

(2013年度)

7 英語問題 (90分)

(この問題冊子は23ページ，8問である。)

受験についての注意

1. 監督の指示があるまで，問題冊子を開いてはならない。
2. 試験開始前に，監督から指示があったら，解答用紙の右上の番号が自分の受験番号と一致することを確認し，所定の欄に氏名を記入すること。次に，解答用紙の右側のミシン目にそって，きれいに折り曲げてから，受験番号と氏名が書かれた切片を切り離し，机上に置くこと。
3. 監督から試験開始の指示があったら，この問題冊子が，上に記したページ数どおりそろっていることを確かめること。
4. 筆記具は，HかFかHBの黒鉛筆またはシャープペンシルに限る。万年筆・ボールペンなどを使用してはならない。時計に組み込まれたアラーム機能，計算機能，辞書機能などを使用してはならない。
5. 解答は解答用紙の各問の選択肢の中から正解と思うものを選んで，そのマーク欄をぬりつぶすこと。その他の部分には何も書いてはならない。
6. マークをするとき，マーク欄からはみ出したり，白い部分を残したり，文字や番号，○や×をつけてはならない。
7. 訂正する場合は，消しゴムでていねいに消すこと。消しきずはきれいに取り除くこと。
8. 解答用紙を折り曲げたり，破ったりしてはならない。
9. 試験時間中に退場してはならない。
10. 解答用紙を持ち帰ってはならない。
11. 問題冊子は必ず持ち帰ること。

1

次の会話を読んで各設問の(a)~(d)からもっとも適切な答えを選んでください。

Tom: So, can you tell us why you are particularly interested in this position?

Ben: Well, I've been at Wall Brothers now for three years and I've learnt a lot but lately I don't feel as if I'm growing to my full potential. I think it's time for me to try new things and develop new skills in a different environment. I'm particularly attracted to Wellington not only because of its impressive record in the business world but also because of its strong reputation in innovative management. I want to be part of an organization that is always moving ahead of the times and is continually developing its structure to meet the needs of the international marketplace.

Tom: So, specifically what skills are you looking to develop?

Ben: Well, first of all, I want to improve my managerial skills, with a particular focus on the communication skills needed to carry out the often unpopular changes that come with the transformation of organizational structure. As the personnel structure hasn't changed once in my current position, I feel that if I really want to grow in this field, these, in particular, are the skills I need. Secondly, I want to work on my IT skills. I hear that you use the Warrior FX2 system here, which I've only had limited experience with, so I want the chance to cultivate these skills too.

Tom: Ok, so what are your current main responsibilities?

Ben: I mainly deal with training new recruits, so I'm in charge of organizing workshops and lectures for them, and I'm their main contact person while they're settling in. It's also my responsibility to deal with any problems, including discipline issues.

Tom: What kind of discipline issues have you had to deal with?

Ben: Generally nothing too serious, mainly just lateness and dress code issues.

Tom: So, how exactly do you handle such cases?

Ben: Well, first of all, I might take the person in question to the side and give

them a good-humored but firm warning. Usually that does the trick but in rare cases where the offense does reoccur, I might organize a group meeting including their direct managers. In one particular case, I eventually had to resort to sending an official written warning.

Tom: Did that work?

Ben: No, unfortunately in the end I had to let him go.

Tom: Were you personally in charge of delivering the bad news?

Ben: Yes, but I tried to handle it as sensitively as I could.

Tom: Ok. So, what would you say are your greatest strengths?

Ben: Well, I'm definitely a people person, so I enjoy working in a team and helping bring out the best in my fellow team members. I think I'm easy to get along with, and I think my colleagues would agree. I also work well under pressure. I value efficiency above all else, so I always meet deadlines, and I rarely have to work overtime. I remember one week when I had to get 5 reports out before the weekend. Nobody could believe how I managed to finish everything with time to spare and without one minute of overtime.

Tom: Wow, that's very impressive. So, what would you say are your weaknesses?

