

| | |
|--------|---|
| 英 | 語 |
| (問 題) | |
| 2012年度 | |

〈H24061112〉

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2～10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付いた場合は、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. 試験開始後、記述解答用紙の所定欄（2か所）に受験番号と氏名を、マーク解答用紙の所定欄に氏名のみを記入すること。
 受験番号は正確に間違いに記入すること。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 |
|---------|---|---|---|---|---|---|---|---|---|---|

5. マーク欄ははっきり記入すること。また、訂正する場合は、消しゴムで間違いに、消し残しがないようによく消すこと（砂消しゴムは使用しないこと）。

| | | | |
|---------|-------------------------------------|--------------------------|--------------------------|
| マークする時 | <input checked="" type="radio"/> 良い | <input type="radio"/> 悪い | <input type="radio"/> 悪い |
| マークを消す時 | <input type="radio"/> 良い | <input type="radio"/> 悪い | <input type="radio"/> 悪い |

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

READING/GRAMMAR SECTION

All answers must be indicated on the MARK SHEET.

I Read the passage and answer the questions below.

① All around us, even in a recession, we see a level of individual wealth unequalled since the early years of the twentieth century. Conspicuous consumption of redundant consumer goods—houses, jewelry, cars, clothing, high-tech toys—has greatly expanded over the past generation. In the United States, the United Kingdom, and a handful of other countries, financial transactions have largely displaced the production of goods or services as the source of private fortunes, distorting the value we place upon different kinds of economic activity. The wealthy, like the poor, have always been with us. But relative to everyone else, they are today wealthier and more conspicuous than at any other time in living memory. Private privilege is easy to understand and describe. It is rather harder to convey the depths of public squalor into which we have fallen.

② To understand the depths to which we have sunk, we must first appreciate the scale of the changes that have overtaken us. From the late nineteenth century until the 1970s, the advanced societies of the West were all becoming less unequal. Thanks to progressive taxation, government subsidies for the poor, the provision of social services, and guarantees against acute misfortune, modern democracies were reducing extremes of wealth and poverty. To be sure, great differences remained. The essentially egalitarian countries of Scandinavia and the considerably more diverse societies of southern Europe remained distinctive; and the English-speaking lands of North America and the British Empire continued to reflect long-standing class distinctions. But each in its own way was affected by the growing intolerance of immoderate inequality, initiating public provision to compensate for private inadequacy.

③ Over the past thirty years we have thrown all this away. To be sure, “we” varies with country. The greatest extremes of private privilege and public indifference have resurfaced in the US and the UK: epicenters of enthusiasm for deregulated market capitalism. Although countries as far apart as New Zealand and Denmark, France and Brazil have expressed periodic interest in deregulation, none has matched Britain or the United States in their unwavering thirty-year commitment to the unraveling of decades of social legislation and economic oversight.

④ In 2005, 21.2 percent of US national income accrued to just 1 percent of earners. Contrast 1968, when the CEO of General Motors took home, in pay and benefits, about sixty-six times the amount paid to a typical GM worker. Today the CEO of Wal-Mart earns nine hundred times the wages of his average employee. Indeed, the wealth of the Wal-Mart founder’s family in 2005 was estimated at about the same (\$90 billion) as that of the bottom 40 percent of the US population: 120 million people. The UK too is now more unequal—in incomes, wealth, health, education, and opportunities—than at any time since the 1920s. There are more poor children in the UK than in any other country of the European Union. Since 1973, inequality in take-home pay increased more in the UK than anywhere except the US. Most of the new jobs created in Britain in the years 1977-2007 were either at the very high or the very low end of the pay scale.

⑤ The consequences are clear. There has been a collapse in intergenerational mobility: in contrast to their parents and grandparents, children today in the UK, as in the US, have very little expectation of improving upon the condition into which they were born. The poor stay poor. Economic disadvantage for the overwhelming majority translates into ill health, missed educational opportunities, and—increasingly—the familiar symptoms of depression: alcoholism, obesity, gambling, and minor criminality. The unemployed or underemployed lose whatever skills they have acquired and become chronically superfluous to the economy. Anxiety and stress, not to mention illness and early death, frequently follow.

⑥ Income disparity exacerbates the problems. Thus the incidence of mental illness correlates closely to income in the US and the UK, whereas the two indicators are quite unrelated in all continental European countries. Even trust, the faith we have in our fellow citizens, corresponds negatively with

differences in income: between 1983 and 2001, mistrustfulness increased markedly in the US, the UK, and Ireland—three countries in which the dogma of unregulated individual self-interest was most assiduously applied to public policy. In no other country was a comparable increase in mutual mistrust to be found.

