

I 次の文章を読み、下記の問題に答えなさい。

Curiosity is a desire to know more about a subject or the world in general and is manifested in the habit of asking questions—how things got to be as they are, what relationships exist among ideas, where creativity could improve situations, why people react as they do and what their reactions signify, in how many different ways a problem or issue can be looked at, and so on. Where others take something for granted, curious people seek to become better acquainted with it. Little children tend to be very curious, adults less so, possibly because familiarity has dulled their sense of wonder. Regaining the curiosity of childhood can thus stimulate interest in learning, improve listening and observation skills, and increase one's store of knowledge.

One of the most profitable kinds of curiosity is wondering about the source of our ideas. It's pleasant to think that we derived all of our ideas by thinking carefully about the lessons our parents and teachers taught us, but that is not always the case. From early childhood, mass culture, including the media and the advertising industry, bombards us with ideas, many of them in conflict with those of home and school. Those ideas have a way of taking up residence in our minds and subtly but surely affecting our outlook. For example, each year the College Board compiles data on entering college freshmen. A generation ago, most students said that their main goal was to make a contribution to humankind, to make the world a better place to live. Today, most say their goal is to be well off financially. It is unlikely that such a change is attributable solely to parental teaching or the students' own careful analysis. The materialism of mass culture more likely exerted an unconscious influence on those students' thinking.

The process by which you became deeply engaged in your culture and absorbed its values—good, bad, and questionable—is called *socialization*.

Everyone undergoes it. Because the influences of this process are often so subtle that we do not recognize them, it follows that you can seldom be sure which of the ideas that now exist in your mind took up residence there without your consent. So you'll need to consider precisely how you've been affected by your family, teachers, and friends and by the books you've read, the music you've listened to, and the television shows and films you've watched. Moreover, you should conduct such analysis not just about general influences but also about particular influences on the development of your most cherished convictions.

Some uninvited notions may have been with us so long that we treat them as our own creations, express them with the force of conviction, and feel obliged to defend them against even slightest disagreement. If this idea strains belief, consider Swiss psychologist Jean Piaget's vivid recollection, from age 2 until 15, of his attempted kidnapping. He visualized sitting in his carriage, being taken for a walk by his nurse. Suddenly, a man tried to snatch him from the carriage. His nurse courageously fought the man off, receiving scratches during the struggle. In his memory, Piaget could see the scratches on her face, the man fleeing, a policeman chasing him, and the crowd that gathered after the incident.

At age 15 Piaget learned that *the entire incident never happened*. His former nurse, feeling remorse for her deceptiveness, wrote his parents, confessing that she had made up the story to gain their favor. Piaget had evidently heard the story many times and, after his imagination had elaborated on it, transformed it into a vivid memory.

The realization that such borrowed, untested, erroneous ideas are mixed in with your convictions is sobering. It needn't paralyze your thinking, but it should make you a little more humble and cognizant of the chance to make errors. Adopting the following perspective about your

ideas will help you turn this realization to your benefit:

I have absorbed thousands of ideas that I haven't had time to evaluate. Because they are in my mind, I may have expressed them often enough that I am convinced I ( a ) them. I dislike being so easily ( b ); therefore, I will no longer regard an idea as my own just because it's in my mind or because I have expressed it. I will consider it my own only after I have studied it carefully, ( c ) it with competing ideas, and decided it is the best one. And I will be ready to ( d ) my view whenever one of my ideas proves to be flawed.

#### 問

1. 著者はどのような種類の好奇心が最も重要だと論じているか、20字以内の日本語で答えなさい。
2. 心理学者ピアジェ(Piaget)が少年時代に、実際には起こっていない事件を起こったと信じてしまったのはなぜか、その理由を40字以内の日本語で述べなさい。
3. 以下の英文が本文の内容と一致するように、それぞれ(1)~(4)の中から1つずつ選び、解答欄に番号を書きなさい。  
A. Children are more curious than adults because they
  - (1) have better observation skills.
  - (2) are better acquainted with their environment.
  - (3) don't have the habit of asking questions in the family.
  - (4) don't take things for granted.

B. When students today decide their goal, they most probably tend to be influenced by

- (1) parental teaching.
- (2) the media and the advertising industry.
- (3) the College Board.
- (4) their education.

C. When people are socialized, they

- (1) tend to become unaware of the influences of their minds.
- (2) are less affected by their family, teachers, and friends.
- (3) can question even the most cherished convictions.
- (4) can analyze even particular influences.

4. 本文の論旨が一貫するように、空欄(a)~(d)に補うのに最もふさわしい語を、それぞれ(1)~(4)の中から1つずつ選び、解答欄に番号を書きなさい。

空欄(a)

- (1) believed      (2) conceived      (3) deceived      (4) received

空欄(b)

- (1) absorbed      (2) criticized      (3) expressed      (4) influenced

空欄(c)

- (1) absorbed      (2) compared      (3) discussed      (4) reconciled

空欄(d)

- (1) conceive      (2) consist      (3) express      (4) revise

Ⅱ 次の文章はイギリス政府高官によるものである。この英文を読み、下記の問に答えなさい。

International development and environmentalism have not always sat well together. Malaysian Prime Minister Mahathir Mohammed angrily said to a reporter investigating his government's proposed dam project in 1997, "Malaysia wants to develop, and I say to the so-called environmentalists, 'Mind your own business'." Yet in the filthy industrial zones of many developing world cities we can see a real risk too that economic development may destroy the very natural resources upon which people depend. So can poorer countries develop and go green at the same time?

