

英 語

(問 題)

2011年度

〈2011 H23051123〉

注 意 事 項

1. 問題冊子および記述解答用紙は、試験開始の指示があるまで開かないこと。
2. 問題は2～11ページに記載されている。試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気づいた場合は、手を挙げて監督員に知らせること。
3. 解答はすべて解答用紙の所定欄にHBの黒鉛筆またはHBのシャープペンシルで記入すること。
4. 受験番号および氏名は、試験が始まってから、解答用紙の所定欄（2か所）に正確に記入すること。記述解答用紙の所定欄（2か所）には受験番号と氏名を、マーク解答用紙の所定欄には氏名のみを記入すること。

受験番号は正確に記入すること。読みづらい数字は採点処理に支障をきたすことがあるので、注意すること。

数 字 見 本	0	1	2	3	4	5	6	7	8	9
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5. マーク欄ははっきり記入すること。また、訂正する場合、消しゴムでていねいに消すこと（砂消しゴムは使用しないこと）。

マークする時	● 良い	● 悪い	○ 悪い
マークを消す時	○ 良い	● 悪い	○ 悪い

6. いかなる場合でも、解答用紙は必ず提出すること。
7. 試験終了後、問題冊子は持ち帰ること。

I Read the following two passages and choose the most appropriate word or phrase for each gap. Mark your answers (a ~ d) on the separate answer sheet.

- (A) Great writers are sensitive to our human situation, not just commenting on what they (1) happening in the world. They are not impartial observers, giving us (2) reports in a fictional way: they try to communicate to us their evaluations as well. When we read their works, we perceive that they are not indifferent to the question of whether we succeed or fail in carrying out our objectives. They reorient and redirect our consciousness by showing us the consequences and implications of embracing or mocking certain values. In that sense, great artists also set standards and contribute to the creating of our cultural climate: they are not only observers but also (3) of the weather.

In shaping their art, writers make every effort to embody their own personal conception of human possibilities, but in doing so they often speak (4). They love their imagined characters because, in one way or another, they see themselves in those characters. They do not always (5) what those characters do and say, but if writers are sympathetic observers of the human psyche, which good artists always are, they understand even a criminal mind. Nothing human is (6) to such sympathetic pursuers of the human destiny. Even villains are seen as having accidentally or incomprehensibly fallen into situations that anyone could encounter.

Great writings put before us memorable scenes from life that force us to look more deeply into ourselves. When they ponder upon their characters, authors meditate on their lives — and ours. Following the twists and turns in the lives of fictional characters, their dilemmas and their efforts to (7) with them, we are alerted to similar problems and options that enter our own experience.

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|----------------------------|--------------------|---------------------------|-------------------|
| 1. (a) are | (b) keep | (c) mind | (d) see |
| 2. (a) highly subjective | | (b) just artistic | |
| (c) merely factual | | (d) rather journalistic | |
| 3. (a) analysts | (b) critics | (c) makers | (d) scholars |
| 4. (a) against them | | (b) for all humanity | |
| (c) of their craft | | (d) to themselves | |
| 5. (a) approve of | | (b) begin with | |
| (c) care about | | (d) complain about | |
| 6. (a) alien | (b) intelligible | (c) opposed | (d) significant |
| 7. (a) be out of contact | | (b) catch up | |
| (c) come to terms | | (d) keep in touch | |

(B) It has long been believed that human babies are incapable of communicating their thoughts, simply because they cannot speak properly as adults do, and it is therefore difficult to gauge them. However, there are recent findings which contradict this hypothesis. 'Baby signing' is a system of body language developed and promoted by American child psychologists Linda Acredolo and Susan Goodwyn. The language is comprised of manual signs or gestures expressing not only nouns ('dog', 'book', 'light'), but also (8) movements ('to open', 'to play', 'to sit down') and emotions ('happy', 'sleepy', 'scary'). These signs help deepen communication between parents and their babies who have not learned to speak. How does this work? The following explanation highlights the remarkable sophistication of communication by babies.

