

I 次の英文を読んで、設問に答えなさい。(配点 60)

Human societies have always had problems to face, but many of the problems at the beginning of the 21st Century are different and certainly no less serious than those of the past. Up until recently, most of our problems concerned the struggle of people and societies to feed themselves, and to overcome or prevent diseases and natural disasters. Other problems centered around conflicts and wars between societies for territory, trading advantages, or military and political superiority. Nature, however, remained relatively untouched. She exercised control over man, sometimes causing death and suffering and making life and communications difficult, but also providing the means to exist. Man was almost powerless to respond, except to adapt to whatever Nature threw at him in order to survive.

The arrival of modern technology brought a basic change in this situation. At first gradually, but with ever increasing speed, man learned how to resist and, to some extent, control the forces of nature. Medicines could defeat diseases, chemicals could increase harvests, fossil fuels provided rapid transportation, and steel and concrete overcame rivers and mountains. People at that time began to believe that Man could create a paradise, a utopia, here on earth.

In the last three decades, however, this vision has darkened and we are re-discovering the truth of the old saying that there is nothing so expensive as that which comes free. The price to be paid for the comforts and delights of 20th Century technology is indeed high. The cutting down of forests reduces our oxygen and contributes to global warming; the chemicals which kill insects are upsetting the natural balance of the food chain and pollute our water; burning fossil fuels pollutes our air; and nuclear power leaves waste that will still be deadly dangerous thousands of years from now.

In addition, our concentration on developing a materially rich society for the few at the expense of the many has left gaping holes in our collective spiritual well-being. All around us we can see the breakdown of both families and social life, as well as fast-rising crime rates. Not only that, there are countless millions who are starving and dying around the world because it is not profitable to distribute the world's resources more fairly. These problems and conditions are tearing at the basic structures of civilization.

These problems affect not just individual societies, but all mankind. Therefore all individuals, and particularly those in the advanced countries, have a responsibility to understand and to try to solve these problems. We must use all of our mental, spiritual, and technological resources to ensure not only that we have an environment fit to inhabit, but that everyone on the planet can enjoy the same high quality of life, one that is in harmony with nature.

1. 下線部(1), (4)を和訳しなさい。
2. 下線部(2) 'this vision' の内容を具体的に日本語で説明しなさい。
3. 下線部(3)のことわざを引用することにより, 筆者は何を言おうとしているのか, 本文の内容に即して 60 字以内(句読点を含む)の日本語で述べなさい。

II 次の英文を読んで、設問に答えなさい。(配点 60)

Anyone of normal intelligence who possesses a fair portion of self-control can make an acceptable, often a brilliant talk without preparation — an impromptu talk. There are several ways you can improve your ability to express yourself fluently when called upon suddenly to say a few words. One method was used by some famous movie actors in America many years ago. The great film actor, Douglas Fairbanks, described a game of wits* he and two other great actors, Charlie Chaplin and Mary Pickford, played almost every night for two years. It was more than a game. It was practice in that most difficult of all speaking arts — thinking on one's feet. According to Fairbanks, the "game" ⁽¹⁾ went like this:

Each of us would write a word on a slip of paper. Then we folded the slips of paper and mixed them up. One person would choose a piece of paper at random and immediately would have to stand and talk for sixty seconds on that subject. We never used the same subject twice. One night I had to talk on "curtains." Just try it if you think it is easy. I managed to do it somehow.

But the point is, all three of us have sharpened up since we began the game. We know a lot more about a variety of miscellaneous* subjects. But far better than that, we learned to assemble our thoughts on any topic at a moment's notice. We learned to think on our feet.

Long experience has shown that practicing impromptu talks does two things: it proves to the people who work at developing this skill that they can think on their feet, and this experience makes them much more secure and confident when they are giving prepared talks. They realize that, if

the worst should happen and they forget their memorized material, they can still talk intelligently on an impromptu basis until they remember what they were planning to say.

Another method used to train people to speak on their feet is the technique of linking story lines. This exercise is suitable for classes of twenty to thirty students. It is an exercise in not only listening carefully to what others have to say, but also stretching your imagination, and being able to make a smooth connection to what has just been said. It works like this. One class member is told to begin a story in the most fantastic terms he can invent. For instance, he might say, "The other day I was flying a small plane when I noticed a large group of UFO's approaching. I tried to use my radio to report what I saw, but suddenly the radio wouldn't work. Then the closest UFO began attacking me. I tried to escape, but..."

