physically handicapped is all about.

At the age of four, I was stricken with polio. Seven of the eight doctors who attended me told my parents they should not feel optimistic about my survival. These pessimistic predictions notwithstanding, I hung onto life, if only by a thread. For three years, the muscles of my legs wasted away from disuse. Before my illness, I had been an active, energetic, and curious child. Being confined to bed was thus as much a mental agony as physical. Living in war-torn China, I received little medical attention; physical therapy was unheard of. But I was determined to walk. So one day, when I was six, I instructed my mother to set up two rows of chairs to face each other so that I could use them as parallel bars. I attempted to walk by moving my body forward with my arms, dragging my legs along behind. Each time I fell, my mother gasped, but I insisted that she let me try again. After four non-walking years, I finally walked once more by pressing my hands against my thighs so my knees wouldn't buckle.

We left China as the Communist forces swept across the country and we moved to Malaysia, where I learned to swim in the waters of the tropics. On land I struggled to walk; in the ocean I moved with the grace of a fish. As my overall health improved, my mother became less anxious and she did everything possible to enable me to lead as normal a life as possible. Once some of her colleagues in the high school where she taught criticized her for letting me wear short skirts. They felt my legs should not be exposed. My mother's response was, "All the girls her age wear them; why shouldn't she?"

The years in Malaysia were the happiest of my childhood, though I was constantly fending off children who ran after me, yelling insulting remarks. But their teasing mattered little because I was a star pupil. I won one award after another for scholarship as well as art and public speaking. Whenever the school had important visitors my teacher always called on me to recite in front of the class.

A significant event occurred when I was twelve. My school held a music recital and I was one of the students chosen to play the piano. I managed to get up the steps without any problem but as I walked across the stage, I fell. Out of the audience, a voice called, "The handicapped shouldn't perform in public." I got up before anyone could reach me and, with tears streaming down my face, I rushed to the piano and began to play. Beethoven's *Für Elise* had never been played so furiously fast before or since, but I managed to finish the piece. I never again feared ridicule.

[Adapted from a chapter in *Reading America: Cultural Contexts for Critical Thinking and Writing*, 2nd ed., 1992]

- (14) According to the author's own perception, her most important feature is (14) .
- 1 her record of achievements involving art and scholarship
 - 2 the way in which she is perceived by other people
 - 3 being an Asian-American woman
 - 4 that she is a physically handicapped person
- (15) According to the passage, which of the following is FALSE? The answer is: (15) .
- 1 Her doctors did not expect her to survive her disease
 - 2 She walked using her hands to support her body
 - 3 She was in a certain way athletically talented
 - 4 Her mother easily yielded to other people's criticism
- (16) According to the author, which of the following is TRUE? The author (16) .
- 1 could only walk with the support of braces
 - 2 received no physical therapy when she was young
 - 3 was not accustomed to performing in public
 - 4 was never teased by her classmates
- (17) When the author used the chairs like parallel bars, we can assume that her mother gasped because (17) .
- 1 her daughter's legs had wasted away
 - 2 her daughter was too pessimistic to endure the pain
 - 3 her daughter recklessly ignored medical attention
 - 4 her daughter might hurt herself
- (18) What was the mother's attitude toward her daughter's wearing short skirts? The answer is: (18) .
- 1 She didn't want her daughter's legs exposed
 - 2 She didn't want her daughter criticized by her colleagues
 - 3 She wanted her daughter to appear in front of the audience
 - 4 She wanted her daughter to dress like her classmates
- (19) The performance of *Für Elise* gave the author self-confidence because she (19) .
- 1 played the entire piece in spite of the insult
 - 2 stood up by herself after falling
 - 3 felt honored to be chosen to play at the assembly
 - 4 was anxious about the audience's reception

- IV. 次の英文の空所 (20) ～ (24) に入る最も適切なものを選択肢 1 ～ 4 から選び、その番号を解答用紙 A (マークシート) の解答欄 (20) (21) (22) (23) (24) にマークしなさい。

When I told friends in London that I was going to travel around Europe and write a book about it, they said, "Oh, you (20) a lot of languages."

"Why, no," I would reply with a certain pride, "only English," and they would look at me (21) foolish or crazy. But that's the glory of foreign travel, as far as I am concerned, when I (22) what people are talking about. I can't think of anything that excites a greater feeling of childlike wonder than to be in a country (23) almost everything. Suddenly you are five years old again. You can't read anything, you have only the most basic idea of how things work, and you can't even cross a street (24) your life. Your whole existence becomes a series of interesting guesses.

(20) The answer is: (20).

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| 1 cannot talk | 2 must speak |
| 3 will listen to | 4 are hearing |

(21) The answer is: (21).

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|----------------|--------------------|
| 1 because I am | 2 while I would be |
| 3 as if I were | 4 although I was |

(22) The answer is: (22).

- | | |
|-------------------|----------------|
| 1 have understood | 2 don't know |
| 3 am remembering | 4 don't matter |

(23) The answer is: (23).

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|-----------------------|-----------------------------|
| 1 that is clear about | 2 which gets rid of |
| 3 when you can buy | 4 where you are ignorant of |

(24) The answer is: (24).