(9), babies start talking at around eighteen months, but they show interest in communicating with their parents at a much earlier age. However, because their tongues and throats, vital for the pronunciation of actual words, are still underdeveloped, they constantly (10) the frustration of not being able to express what they want. On the other hand, at this age, babies' manual movements are fairly well developed and so they use this method of communication rather than the (11) function. By practising baby signing, the following effects result: babies' frustration is reduced; parents are more (12) about their child's needs during the nursing period; and a much deeper bond of mutual understanding is developed.

The most frequently raised concern about this system is that baby signing may (13) babies' acquisition of language and subsequently delay its development. Surprisingly, however, follow-up research suggests the contrary: baby signing encourages babies to improve their linguistic ability, as they start training their initial communication skills by signs (14) such early phases. Another survey of seven-year-old children shows that the children who used baby signing scored twelve points higher in IQ tests than those who did not.

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|-----------------------------|-----------------|------------------------|--------------|
| 8. (a) chemical | (b) local | (c) mechanical | (d) physical |
| 9. (a) Against expectations | | (b) Generally speaking | |
| | (c) In addition | (d) Surely enough | |
| 10. (a) come | (b) face | (c) meet | (d) receive |
| 11. (a) scientific | (b) traditional | (c) usual | (d) verbal |
| 12. (a) confident | (b) fanciful | (c) pleasant | (d) resolute |
| 13. (a) abandon | (b) bore | (c) discourage | (d) exclude |
| 14. (a) about | (b) during | (c) on | (d) to |

II Read the following three passages and answer the questions. Mark your answers (a ~ d) on the separate answer sheet.

(A) Eugene Schieffelin was a New Yorker, an amateur zoologist, and a keen reader of English literature, especially Shakespeare. He is remembered today for bringing native European birds to North America, possibly inspired by Shakespeare's references to birds in several plays. In 1858, Schieffelin was one member of a group that released fifty sparrows in New York, and thirty years later, he released sixty starlings in the middle of Central Park. Though attempts at introducing other species of birds failed, the sparrows and starlings succeeded all too well in adapting to their new environment. There are more than one hundred million sparrows in America now, and the original sixty starlings have more than two hundred million descendants. A major consequence of the introduction of such European invaders has been a marked decline in the variety and numbers of native American birds, with the newcomers taking up nesting space and competing for food. People nowadays are much more aware of the dangers of introducing foreign species to new environments, and nobody would repeat Schieffelin's well-meaning actions. Nevertheless, the problems of invasive species continue, particularly in view of the massive expansion of global transportation in the modern world.

15. Eugene Schieffelin attempted to introduce many species of birds into America,

- (a) and he is remembered with respect and affection by New Yorkers.
- (b) because there were few native birds in the city parks.
- (c) but not all of the introduced species survived in the new continent.
- (d) so that the European and American species could breed together.

16. The passage ends with the warning that

- (a) idealists like Schieffelin are common in contemporary wildlife programs.
- (b) species can migrate from one continent to another through various routes.
- (c) the birds common in Shakespeare's time cannot live in modern cities.
- (d) we humans also should avoid migrating to different parts of the world.

(B) When you hear the word "peace", what is the first image that comes to mind? For many people, it is probably an image of war, or of the nuclear bomb. As the title of Tolstoy's famous novel *War and Peace* suggests, the two concepts are inseparable in many spheres.

While this may be the dominant image, it is actually a very limited definition of peace. In research on peace studies, the definition of peace as the absence of conflict

is referred to as “negative peace”. The much wider definition of peace is “positive peace”. This is a concept that has been promoted especially by the Norwegian peace researcher, Johan Galtung, and that now features prominently in peace studies research. Positive peace is a condition characterized by the building and maintenance of socially just relationships and environments. It applies to all levels of society, from interaction between individuals to international relations. It involves everything from conflict resolution skills and intercultural competence to human rights law and fair trade. In this sense, it is much more difficult to define and achieve than negative peace. At the same time, it is even more important than negative peace for long-term global security and human welfare, as it underlies relations between people, groups, cultures, and nations.