Ben: I think I would have to say sometimes becoming over-involved in particular cases. I always really want our new trainees to do well, so maybe sometimes I can be a little too enthusiastic and try to guide them a little too much, rather than giving them space to develop on their own. If I don't check myself, I could easily be spending all day with them instead of doing my other duties. I am of course aware of this, so I make a real effort to try to restrict the number of hours I spend with each recruit each week.

Tom: And how do you react to criticism?

Ben: I know many people hate to be criticized by others but, to tell you the truth, I actually like it. I'm always eager to know how I can improve my

performance, so I really welcome it. To me it's the moment when I can really feel that I'm being given the chance to grow within the organization.

Tom: Finally, are there any questions that you would like to ask us?

Ben: Well, yes, actually I was wondering about the pay.

Tom: We can assure you that our rates are very competitive and no doubt more favorable than those in your current position.

(1) Why is Ben interested in Wellington?

- (a) Because of its great reputation for tradition.
- (b) Because it is kind to the environment.
- (c) Because it's new.
- (d) Because it keeps changing.

(2) What skill does Ben want to improve the most?

- (a) helping workers deal with change
- (b) communicating with managers
- (c) learning new software
- (d) gardening

(3) What does Ben tell us about Wall Brothers?

- (a) It's not a good environment.
- (b) It changed its personnel structure once.
- (c) He can't develop there any further.
- (d) He can learn new skills there.

(4) Which of the following is one of Ben's current duties?

- (a) giving lectures
- (b) public relations
- (c) recruiting
- (d) organizing training

- (5) What was the most severe discipline Ben gave out?
- (a) He fired someone. (b) He gave someone a letter.
(c) He talked to someone sensitively. (d) He warned someone.
- (6) What is Ben good at?
- (a) always working alone (b) working quickly
(c) working slowly and carefully (d) working overtime
- (7) What is Ben not so good at?
- (a) letting people work alone (b) working efficiently
(c) being criticized (d) spending time with others
- (8) How would Ben feel if someone found fault with him?
- (a) angry (b) criticized
(c) fortunate (d) likable
- (9) What does Tom say about Ben's pay?
- (a) It will be a tough competition. (b) He will most probably get a raise.
(c) It will be expensive. (d) The price is high.
- (10) What type of interview is this?
- (a) An interview to enter business school
(b) An interview for a job promotion
(c) An interview for a new job
(d) An interview for skills development

2

次の文(11)~(20)の各下線部に1か所誤りを含むものがあります。その部分を(a)~(d)の中から選んでください。

- (11) In a recent speech at the University of Michigan, he said that while most new^(a)
jobs in coming decades^(b) would require college training^(c), access to higher
education is increasingly threatening^(d) by runaway tuition growth.
- (12) College instruction more close resembles^(a) a musical performance than an^(b)
auto assembly line. Although information technologies have yielded some^(c)
productivity growth in academia, instruction still takes place largely as it^(d)
always has.
- (13) To recruit professors^(a), universities must pay salaries roughly in line with^(b)
them made possible by productivity growth in other sectors. So while rising
salaries needn't lead to^(c) higher prices in many industries, they do in academia^(d)
and many other service industries.
- (14) This phenomenon^(a) is rooted in^(b) the growing disparities in graduate's starting^(c)
salaries^(d), which resemble those we've seen for the country as a whole.
- (15) After adjusting for^(a) inflation, starting salaries^(b) for most graduates has^(c)
remained essentially stagnant for several decades, while those at the bottom of
the group have actually declined^(d).
- (16) Only the highest-paying graduates^(a) have enjoyed significant salary growth^(b),
and among those^(c) a very thin slice at the top has seen truly spectacular^(d)
increases.

(17) Because of the bitter competition for those premium salaries, elite educational credentials is often a precondition for even landing a job interview.

(18) Degrees from those schools clearly open doors. For example, more than 40 percent of the 2007 graduating class at Princeton landed one of the most highly seeking prizes: a position in the lucrative financial services industry.

