

2019年度

外国語問題

注意事項

- 1 問題冊子は、監督者が「解答始め」の指示をするまで開かないこと。
- 2 問題冊子は全部で24ページである。解答用紙は「外国語解答用紙（Ⅰ）英語」、「外国語解答用紙（Ⅱ）選択科目」の計2枚である。脱落があった場合には申し出ること。
- 3 各解答用紙の所定欄に氏名、受験学部、受験番号（左右2か所）を忘れずに記入すること。また、「外国語解答用紙（Ⅱ）選択科目」には第4問で選択する科目名を所定欄に指示どおりに忘れず記入すること。
- 4 第4問は選択科目である。
「英語」14～17ページ、「ドイツ語」18～19ページ、「フランス語」20～21ページ、「中国語」22～23ページ、「韓国・朝鮮語」24ページより1科目を選択して解答すること。複数科目を解答した場合は、第4問の採点を行わない。
- 5 医学部医学科を志願する者は、選択科目（第4問）は必ず「英語」を選択すること。「英語」以外の科目を解答した場合は、その採点を行わない。
- 6 解答は、すべて解答用紙の所定欄に記入すること。
- 7 解答以外のことを書いたときは、該当箇所の解答を無効とすることがある。
- 8 机上に各自の「受験票」と「大学入試センター試験受験票」を出しておくこと。
- 9 問題冊子は持ち帰ること。

(空 白)

第1問 次の英文を読んで、設問に答えよ。

(30点)

The truth is, the real subject for discussion is not “Is democratic theory for export?” but “Is there a theory of democracy?” We expect to find one not solely because a large part of the world boasts a rival theory, but also because in our admiration for science, we like to have a theory for every human activity. My conviction is that democracy has no *theory*. It has only a *theorem**, that is, a proposition which is generally accepted and which can be stated in a single sentence. Here is the theorem of democracy: For a free mankind, it is best that the people should be sovereign*, and this popular sovereignty implies political and social equality.

When I say the theorem of democracy has been accepted, I am not overlooking the antidemocratic opposition. For in one sense there is none. Look over the world of the twentieth century and you find at every [ア] the claim that the government of this nation and that nation is a popular government – the People’s Republic of China, the Democratic Republic of Yemen, and that of Kampuchea say so in their titles. Other nations profess the same creed* and point to their constitutions. Parties and voting and assemblies are found up and down the five [イ]. (1) The split comes over who “the people” are, what is meant by “party,” and how the agents of government act for (or against) the people. Historically, the people has always been recognized in some fashion. Athens was a democracy – with slaves; the Roman emperor spoke in the name of “the Senate* and the Roman people”; the Germanic tribes and the American Indians had chiefs and also general councils; kings were the “fathers” of their people – and their servants too. And the old adage* *Vox populi, vox Dei** has always meant that rulers cannot and should not withstand the people’s will.

The theorem, then, is not disputed even when tyranny flourishes* under it, for it has two parts and the tyrant* can boast that the blessings of the second part, [あ], are due to him. We are thus brought to the great question of the

machinery of government – [A], and not a theory, that makes a government free or not free. The dictatorship* of the proletariat* may be the theory of Communism, but in fact neither the proletariat nor its single party rules. Voting and debating is make-believe* set over a tight oligarchy* led by one man. There is no machinery to carry out the promise that in time the proletariat will disappear and the state will wither away*, and most often there is not even a device for ensuring the public succession from one top leader to the [ウ].

The conclusion established so far would seem to be this: Democracy has no theory to cover the working of its many brands of machinery, whereas its antagonists* use a single, well-publicized theory to cover in another sense, [エ] to conceal, the workings of one rather uniform machine, the police state.