This concept of positive peace has been adopted by the United Nations, which defines the culture of peace as “a set of values, attitudes, modes of behaviour and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups, and nations”. Benefitting from a pacifist constitution and strong post-war tradition of peace education in schools, people who have grown up in Japan have a solid foundation for contributing to positive peace at all levels of society.

17. According to the definitions in the text, which of the following would not be classified as “negative peace”?
- (a) A peace treaty between two nations that had been fighting each other
 - (b) A United Nations agreement banning the use of landmines
 - (c) An international agreement on debt relief for the poorest countries
 - (d) Building a high wall between two countries that are at war
18. According to the author, sustainable peace at the global level depends mainly on
- (a) human relations.
 - (b) negative peace.
 - (c) positive peace.
 - (d) security.
19. The main idea of the United Nations definition of a culture of peace is that
- (a) diplomatic discussion should be used to change the behaviour of people and societies.
 - (b) education to change people’s values is necessary in order to achieve positive peace.
 - (c) people need to actively address the issues underlying conflict.
 - (d) rejection of violence is key to solving problems arising in conflict between nations.

(C) Upon assuming the presidency of France, Nicolas Sarkozy made clear his dislike of his nation's mandated 35-hour work week, a policy implemented in 2000 as a means of sharing available work and allowing workers more time to spend with their families. To Sarkozy, it was madness to imagine that such a short work week could possibly lead to greater wealth and more jobs for the nation's workers.

Sarkozy's 19th-century predecessors were also worried by the slow growth of the French economy and about how they might compete against the industrial progress of the British. But they were confronted with a far more serious issue than unemployment. Contemporary bureaucrats who ventured out into the countryside after the French Revolution were astounded that virtually the entire workforce disappeared from the fields between autumn and spring. Workers shut themselves up in their homes and spent the cold months doing virtually nothing for months on end. In effect, what the people were doing after the unceasing toil of five months of warmth was lowering their metabolic rate to prevent hunger.

The same mass hibernation (inactivity through the winter months) was also practiced in northwestern Russia, where the people spent approximately half of the year asleep, as an economical expedient. When the first snow fell, the entire family gathered around the stove, lay down, and went to sleep. Once a day everyone woke up to eat a piece of hard bread, then went back to sleep, with family members taking turns keeping the fire burning.

It is not likely that this was hibernation as zoologists would recognize it. Instead it would appear to have been a sensible decision by the members of the community to stay in bed for as long as possible, and in the meantime, avoid having to work. To farmers in France after the Revolution, "working more to earn more" only served as a deterrent. For example, instead of working steadily and industriously throughout the year, the people of a certain village on the Rhone River made enough money at their summer fair to spend the rest of the year relaxing, playing cards, hunting and sleeping.

Few people needed money until the 20th century. With the exception of salt and iron, most other supplies could be obtained through bartering goods. Economic activity was more a way of making time pass quickly than of making money, which may help explain why one of the few winter industries in the Alps was clock-making. Spending long hours working on tiny mechanisms helped make the time pass less slowly.

While no one in France is proposing a return to a five-month work year, perhaps there are lessons to be learned from these ancestors, who slept away months at a time at home with their families. If Sarkozy and others are serious about developing new policies of economic growth that can be reconciled with ecological conservation, and if they want to reassure the labor unions that workers will still have sufficient time to spend with their families, perhaps they should consider tax incentives for hibernation.

Whatever economic loss the country might suffer could be compensated for by the reduced energy consumption of the people. Staying in bed might be the best thing for both the people and the national economy.