(19) Universities have responded vigorously to escalating student demands for elite degrees. Their main strategy has been to bid more aggressively for the most distinguished researchers, which explain not only the rapid salary growth for top faculty members in the last several decades, but also the fact that teaching loads at many elite schools have decreased by more than 25 percent.

(20) Researchers have responded as expected to these incentives. But the additional papers they've written have added few value. The economist Philip Cook and I found, for example, that in the first five years after publication, much fewer than half of all papers in the two most selective economics journals had ever been cited by other scholars.

(Adapted from Frank, Robert H. The Prestige Chase Is Raising College Costs. *The New York Times*. March 11, 2012.)

3 次の英文を読み、空欄(21)～(30)に入る最適な語を(a)～(k)の中から一つ選んでください。なお、同じものは二度使うことができません。

At last week's Consumer Electronics Show, companies from around the

world gathered to show off various tablet computers—much like last year.

The good news about the Year of the Tablet Part II is that developers have had the past year to churn out cool tablet apps.*

One area of apps involves gaming. I'm not just (21) to the single player, heads-down games that consume a person for hours until she beats her own best score, or the scores of strangers around the Internet—though plenty of those exist for the tablet. I'm (22) about old-fashioned board games, the kind that involves (23) around with friends or family and actually (24) fun together. Some of these apps are purely digital. But one company is (25) real board-like elements to tablet games.

I tested a game that successfully marries digital and analog games by using the first physical device to digitally interact with the Apple iPad screen. The \$40 Duo by Discovery Bay Games (yoomigame.com) doesn't plug into the iPad, nor does it connect to the iPad via Bluetooth or other means. It sits on the iPad screen in a specific spot and uses a built-in light sensor on its underbelly to interpret light signals displayed on the iPad screen (26) a game.

The first (27) game app to use the Duo, called Yoomi, is free from the Apple App Store and can be played by kids as young as 3 years old. It simply asks players to guess what one person would choose between two possible answers, or options, both of which are displayed as digital cards with text and images on the iPad screen. Cards include options like, "dig a hole to China" or "find buried treasure." Up to six people or teams can play, and each receives a set of jewel-toned tokens that they'll try to get rid of before the other players by guessing each person's choice. Playful music and sound effects accompany each game.

Players cast their votes by placing tokens on one of two spaces atop the Duo, a plastic hollow device with clear sides and a tiny black switch. Each space represents an answer, and the person about whom everyone else guesses privately chooses one answer by (28) into the Duo and (29) the iPad screen to select the answer.

After the other players cast their votes, a Reveal button on the iPad screen uncovers the chosen answer. Suddenly the space at the top of the Duo representing the correct chosen answer drops like a trap door, collecting all tokens that were there. The iPad is passed to the next person and play continues, with each person (30) an answer for others to guess until one person or team is out of tokens.

*app=application

- (a) accompanying (b) according (c) bringing (d) during
(e) having (f) reaching (g) referring (h) selecting
(i) sitting (j) talking (k) touching

(Boehret, Katherine. "Turning a tablet into a board game." *Wall Street Journal Asia*, January 12, 2011.)

4 下記の文章を読み、下線部(31)~(40)に入る語句としてもっとも適したものをそれぞれ(a)~(d)から一つ選んでください。

David pulled his hand from Norah's. Fiercely, he applauded.

"Are you all right?" she asked, glancing at him. "Are you okay, David?"

"He's good," he said at last, barking the words out. "He's good."

"Yes." She nodded. "That's why he wants to go to Juilliard*." She was still clapping, and when Paul looked in their direction she blew him a kiss. "Wouldn't that be wonderful, _____? He has a few years left to practice still, and if he gives it everything he has— _____?"

Paul bowed, left the stage with his guitar. The applause swelled high.

"_____?" David repeated. "What if it doesn't work out?"

"What if it does?"