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|-----------------------|-----------------------|
| 1 except rescuing | 2 without endangering |
| 3 besides threatening | 4 from killing |

V. 次の会話文の空所 (25) ～ (29) に入る最も適切なものを選択肢 1 ～ 4 から選び、その番号を解答用紙 A (マークシート) の解答欄 (25) (26) (27) (28) (29) にマークしなさい。

(25) A: I was late getting to the station this morning.

B: Oh, I'm sorry. I (25) you a ride if I had known you were going.

- | | |
|--------------------|---------------|
| 1 gave | 2 should give |
| 3 would have given | 4 will give |

(26) A: Could you give me some advice about the schedule of classes?

B: (26). For the first year, you have to take the required courses.

- | | |
|--------------------------|------------------------------|
| 1 You can say that again | 2 It's none of your business |
| 3 It'd be my pleasure | 4 Tomorrow would be better |

(27) A: What's your mathematics teacher like?

B: Without her help, I (27) finished high school.

- | | |
|---------------------|--------------------|
| 1 had not | 2 could never have |
| 3 would have always | 4 have ever |

(28) A: Did you delete the files in this folder?

B: No, but apparently the system engineer (28) to shut down the computer properly when he left yesterday.

- | | |
|-----------------|------------------------|
| 1 is forgetting | 2 would have forgotten |
| 3 forgot | 4 had been forgotten |

(29) A: How was your trip to Hong Kong?

B: I was surprised at the difference between the way I had imagined things would look, and the way they (29).

- | | |
|-----------------------|---------------------------|
| 1 would have been | 2 are looking at the time |
| 3 had never been seen | 4 actually appeared |

VI. 次の英文の空所 (30) ~ (34) に入る最も適切なものを選択肢 1 ~ 4 から選び、その番号を解答用紙 A (マークシート) の解答欄 (30) (31) (32) (33) (34) にマークしなさい。

- (30) It's been assumed that life expectancy in the US would rise continuously, but new data suggest that this trend is about to (30) itself, due to the rapid rise in people who are seriously overweight.
1 reverse 2 focus 3 establish 4 extend
- (31) The Ministry has compiled a set of guidelines to (31) more use of authentic English in the classroom.
1 encourage 2 associate 3 educate 4 consist
- (32) If a country's workforce declines without an increase in efficiency, its economy may (32).
1 cancel 2 defeat 3 shrink 4 retire
- (33) The multinational chain, which operates 750 restaurants in France, tried to (33) the outraged protesters by saying that it cooked 80% of its products locally.
1 cause 2 suffer 3 active 4 calm
- (34) Teen-agers who regularly stayed at a friend's house after school with no adult present were more likely to (34) risky behaviors.
1 engage in 2 prevent from
3 intrude on 4 deprive of

ここからは解答用紙 B を使用しなさい。

VII. 次の (a) ~ (h) には異なる内容の英文 (ア) (イ) が与えられており、それぞれに空所がある。(ア) (イ) の空所に共通して補うべき最も適切な一語を解答欄に記入しなさい。

- (a) (ア) The air turned cold, () the sun had set.
(イ) At his daughter's wedding, the father was at () happy and sad.
- (b) (ア) He turned his () on a promising career in medicine to study art.
(イ) Debate went () and forth over the issue of the consumption tax.

- (c) (ア) Wealth, as (), does not matter much.
 (イ) She told her story in () a way that we all laughed.
- (d) (ア) You need to () up to reality, however difficult it may be.
 (イ) We could have done with more jokes, instead of taking the matter at () value.
- (e) (ア) The principal said students must sign a () form before going abroad.
 (イ) Patients must () to medical treatment before any surgery.
- (f) (ア) He decided to try another strategy, () that the situation had changed.
 (イ) The rich lady has () away most of her money to charity.
- (g) (ア) As a football player John is () to none.
 (イ) On () thought, I'd better do it.
- (h) (ア) Some scientists wonder if catfish can () an earthquake before it occurs.
 (イ) Dogs have a keen () of smell.

VIII. 次の英文を読み、空所(a)～(g)に入る最も適切な動詞を下記の語群から選び、必要に応じて語形を変えて解答欄に記入しなさい。ただし各解答欄に記入する語は一語のみとし、同じ語を2回以上使ってはいけない。

call	expand	fall	meet	eat	shut	concentrate	account
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A recent report from the NPO *ActionAid* points out how power in the world food industry has become (a) in a few hands. It says that 30 companies control a third of the world's food production, and five companies currently (b) for 75% of the international grain trade. The report also finds that two companies dominate sales of half the world's bananas, and three trade 85% of the world's tea. Several large well-known companies have (c) dramatically in size, power, and influence in the past decade because of trade liberalization policies advanced by the US, Britain, and other G8 countries. The report accuses these companies of (d) local firms out of the market, driving down prices, setting trade rules to suit themselves, imposing tough standards that poor farmers cannot (e), and charging consumers more. "It is a dangerous situation when so few companies control so many lives," says John Samuel of *ActionAid*. The companies are also said to be taking advantage of the collapse in farm prices. For example, prices for coffee beans, cocoa, palm oil, and sugar have (f) by more than 50% in the past 20 years. In response to the report, a number of environmental and human rights groups have said that they will work together to (g) for corporate responsibility.