20. According to the text, President Sarkozy's opinion of the 35-hour work week

- (a) met strong resistance from French labor unions.
- (b) reflected disagreement with previous government strategy.
- (c) showed his agreement with established policies.
- (d) stated his interest in reducing the wealth of many workers.

21. Concern about the lack of progress in the French economy

- (a) depressed laborers and kept them from working long hours.
- (b) has been a common issue for leaders over the past two centuries.
- (c) stimulated the workforce to move from the countryside to towns and cities.
- (d) was limited to policy makers of 19th-century France.

22. Remaining inactive during the cold months of the year was a

- (a) communal rule established by local villagers.
- (b) conscious decision made by laborers to escape work.
- (c) habit of lazy people who avoided work throughout the year.
- (d) means of surviving a period when food was scarce.

23. The 19th-century custom referred to in the article as hibernation

- (a) has a biological stimulus among some Russians and some French people.
- (b) is unrelated to the winter sleeping habits of animals other than humans.
- (c) refers to a desire to recover from hard work by sleeping a lot.
- (d) was actually a rebellion against being forced to work by bosses.

24. According to the text, in the 19th century

- (a) clock-making in the Alps was primarily a means of making a profit in the winter.
- (b) inactivity had little to do with lack of food in the winter months.
- (c) sleeping long hours in the winter was the best way to boost the economy.
- (d) so-called hibernation was a reasonable way to spend the cold months.

III Choose the most appropriate sentences from the following list (a ~ h) for the gaps in the text (25~31). Mark your answers on the separate answer sheet.

- (a) At school, we are taught about such heroes and heroines even more than the great monarchs or political leaders.
- (b) Edison's phonograph was rapidly replaced by the invention of the gramophone, which combined greater durability with improved sound quality.
- (c) In political history we think of the great leaders, not of the masses of people who participated in movements.
- (d) It is not only television that provides examples of how the combined efforts of scientists and researchers have made significant contributions to modern technology.
- (e) Making a decision between these competing claims is extremely difficult.
- (f) Perhaps this is because we like to think that some particular individuals with special gifts and skills, with hard work and inspiration, can reach great heights of achievement.
- (g) Significantly, most of the great inventions of the 19th and 20th centuries were made by North Americans.
- (h) The artist, writer, or composer has the economic rights to the products of his or her creativity.

Who invented television? Most people know the answer, but it is a curious fact that different people will give very different answers. Americans say that an American was the inventor, while British people are proud that a Scotsman developed the first television technology. However, Russians insist that a Russian constructed the earliest machine for television broadcast and reception. And, of course, most Japanese know that a Japanese man, Kenjiro Takayanagi, was the true inventor of the device. (25) The real answer is that all of the above individuals, and many others, contributed to an emerging technology in the first half of the 20th century, and that television, like other technological developments, is not the product of individual genius working alone, but of ongoing communication and cooperation between large numbers of creative and insightful researchers, basing their work on the mass of previous developments, relating their research to the efforts and achievements of others in the same field.

(26) Schoolchildren know, because they are taught so, that Alexander Graham Bell invented the telephone and that Thomas Alva Edison invented the electric light and the phonograph. But there had been a number of previous machines designed and tested, some of them very similar to Bell's telephone, before Bell gained the all-important patent for the device. While Edison held patents for devices that would provide electronic illumination and the reproduction of sound, in neither case should he be considered the sole inventor. (27) And the electric light, using a filament inside a vacuum, was developed previously in Newcastle, England.

So why do we persist in ascribing inventions to the work of the solitary genius? There are at least three reasons: a desire for heroes, a need to humanize history, and the operation of the capitalist system since the 18th century with its concept of intellectual property. First, as humans we have a desire for people who rise to greatness and inspire our imagination. (28) Indeed, we may sometimes dream that we too might one day make some brilliant new invention; we will be, we imagine, as famous and recognized in our field as the great inventors of the past, as Nobel prize winners. We could be stars, like champion athletes and pop singers, but with even greater influence, if not popularity.