"_____", David said slowly. "I just think he's too young to shut doors."
(34)

"He's so talented, David. You heard him. What if this is a _____?"
(35)

"But he's only thirteen."

"Yes, and he loves music. He says he's most alive when he's playing the guitar."

"But—it's such an unpredictable life. Can he _____?"
(36)

Norah's face was very serious. She shook her head. "I don't know. But what's that old saying? *Do what you love, and the money* _____. Don't shut the door on his dream."
(37)

"I won't," David said. "But I worry. I want him to be secure in life. And Juilliard is _____, no matter how good he is. I don't want Paul to get hurt."
(38)

Norah opened her mouth to speak, but the auditorium grew quiet as a young woman in a dark red dress came on with her violin, and they turned their attention to the stage.

David watched the young woman and all those who followed, but it was Paul's music that was with him still. When the performances were over, he and Norah made their way to the lobby, stopping to shake hands every few feet, hearing praise for their son. When they finally reached Paul, Norah pushed through the crowd and hugged him, and Paul, embarrassed, patted her on the back. David caught his eye and grinned, and Paul, to his surprise, grinned back. An ordinary moment: again David let himself believe that things would be all right. But seconds later Paul seemed to catch himself. He pulled away from Norah, stepping back.

"You were great," David said. He hugged Paul, noting the tension in his shoulders, the way he was holding himself: stiff, aloof. "You were fantastic, son."

"Thanks. I was kind of nervous."

"You didn't seem nervous."

"_____", Norah said. "You had wonderful stage presence."
(39)

Paul shook his hands at his sides, loosely, as if to release leftover energy.

"Mark Miller invited me to play with him at the arts festival. _____?"

Mark Miller was David's guitar instructor, with a growing reputation. David felt another surge of pleasure.

"Yes, it is the best," Norah said, laughing. "That's absolutely the best, indeed."

(Edwards, Kim. 2005. *The Memory Keeper's Daughter*. New York: Penguin. pp. 249-251)

*Juilliard=a music school

- (31) (a) if it could happen (b) even if he wants to go
(c) if he doesn't play well (d) if he were younger
- (32) (a) what's up (b) when will he go
(c) who knows (d) he's nothing
- (33) (a) Why does he like music (b) Everything he has
(c) He's changing instruments (d) Will he receive enough applause
- (34) (a) No one said so (b) I don't know
(c) I knew it (d) That's my dream
- (35) (a) decision (b) door opening
(c) failure (d) music class
- (36) (a) drink wine (b) get good grades
(c) live alone (d) make a living
- (37) (a) *will go* (b) *will dry up* (c) *will be spent* (d) *will follow*

- (38) (a) not good enough (b) a long shot
(c) dangerous (d) expensive
- (39) (a) Of course you did (b) Everyone knew you
(c) Not at all (d) Maybe for some time
- (40) (a) Isn't that the best (b) Do you know him
(c) When do you think it is (d) Why should he say so

5 下記の英文を読み、(41)~(50)の間のそれぞれ(a)~(d)の中から最適なものを選んでください。

Thirty six applicants passed the first care worker exam held for foreign care workers under Japan's Economic Partnership Agreements (EPAs) with Indonesia and the Philippines. While the passing rate, at 37.9 percent, was higher than the 11.3 percent passing rate of Indonesian and Filipino nurses applying for Japanese nursing qualifications under the same agreements earlier this year, the number is still far from ideal.

⁽⁴²⁾ Accommodations to the applicants appear to have been made recently in the exams, including the use of furigana superscripts and the additional notation of English translations of disease names. The questions themselves seem to have become more of a practical nature. But still, technical words in Japanese appear frequently, and sentences can be difficult to ⁽⁴³⁾ decipher.