A further conclusion is that the demand for a theory of democracy shows the regrettable tendency to think entirely in abstractions, never bringing general statements side [い] side with the facts of experience, or even noticing important differences between abstractions if they happen to be linked together by custom or usage. Democracy, for example, is thought of as synonymous* with free government; “the sovereign people” is thought of as meaning all or most or some of the residents within the boundaries* of a state. [B], how they are secured, and which groups and individuals actually obtain them and which do not are complicated questions that theorists and [オ] alike prefer to ignore. They know that such details are of no use in stirring up either protests at home or virtuous indignation about others abroad. (2) The public at large takes government itself abstractly, as a kind of single-minded entity*, an engine that works only in one direction and always expresses the same attitude toward human desires. The democratic, modern style of government is the good kind, and the rest, past and present, are the bad.

(Jacques Barzun, Michael Murray ed., *A Jacques Barzun Reader*, 2002 より)

[注] theorem: 定理

sovereign: having the highest power in a country

creed: a set of beliefs or principles

the Senate: ローマの元老院

adage: a well-known phrase that says something wise about human experience

Vox populi, vox Dei: 民の声は神の声(ラテン語)

flourish: to develop well and be successful

tyrant: a ruler who has complete power and uses it in a cruel and unfair way

dictatorship: government by a ruler who has complete power

proletariat: the class of workers who own no property and work for wages

make-believe: imagining or pretending things to be different or more
exciting than they really are

oligarchy: a form of government in which only a small group of people hold
all the power

wither away: to become less or weaker, especially before disappearing completely

antagonist: opponent

synonymous: having the same, or nearly the same, meaning

boundary: a dividing line, especially between two areas of land

entity: 存在物

問 1 本文で democracy の theorem がどのように説明されているか，日本語で述べよ。

問 2 下線部(1)(2)を日本語に訳せ。

問 3 次の語を並べ替えて，空所[A][B]に入る英文を完成し，その英文の 4 番目と 7 番目に来る語の番号を，その順に答えよ。ただし，文頭に出てくる語でも，語頭は小文字になっている。

[A]

- ① the ② how ③ it ④ turn
⑤ because ⑥ is ⑦ wheels

[B]

- ① guarantees ② government ③ kinds ④ of
⑤ what ⑥ a ⑦ freedom

問 4 空所[あ][い]に入る最も適切な語(1語)を本文中から抜き出して書け。

問 5 空所[ア]～[オ]に入る最も適切な語を下から選び，番号で答えよ。

- ① which ② next ③ last ④ journalists
⑤ namely ⑥ continents ⑦ arrange ⑧ dealers
⑨ turn ⑩ companies

第2問 次の英文は、AI(人工知能)と労働雇用について書いたものである。読んで設問に答えよ。(30点)

THE IMPACT OF ARTIFICIAL INTELLIGENCE ON HUMAN LABOR

Obviously, technological improvements have raised productivity and increased economic output throughout human history, most notably* during the industrial revolution. In [ア] language, this means that fewer people are needed to perform the same amount of work. But it's equally true that historically, the increased wealth resulting from these improvements has created new jobs, though this effect is rarely immediate. More important, the new jobs are seldom comparable to the ones lost, so the displaced* workers often lack the skills ⁽¹⁾needed to fill the newly created positions. As long as these effects are gradual, the labor markets can adapt gracefully, but if they are rapid or abrupt*, significant dislocations* can occur.

The history of agricultural employment in the United States is an example of successful labor force conversion*. In aggregate*, the loss of farm jobs has been nothing short of* apocalyptic*. In 1870, 70 to 80 percent of the U.S. [あ] was employed in agriculture; by 2008 this number had dropped to under 2 percent. In other words, 150 years ago virtually every able-bodied person worked the land, while today almost no one does. Had ⁽²⁾this happened overnight, unemployment would have been cataclysmic*. But of course, no such thing occurred, because over the intervening* century and a half there was plenty of time for labor markets to [イ]. People whose primary skills were planting and harvesting died of old age without the need to learn how to type or drive (for instance), while the resulting wealth created substantial new demand for novel goods and services of all kinds, from smartphones to personal trainers.