This reason for the promotion of the myth of the great inventor is supported by nationalistic and patriotic feelings: we learn about the greatness of the geniuses of our land. It forms part of education at elementary and secondary level, to learn about the major scientists and technologists of one's country. (29) British schoolchildren, for example, are familiar with the names of scientists and inventors from Boyle and Hooke in the 17th century, through Jethro Tull, "Turnip" Townsend, Brunel, Faraday, and Swan in the 18th and 19th centuries, up to Franklin and Crick, Turing, and Berners-Lee in the modern era, not to mention the more internationally renowned Newton, Darwin, and Maxwell. Such important figures are frequently unknown outside of their own country, but their examples of brilliance, perseverance, and eventual success are promoted as models for the nation's youth. Furthermore, a sense of reflected glory is important; each nation feels that if such representatives can achieve excellence and renown, then the nation itself has proved worthy of a place in history.

The second reason is that we like to impose human faces onto great historical and social movements. Space flight and exploration, for example, are the product of massive numbers of technicians and scientists working together throughout the world, but we focus on the small number of men and women who actually go into space. In other areas of historical knowledge, such as economics, geography and politics, we also need to understand the changes and developments through an understanding of the lives and acts of particular individuals. (30) Similarly, in technological history we wish to put a name and date even to such unknowable developments as the inventions of paper and print.

A third reason for our focus on the solitary great inventor has to do, in modern times, with the emergence of the idea of intellectual property. Since the 18th century, and the rise of the capitalist system initially in Europe and subsequently throughout the world, products of human creativity such as art, literature, and music have increasingly been given the economic status of copyright. (31) The works are the property of the creator. The same process of attribution of intellectual property to particular owners continues in the massive technological and scientific developments of the 19th and 20th centuries. The inventors are thus the patent-holders, a factor we still see in the promotion of such business leaders as the heads of Microsoft, Apple, Google, and Facebook.

IV Choose the most appropriate answers from the list (a ~ k) for the gaps (32~38) in the following conversation. Mark your answers on the separate answer sheet.

A Japanese exchange student is talking to his homestay parent about doing a school assignment.

Parent: You look a little worried. What's (32)?

Student: There's a big math test tomorrow, and I need some help. I don't have a clue how to solve this algebra problem. Is there any way that you could (33)?

Parent: I used to be pretty hot at math, but I'm a bit rusty these days. I (34) to work it out myself.

Student: I don't know. It's really just the basics. You (35).

Parent: Okay. How about letting me (36) it then.

Student: Here it is. Number eight. I'd really appreciate it if you could write an example solution here in my notebook.

Parent: Just a second.... How does this look? Do you (37) now?

Student: That's perfect! How could I have missed it? I really (38) for this one.

Parent: Well, the grass sure looks like it needs cutting.

Student: It's a deal.

- (a) all about
- (b) ask for help
- (c) could give it a try
- (d) get it
- (e) help me out
- (f) might not be able
- (g) on your mind
- (h) owe you
- (i) take a look at
- (j) take for granted
- (k) wasted your time

- V Read the following passage and write an English summary in one sentence in your own words in the space provided on the separate answer sheet.

As media for conveying stories to readers, it might seem that comics and novels are very different: the former 'shows' the story through giving visual images like films do, while the latter cannot provide such images except when books are illustrated. However, readers of comics and novels are allowed at least one kind of liberty in the way they enjoy them that viewers of film do not have. In the case of comics and novels, you can read them as quickly, or as slowly, as you like. You also can stop and resume reading at any time or you can interrupt reading with thoughts relevant or irrelevant to the story. No author could seriously make a complaint that some readers hurry through a long work in only a few hours, or that other readers start recollecting the good old days with the book on their laps. Viewers of films can perhaps have the same kind of liberty, especially when watching a DVD, but such ways of reception would be far beyond the expectations of filmmakers as time is one of the most crucial components in the presentation of stories in that genre.

[以 下 余 白]