The ⁽⁴⁴⁾ half-hearted nature of the exam modifications is evident in the Ministry of Health, Labor and Welfare's review of vocabulary. Expressions have been altered, but they are kept at a halfway point between "technical" and "simple," when

⁽⁴⁵⁾ “simple” would do just fine. Care workers deal with elderly people whose judgment and communication skills have become impaired. It is important that care workers get information across to their clients in easy-to-understand ways, and to intuit thoughts that clients may have trouble expressing clearly. How can a national exam that is meant to assess whether an applicant is qualified for this job, not employ clear enough language itself?

The health ministry defends its language choices in the exam, citing “the need of care takers to use the language in carrying out duties in cooperation with doctors and nurses,” and “the undermining of academic foundations or confusion in the field” as its reasons. To the ministry, does making changes to the medical field itself not occur as a viable option?

Easily-understood language is necessary for patients and third parties to check on the quality of their treatment and ensure transparency. Such methods of communication can also be of use in securing informed consent. In addition, ministry officials must understand the boredom felt by students taking classes at colleges specializing in social welfare, where memorization of abstract knowledge is stressed, even while the knowledge and skills necessary in the field remain in constant flux. What sort of “academic foundations” are so important that they must be protected even if it means sucking the motivation out of students who could be future care givers?

Foreign candidates go through three years of practical training at care facilities in Japan before they are allowed to take the national qualification exam. Because their stay in Japan is limited to four years, in effect, foreign candidates only have one shot at the exam. Meanwhile, even without national certification, Japanese nationals are able to work at care facilities as official employees. Foreign candidates in training, however, are not considered “employees,” which means

that care facilities cannot receive government subsidies to cover their salaries.

Because of this, the number of foreign candidates has been dropping every year. The care sector is suffering a major labor shortage, many Japanese are being forced to leave their jobs to take care of aging family members, and there seems to be no end to the tragedy of elderly people facing death alone. Our already aging society is coming upon an even bleaker reality.

The health ministry says the care worker certification program is a “special case with regards to the economic partnership agreement, and not a solution to the labor shortage,” and is not quite in step with other government ministries and agencies. This contrasts greatly with full-fledged efforts by South Korea and Taiwan to acquire foreign care workers. The care worker candidates who come to Japan are professionals. They have all attained university or other advanced degrees, as well as certification as care workers, in their home countries. We must be more humble and adopt the attitude there is much we can learn from them—⁽⁴⁹⁾ not the other way around.

(Mainichi Japan. March 30, 2012. http://mainichi.jp/english/english/perspectives/news/20120330p2a00m0na005000c.html?inb=rs&utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%253A+mdn%252Fall+%2528Mainichi+Daily+News+-+All+Stories%2529)

(41) Approximately how many foreign people took the caretaker exam mentioned in this article?

- (a) 11 (b) 36 (c) 72 (d) 95

- (42) What does 'accommodations' mean?
- (a) places to stay
 - (b) adjustments to reduce difficulty
 - (c) obligations
 - (d) seats on a train, bus, etc.
- (43) What does 'decipher' mean?
- (a) to make the meaning clear
 - (b) to describe a character
 - (c) to create
 - (d) to make things complicated
- (44) What would be an example of a 'half-hearted' modification?
- (a) making the printing easier to see
 - (b) providing English translations of the questions
 - (c) using some non-technical words
 - (d) giving personal help to the examinees
- (45) Why does the author say "‘simple’ would do just fine”?
- (a) All the old people the caretakers serve will have difficulties understanding difficult language.
 - (b) The caretakers cannot learn difficult Japanese expressions.
 - (c) The language that the caretakers will use will usually be quite simple.
 - (d) Since the caretakers are foreigners, doctors and nurses will not understand what they're saying unless the language is simple.