But the actual process by which machines displace human workers is much more subtle. In practice, automation replaces skills, not jobs, and

correspondingly*, what employers need is not workers but the results [ウ] applying those skills. To be successful, makers of robots don't have to replace people; they have to provide machines with the requisite* skills to perform useful tasks. And while their products may not replace workers one to one, they nonetheless* put people out of work because fewer workers are required – what makes some workers more productive also puts other workers out of their jobs. But the process also changes the jobs of those still employed by eliminating the need for a particular skill, and possibly adding requirements for new skills.

A good example of this process is as close as the checkout* stand at your local supermarket. The clerks who [エ] your bill (cashiers) and package your groceries (baggers) are engaged in a number of skill-based tasks that have changed significantly over the past few decades. The cashiers used to examine each item in your shopping cart and key the price into their cash register, whereas now they simply swipe* the items across a bar-code reader. The advantages of the new system in terms of accuracy, time, and labor are obvious. But the main reason the cashiers are still there to greet you is that certain items require special handling. In particular, bags of loose produce need to be identified and weighed to determine a price. And these are skills that so far, at least, have resisted automation. So did this save the jobs of the cashiers? Sort of*. They are still employed, but fewer are needed. The U.S. Bureau of Labor Statistics project that the need for cashiers (in general, not just for supermarkets) will grow only 3 percent over the next decade, compared to overall employment growth of 11 percent, mainly due to increased automation. At this time, the baggers' jobs are more secure, because properly loading a random collection of groceries into a bag so that it isn't too heavy, is evenly distributed, and does not damage the contents currently requires human judgment. However, their jobs are being threatened by a nearby competitor – the cashiers themselves, who increasingly are usurping* this function.

Nothing about AI changes the fundamentals of how labor markets evolve

with technology. From an economic standpoint, AI technology is just another advance in automation. But its potential to rapidly encroach on* current workers' skills is unparalleled in the recent history of technological innovation, with the possible exception of the invention of the computer itself.

Consider what might have been different at the supermarket [A] the current state of the art in computer vision been available decades ago. Instead of reengineering the whole process of identifying and labeling items with bar codes, newly installed readers might have been fully capable of identifying items by their visual appearance, if necessary reading the prices written or printed on them. Since this approach would have caused far less disruption* to the supply food chain (so to speak), it likely could have been adopted much faster, and certainly at lower cost, causing a more rapid contraction* in the workforce.

In summary, to understand whether AI is going to put someone “out of a job” it’s necessary to understand what skills, in aggregate, that worker utilizes*, whether those skills are separable from the rest of the work he or she performs, and how susceptible* those skills are to automation, with or without the application of AI. ⁽³⁾As a general principle, the fewer unique skills a given worker utilizes, the more vulnerable* he or she may be to replacement by a machine, depending on the skills, of course. But even if only a portion of a worker’s expertise* or experience is amenable* to replacement, improving productivity has the effect of reducing overall employment.

(Jerry Kaplan, *Artificial Intelligence*, 2016 より。一部省略あり)

[注] notably: especially

displace: to replace

abrupt: sudden and unexpected

dislocation: confusion

conversion: the act or process of changing something from one form, use or
system to another

in aggregate: in total

nothing short of ～: ほとんど～である

apocalyptic: like the end of the world

cataclysmic: severely destructive

intervening: existing between two events or places

correspondingly: in a similar way

requisite: necessary

nonetheless: nevertheless

checkout: スーパーのレジ

swipe: 読み取り機に通す

sort of: somewhat

usurp: to take somebody's position and/or power without having the right to
do this