I believe we can and must help them to do so. Just over a year ago the UK Government published a policy statement on international development, entitled *Eliminating World Poverty: A Challenge for the 21st Century*. Britain's first government policy on development for a generation, it set out a radical new agenda. Our overall aim is the reduction of extreme poverty. And we now use our influence nationally and internationally to strengthen the rights of poor people to secure a fairer share of the world's resources, and to work their way out of poverty. Over the last year that agenda has put Britain at the forefront of international efforts to tackle world poverty — and to promote sustainable development.

For sustainability is absolutely central to our strategy. Too often in the past, the development and environment agendas have been addressed separately. But it is now clear that we will only conserve the natural environment if we work with local communities, supporting forms of development that allow them to improve their economic circumstances but are also environmentally sustainable.

This is also the key to tackling global environmental challenges. It is impossible to persuade developing countries to cooperate fully with international agreements on, say, climate change if it appears that richer countries are focusing on environmental protection at the expense of development and fighting poverty. The only way forward for the environment is on the basis of international co-operation and a commitment to greater global fairness.

That means recognising that it's the rich countries who are the biggest polluters and consumers — and they who must make the most decisive steps to decrease their greenhouse gas emissions and change their patterns of consumption. But it also means recognising our moral obligation and common interest in reducing poverty in the world.

#### 問

1. 下線部(1)の “a real risk” が指す内容を日本語で説明しなさい。
2. 下線部(2)の “do so” が指す内容を本文から抜き出して英語で答えなさい。
3. 下線部(3)の “the rights of poor people” とはどのような権利をいうか、その内容を日本語で説明しなさい。
4. 下線部(4)の “sustainable development” とはどういうことをいうか、“sustainable” の表わす内容がわかるように簡潔に日本語で述べなさい。
5. 下線部(5)を日本語に訳しなさい。
6. 下線部(6)の “they” が指すものを本文から抜き出して英語で答えなさい。



**Dialogue 5 :**

Question 5

- A. At 2 o'clock.                      B. At 3 o'clock.  
C. At 5 o'clock.                      D. At 7 o'clock.

**Dialogue 6 :**

Question 6

- A. 3.                      B. 4.                      C. 5.                      D. 6.

**Dialogue 7 :**

Question 7

- A. \$ 300.                      B. \$ 500.                      C. \$ 700.                      D. \$ 2,000.

**Dialogue 8 :**

Question 8

- A. At John's house.                      B. At a Japanese restaurant.  
C. At their home.                      D. At a cafeteria.

Question 9

- A. 6.30.                      B. 7.30.                      C. 7.45.                      D. 8.00.

**Dialogue 9 :**

Question 10

- A. March 4th.                      B. March 5th.  
C. March 6th.                      D. March 7th.

Question 11

- A. Because he wants to arrive in the morning at Narita.  
B. Because the flight is cheaper than the other choices.  
C. Because the flight stops in London on the way.  
D. Because he wants to fly economy class.

**Dialogue 10 :**

Question 12

- A. 3 years.      B. 4 years.      C. 5 years.      D. 10 years.

Question 13

- A. She has a job in Tsukuba.  
B. She hates traveling too far.  
C. She prefers Kanto to Kyushu.  
D. She wants to see her parents in Tokyo often.

**PART II**

Example Question :

- A. 1.              B. 3.              C. 4.              D. 8.

**Passage 1 :**

Question 1

- A. Italian.      B. English.      C. French.      D. German.

**Passage 2 :**

Question 2

- A. In the 17th century.              B. In the 18th century.  
C. In the 19th century.              D. In the 20th century.

**Passage 3 :**

Question 3

- A. Because he couldn't establish many baseball records.  
B. Because he couldn't play in the major leagues.  
C. Because many people didn't want black players in the major leagues.  
D. Because many people didn't consider him a wonderful player.

Question 4

- A. 38.                      B. 47.                      C. 48.                      D. 57.

Passage 4 :

Question 5

- A. Ancient art.                      B. Food and flowers.  
C. Long boats.                      D. Silks and paintings.

Question 6

- A. Music schools.                      B. Thai boxing matches.  
C. The National Museum.                      D. Traditional Thai dances.

Passage 5 :

Question 7

- A. When Newton reached manhood.  
B. Before Newton was born.  
C. When Newton became a celebrated scientist.  
D. After Newton was raised in a rural farmhouse.

Question 8

- A. Because he was too weak to do farm work.  
B. Because his grandmother pushed him hard.  
C. Because he wanted to fight with a boy in the same class.  
D. Because he wanted to do better than his rival at school.

Passage 6 :

Question 9

- A. Middle-aged men.                      B. Middle-aged men and women.  
C. Young men.                      D. Young men and women.

Question 10

- A. Coffee drinking may reduce the possibility of suffering from heart disease.
- B. If you drink a lot of coffee, you will never die from heart disease.
- C. People who drink tea are likely to have healthier lifestyles.
- D. Tea is better than coffee for our health.

**Passage 7 :**

Question 11

- A. Computers.    B. Music.    C. Swimming.    D. English.

Question 12

- A. Because she lives too far from the nearest university.
- B. Because she will be able to work for TV in a talent show.
- C. Because she has to develop her abilities more.
- D. Because she is too young to decide now.