- (46) What does the health ministry think about making the language of the exam as easy as possible?
- (a) They agree because they want to make it easy, but doctors and nurses object.
 - (b) They disagree because the language the caretakers will have to use with doctors and nurses will necessarily be difficult.
 - (c) They agree because they believe that academia will be confused if the language is too difficult.
 - (d) They disagree because the Japanese language is a difficult language which all foreigners have to learn.
- (47) What does the author say is the difference between Japanese and foreign people who are not licensed as caretakers?
- (a) The Japanese are given licenses as caretakers a lot easier than foreign trainees.
 - (b) Foreign trainees cannot be licensed because they do not know any Japanese.
 - (c) The Japanese unlicensed employees can work full-time, but the foreign people work only part-time.
 - (d) The Japanese non-licensed employees are subsidized by the government, but foreigners are not.
- (48) What is happening to many Japanese as a result of the shortage of caretakers?
- (a) Many of them quit their jobs to take care of the elderly.
 - (b) They become lonely and many of them commit suicide.
 - (c) Many of them must provide financial help to the elderly.
 - (d) They lose the will to continue working because they get tired taking care of the elderly.

- (49) What does the author mean when he says 'there is much we can learn from them—not the other way around'?
- (a) The foreigners who come to Japan are more culturally mature than the Japanese.
 - (b) The foreign caretaker trainees are licensed professionals in their home countries.
 - (c) The Japanese caretaker trainees are all college graduates, but in a different area.
 - (d) The Japanese caretakers are arrogant and will not accept foreign workers.
- (50) What do you think is the author's purpose in writing this article?
- (a) to denounce the Japanese as a culturally exclusive race
 - (b) to help the foreign caretaker candidates to become better in Japanese
 - (c) to make it more difficult to certify a caretaker because it is an important job
 - (d) to make it easier for foreign caretaker candidates to become licensed in Japan

6 下線(51~60)の表現が英文の内容にもっとも合っている意味を(a)~(d)から選んでください。

Trials of so-called quiet carriages on inter-urban trains is, at first glance, an admirable initiative. From tomorrow, commuters taking the two-hour, 40-minute trip between Sydney and Newcastle will be able to choose between carriages without noise restrictions and cars in which people will be encouraged to be quiet. Encouraged is the key word. Silence may be golden but it's not enforceable.

When such a trial was introduced on British commuter trains more than 10 years ago, MP David Chaytor observed: "Instead of first class and standard class,

we want carriages for the working class and the chattering class.”

Not that the desire for some noise-free space is exclusive to those who want to work on the train. Contemplation, crossword solving, reading and quiet, private conversation are pursuits some travellers are denied by noisy neighbours. But the initiative by the Transport Minister, Gladys Berejiklian, begs the questions: why do we need yet another government intervention into the realm of civilized behaviour? Has society reached a point where we need elected representatives and bureaucrats to give us direction on manners? Apparently, yes.

Noisiest, most annoying of the public transport space invaders are the mobile phone users with no regard for the sanity of their fellow travellers. These offenders are the people who feel compelled to share their conversation with the rest of the carriage or the bus.

Far too often passengers' serenity has been shattered by a voice 10 seats away discussing the merits of that morning's PowerPoint meeting or whether they should buy milk on the way home. It's information that need not be shared. Then there is the headset brigade. Those music and talkback radio fans with up-to-date, efficient equipment are fine. But the tinny, tedious bass lines that emanate* from cheap equipment are beyond the pale*. And there will always be the commuters who have no volume control on their own voices.

The Berejiklian gambit is a sad indictment on how so many people have allowed technology to rule their existence to a degree that precludes good old-fashioned consideration for others. But at least it's an acknowledgement that this lamentable social phenomenon exists and something needs to be done.

The Sydney-Newcastle experiment will be watched with great interest. Hopefully it will be a resounding success. Perhaps a medal-for valour?—could be struck for the first commuter to invoke the spirit of the move and request fellow travelers to “zip it”.