At this point the teacher could ring a bell to indicate the end of this speaker's time, and the next person in line has to immediately continue the story. By the time everyone in the class has contributed his or her share,⁽²⁾ the story may end on Mars or at the White House, or wherever their imaginations may take them.

These methods of developing skill in speaking without preparation are excellent training devices. The more practice of this kind you get, the better you will be qualified to face the situations that may arise when you really have to speak in your business or social life.⁽³⁾

*game of wits: 機転を使うゲーム

*miscellaneous: 様々な

1. 下線部(1)について、(イ)その手順と、(ロ)それによって得られる効果を、本文に即して日本語で述べなさい。
2. 下線部(2)の具体的内容を 60 字以内(句読点を含む)の日本語で説明しなさい。
3. 下線部(3)を和訳しなさい。

Ⅲ Situation を読んで、それに続く会話文を完成させなさい。(イ), (ロ), (ハ)については選択肢の中から適切なものを一つ選びその記号を記しなさい。また、(1)から(5)については前後の文脈に合う適切な語句または文を英語で記しなさい。(配点 40)



Steven, age 11



Grandpa, age 68

Situation: Steven has just come home from a difficult day at school. He usually enjoys school, but today he was scolded by his teacher for not finishing his homework and then was bullied by some of his classmates into giving them his lunch money. So he is both resentful and hungry when he returns home and is met by his grandfather on the porch.

Grandpa: Hi, Stevie! I'll bet you had another good day at school, didn't you?

Steven: Ha! (イ)

- | |
|---|
| a) It was a wonderful dessert, as always.
b) I'm never going to go back to that dumb school.
c) I'm not fair! |
|---|

Grandpa: Slow down, now! Just a minute. (1) _____ ?

Steven: Well...first of all, my teacher scolded me for no reason at all.

Grandpa: That doesn't sound right to me, Stevie. Why don't you tell me the whole story?

Steven: Oh, alright. (2) _____.

Grandpa: So, that's understandable, don't you think? Why didn't you get it done on time?

Steven: Well, yesterday afternoon I played baseball with my friends until dinner time, and then after dinner (3) _____.

It was 8:30 by the time my shows were over and I went to my room to do my homework. But I was so tired, I fell asleep before it was finished. I thought I could get it done before math class, but my teacher made me help another student with his reading, (□)

- a) so I could do it then.
- b) so I did it then.
- c) so I didn't have time.

Grandpa: So your teacher thought you were a good enough student to help someone else and since YOU didn't take your homework responsibilities seriously enough to finish YOUR homework on time, you're mad at her. Is that right?

Steven: (∧)

- a) I guess so.
- b) Wouldn't you like to be chosen like that?
- c) It was a silly thing for us to do.

Grandpa: Uh-huh. So I'll bet you're going to get your homework done on time from now on, right? Now what else happened to make school seem so terrible?

Steven: On my way to the cafeteria at noon (4) _____.

Grandpa: Now that really IS too bad! (5) _____?

Steven: No. Since she had just scolded me, I was afraid that bothering her with another problem would only cause me more trouble!

Grandpa: Oh, I don't know about that. Let's go on inside and think about how to get your money back while you get something to eat. I'll bet you're starving!

Steven: I sure am. Thanks, Grandpa.

IV 次の日本語を読み、下線部(1), (2)を英訳しなさい。(配点 40)

旅に出ると、私はもっぱらバスを利用することになる。バスは、町でも村でも辺
(1) 境の地でも、その土地についての鑑^{かん}を養うにはもってこいの乗り物であるからだ。

いや、そんな効用がないとしても、私はバスに乗りつづけるだろう。バスに乗ると、ただぼんやりと車窓を流れる風景を眺めることになる。繁華街の雑踏、夕暮れどきの住宅街の灯り、瓦礫だらけの砂漠、街道を横切るラクダの群れ、大地にはりついたかのような土の家。移り変わる風景をただぼんやり眺めていると、さまざまな思いが脈絡もなく浮かんでは消えていく。

たとえ、それがどれほど単調な風景の場所を走っていようとも、バスが動いてい
(2) るかぎり、退屈するということがない。もしかしたら私は、どこかに行くためというより、ただ乗るためだけにバスに乗っているのではないかという気さえする。

(『天涯』Switch Library, 沢木耕太郎より)