encroach on ～: ～を侵害する

disruption: confusion

contraction: the process of becoming smaller

utilize: to use

susceptible to ～: very likely to be influenced, harmed or affected by ～

vulnerable: weak and defenseless

expertise: expert knowledge or skill in a particular subject, activity or job

amenable: ready to be guided or influenced

問 1 空所[ア]～[エ]に入る最も適切な語句を、下のそれぞれの選択肢から選び、番号で答えよ。

[ア]: ① difficult ② individual ③ plain ④ technical

[イ]: ① consider ② adapt ③ construct ④ adopt

[ウ]: ① obtained by ② motivated for ③ forced to ④ dealing with

[エ]: ① propose ② react ③ pay ④ total

問 2 下線部(1)の **needed** の意味によく似た語(1 語)を、2 つ本文中から抜き出して書け。

問 3 空所[あ]に入る最も適切な語句(2 語)を本文中から抜き出して書け。

問 4 下線部(2)の **this** の表す内容を日本語で述べよ。

問 5 **cashiers** がまだ雇用される主な理由を、日本語で簡潔に説明せよ。

問 6 空所[A]に入る最も適切な語(1 語)を書け。

問 7 下線部(3)を日本語に訳せ。

問 8 次の英文のうち、本文の内容と一致するものを 2 つ選び、番号で答えよ。

- ① The new jobs created by technological improvements in the industrial revolution were similar to the ones lost, but it was not easy to find workers with the skills needed to fill the newly created positions.
- ② Over a century and a half, the percentage of the American agricultural laborers in the workforce drastically decreased. But the labor market could adjust and new wealth resulted.
- ③ New products made by the makers of robots replace workers one to one, and the employers are delighted by the financial benefits.
- ④ The baggers' jobs are more secure than the cashiers' ones, and the baggers have no competitors threatening their jobs.
- ⑤ The potential influence of AI on workers is the greatest in the recent history of technological innovation, possibly with the exception of the actual creation of the computer.
- ⑥ Even if the current state-of-the-art readers had been introduced into supermarkets decades ago, the size of the workforce would have been the same as before.

第3問 次の日本語を読んで、下線部(1)(2)(3)の内容を英語で表現せよ。(20点)

私にとって、日本語でものを書くということは、常に大きなチャレンジに感じられる。

(1) 内容を問わず、日本語で書くということだけで、かならず気持ちに張りあいがある。本書に関しても、同じ気持ちである。前著『日本人の英語』の「あとがき」に書いた通り「(2) 自然な英語を身につけたい人にとって、本書がはたしてどれほど役立つかはわからないが、私としては、これだけの量の和文を書いてみて、大変勉強になったと思う」。今回も、あまり綺麗な和文とはいかなくても、一冊の本になるくらいの原稿が何とか書き上がっただけで、私にとっては大変に嬉しく思えるのである。

日本語のワープロに向かって何かを書こうとするたびに、いまだに言葉のハンディキャップを強く感じる。(3) 母国語を使わずに書くと、自分の立場がどれだけ弱くなるのかを、改めて思い知らされるのである。

(マーク・ピーターセン、『続 日本人の英語』, 1990 より)

第 4 問 選択問題

下記より 1 科目 を選択して解答すること。

(医学部医学科を志願する者は必ず「英語」を選択すること。)

英語	14～17 ページ
ドイツ語	18～19 ページ
フランス語	20～21 ページ
中国語	22～23 ページ
韓国・朝鮮語	24 ページ

英 語

第4問 次の英文を読んで、設問に答えよ。

(20 点)

The school is set on a hill above the village. It's a small, one-storey* building and there's a group of children playing in the pot-holed* concrete square of the playground.

The children here are scrubbed* and polished, wearing immaculate*, if (ア) worn, navy-blue uniforms as they chase each other round and round. Some are clearly drowning in hand-me-downs*. All the girls have their hair tied up in red ribbons and they look so adorable* and so keen – again, something that doesn't instantly (イ) to mind when thinking of pupils at home.

They come and hang on Dean's arms and follow us inside.

The schoolhouse is as neat as a pin inside, but oh so basic. It's made up of half a dozen rooms and the walls are bare*, the paint is faded* and cracked, the rows of desks rudimentary*. The classes are mixed, but the girls sit on one side and the boys sit on the (ウ). They're also mixed in age – anything from seven year olds to the three shy women sitting at the back who are probably in their early thirties.