(*The Sun-Herald*, February 12, 2012)

*emanate=come out

*beyond the pale=unacceptable behaviour

- (51) (a) people who want to work on the train
(b) blue-collar workers
(c) people who are travelling to work
(d) people who work for a living
- (52) (a) people who live near you (b) people who travel to work
(c) people who sit near you (d) people who are reading
- (53) (a) committee members (b) transport workers
(c) civil servants (d) politicians
- (54) (a) tell us what to do (b) tell us where to go
(c) lead the way (d) show us their purpose
- (55) (a) people who break the law
(b) people who use their mobile phones
(c) people who upset others on purpose
(d) people who feel angry
- (56) (a) the latest computers
(b) high tech music recorders
(c) headphones that don't let sound escape
(d) very quiet radios

- (57) (a) people who have voice problems
(b) people with low quality headphones
(c) people who speak loudly
(d) people who talk a lot
- (58) (a) having good table manners (b) speaking politely to others
(c) acting like an older person (d) being quiet on the train
- (59) (a) a new law banning noise on the train
(b) the introduction of quiet carriages on some trains
(c) a scientific experiment measuring sound levels on trains
(d) an examination of the Sydney-Newcastle route
- (60) (a) go more quickly (b) fasten your coats
(c) be quiet (d) obey the law

7 次の英文(61)~(70)の空欄に入るもっとも適切なものを(a)~(d)から一つ選んでください。

- (61) John could not make it on time () he had an accident on his way.
(a) lest (b) since (c) though (d) until
- (62) The doctor says she cannot get there through the severe weather. (),
her baby is sick.
(a) Besides (b) However (c) Likewise (d) Suchlike

- (63) Mike was extremely () to have been selected to represent us at the official ceremony.
(a) excite (b) excited (c) excitement (d) exciting
- (64) In Southern California, especially in Los Angeles, there is always ().
(a) a heavy traffic (b) heavy traffic
(c) heavy traffics (d) the heavy traffics
- (65) Exercise, if () too far, will do us more harm than good.
(a) by (b) carried (c) carrying (d) made
- (66) A study abroad program will () you to get a broader view of the world.
(a) enable (b) let (c) make (d) take
- (67) () wants to eat nutritious food.
(a) Not a few (b) Not all
(c) Not anyone (d) Not everyone
- (68) () her talk, you would believe that she was an actress.
(a) Hear (b) Heard (c) In hearing (d) To hear
- (69) () hard he tried, Paul still could not run fast.
(a) Even though (b) No matter how
(c) So far as (d) Whatever
- (70) Please fill in the application form () in the envelope as soon as possible.
(a) enclose (b) enclosed (c) enclosing (d) to enclose

8

次の文を読み、空欄(71)～(75)に入る最適な語句を(a)～(d)から一つ選んでください。

Children's games can provide a barometer of their times. With consumerism of any sort still in the (71) future, youngsters were thrown back on their imaginations, and their play became a lively measure of the obsessions* of adult society. Not long before, boys in particular had played war with a chilling innocence of what they were being encouraged to become. They donned headbands and imagined themselves piloting the planes that would, in fact, never return. They played at being heroic sailors long after the imperial navy began to be decimated*. Armed with wooden spears and bayonets, they threw themselves screaming at mock-ups* of Roosevelt and Churchill and (72) they were saving the country from the foreign devils. In defeat, there was no such clear indoctrination behind children's games. Essentially, they played at doing what they saw grownups do. It was a sobering sight.

There were not many commercial toys in this world, although the first popular one after the war was revealing. In December 1945, a toy maker in Kyoto produced a jeep not quite 10 centimeters long that sold for 10 yen. The stock of one hundred thousand quickly disappeared from store shelves, heralding the modest revival of the toy industry. The quintessentially* American nature of the product was appropriate, for the child's world was defined, in generally positive and uncritical ways, by an acceptance of the fact of being occupied. Jeeps were (73) the chocolate and chewing gum handed out by cheerful GIs, and thus with the few delicious amenities (74) in these war-torn lives. "Hello," "good-bye," "jeep," and "give me chocolate" were the first English words most youngsters learned. They also learned to fold newspapers into soft GI-style hats (75) the traditional samurai helmets of the past. To older, nationalistic Japanese, a good part of child's play seemed to involve finding pleasure in being colonized.