Their young Nepali teacher, Manuka, gladly gives up teaching her lesson to welcome Dean and me. He's clearly very popular here and I (エ) a surge* of affection for him. Dean introduces me first in Nepalese and then in English. 'This is Lyssa and she's come to visit us all the way from England.'

The children find this hilarious and abandon their desks to crowd round me. One doe-eyed* little boy coyly* hands me a crumpled* book.

'Do you want to read for them?' Dean suggests.

'I'd love to.' And as soon as I've said it, I give the book the once-over* and I have to say it's pretty dire*. It's one of their English set texts and the book doesn't (オ) justice to the children's grasp of language. Nevertheless, before I've even uttered a word, I'm surrounded by a rapt* audience of smiling faces

and I think if all pupils were as attentive then teaching wouldn't be a bad job. I do appreciate that some of their attention is due to my novelty value.

One of the smallest girls has wriggled* her way onto my knee, threading* her arms round my neck, as I read aloud the fairly rubbishy story about a frog looking for somewhere to live – but no one seems to care about the content. Even the older women have joined us cross-legged on the floor. Dean is sitting over in the corner, also surrounded by fans and as I catch his (カ) I can see him grinning proudly.

There's a simplicity in his life that I'm starting to envy. And I'm also full of admiration at how he's been able to adapt to it. Coming from California it must have been a bit of a culture shock, to (キ) the least. As appealing as it seems, I'm not sure that I could give everything up for this. I think I'm just too grounded in consumerism to change my ways now, yet Dean seems to be the least materialistic person I've ever met. (ク) his house. There's absolutely nothing wrong with it. It's perfectly adequate. It has four solid walls, a roof, a fire and a bed. A nice verandah that doubles as a kitchen. But that's *all* it has. There's no gas cooker, no fridge*, no electricity, no bath, no wall-to-wall laminate* flooring, no CD player, no modern conveniences at all. How many people (ケ) to a house stuffed full of Western comforts could cope with that on a permanent basis?

I finish my story and, led by my biggest fan, the children applaud* – even the teenagers. How enchanting they are compared to our dull-eyed, bored kids. They cluster* round me to show me their exercise books and, from what I've seen of my nieces' and nephews' homework, their curriculum looks like a scaled-down version of ours which on their meagre* resources is pretty impressive. When we finally manage to prise* ourselves away, we leave behind a group of grinning faces, waving madly, and we wander out through the playground, shooing a few chickens out of our way (コ) we're back on the street again.

(Carole Matthews, *With Or Without You*, 2004 より)

[注] one-storey: one-story

pot-holed: くぼみのある

scrubbed: みすばらしい

immaculate: spotless

hand-me-down: a piece of clothing which has been used by someone and then
given to another person

adorable: very attractive and easy to feel love for

bare: not decorated

faded: 色あせた

rudimentary: very simple and basic

surge: a sudden increase

doe-eyed: having wide-open, innocent-appearing eyes

coily: 恥ずかしそうに

crumpled: しわくちゃになった

give ~ the once-over: ~にざっと目を通す

dire: very bad

rapt: 夢中になっている

wriggle: 体をくねらせる

thread: 進ませる

fridge: refrigerator

laminate: made by sticking several thin layers together

applaud: 拍手する

cluster: to come together in a small group or groups

meagre: small in quantity and poor in quality

prise: to use force to separate something from something else

問 1 空所(ア)～(コ)に入る最も適切な語を下から選び、番号で答えよ。文頭に出てくる語でも、選択肢では語頭が小文字になっている。答えとして、同じ語を繰り返して用いてはならない。

- | | | | | |
|-----------|---------|------------|-----------|----------|
| ① another | ② until | ③ slightly | ④ say | ⑤ used |
| ⑥ eye | ⑦ other | ⑧ feel | ⑨ finally | ⑩ do |
| ⑪ neck | ⑫ fell | ⑬ eat | ⑭ during | ⑮ spring |
| ⑯ success | ⑰ take | ⑱ talk | ⑲ came | ⑳ empty |