⑦ Inequality, then, is not just unattractive in itself; it clearly corresponds to social problems that we cannot hope to address unless we attend to their underlying cause. There is a reason why infant mortality, life expectancy, criminality, the prison population, mental illness, unemployment, obesity, malnutrition, teenage pregnancy, illegal drug use, economic insecurity, personal indebtedness, and anxiety are so much more marked in the US and the UK than they are in continental Europe. The wider the spread between the wealthy few and the impoverished many, the worse the social problems: a statement that appears to be true for rich and poor countries alike. What matters is not how affluent a country is, but how unequal it is. Thus Sweden and Finland, two of the world's wealthiest countries by per capita income or GDP, have a very narrow gap separating their richest from their poorest citizens—and they consistently lead the world in indicators of measurable well-being. Conversely, the US, despite its huge aggregate wealth, always comes low on such measures. America spends vast sums on health care, but life expectancy in the US remains below Bosnia and just above Albania.

⑧ As recently as the 1970s, the idea that the purpose of life was to get rich and that governments existed to facilitate this would have been ridiculed—not only by capitalism's traditional critics but also by many of its staunchest defenders. Relative indifference to wealth for its own sake was widespread in the postwar decades. In a survey of English schoolboys taken in 1949, it was discovered that the more intelligent the boy the more likely he was to choose an interesting career at a reasonable wage over a job that would merely pay well. Today's schoolchildren and college students can imagine little else but the search for a lucrative job. How should we begin to make amends for raising a generation obsessed with the pursuit of material wealth and indifferent to so much else? Perhaps we might start by reminding ourselves and our children that it wasn't always this way. Thinking "economistically," as we have done now for thirty years, is not intrinsic to humans. There was a time when we ordered our lives differently.

[Adapted from Tony Judt, *Ill Fares the Land* (2010).]

(1) Choose the best way to complete the following sentences about Paragraphs ① to ⑧.

- | | |
|------------------------------------|------------------------------------|
| 1 In Paragraph ① the writer mainly | 5 In Paragraph ⑤ the writer mainly |
| 2 In Paragraph ② the writer mainly | 6 In Paragraph ⑥ the writer mainly |
| 3 In Paragraph ③ the writer mainly | 7 In Paragraph ⑦ the writer mainly |
| 4 In Paragraph ④ the writer mainly | 8 In Paragraph ⑧ the writer mainly |

- A argues that Scandinavian and southern European societies are less equal in terms of income than the societies of the US and Britain.
- B claims that the UK and the US have gone further than other countries in removing regulations and restrictions on the workings of the economies in their countries.
- C draws a connection between the gap between rich and poor and both the psychological well-being of people and their willingness to put their faith in others.
- D explains that the annual earnings of the CEO of Wal-Mart are equivalent to the annual earnings of 120 million of the poorest people in the US.
- E laments the fact that young people today have been brought up to seek personal wealth and states that older generations were different.
- F lists the policies that reduced income gaps between rich and poor, and claims that these policies were once supported by an increasing percentage of the population.
- G maintains that the larger the gap between rich and poor in a country, the worse are the negative outcomes of poverty in that country.

- H outlines many of the negative outcomes that are the result of the growing levels of poverty in Britain and America.
- I provides several examples of the way that, since the 1970s, inequality has increased greatly in the UK and the US.
- J states that rich people are richer now than they used to be, and dealing in money is valued more highly than other industries.
- K suggests that the US needs to spend more on health care in order to increase life expectancy to levels achieved in Finland and Sweden.
- L writes that in the decades directly after the end of the Second World War, the desire to be rich was widespread in Western societies.

(2) Choose the ONE way to complete each of these sentences that is NOT correct according to the passage.

1 The wealthy

- A are noticeably richer now, compared to others, than they have been at any time since the beginning of the twentieth century.
- B increasingly favor government policies that are designed to reduce inequality in society.
- C now tend to make their money in the financial sector, rather than by producing things that people want to buy.
- D spend a lot of money buying things that are not absolutely necessary.
- E used to live in societies that were less tolerant of excessive inequality than they have since become.

2 In Britain and the United States, the poor

- A are more likely to suffer from mental illness than those who live in one of the countries of continental Europe.
- B are the cause of many overwhelming social problems such as criminality, illegal drug use, and teenage pregnancy.
- C find it difficult to get a good education and a well-paying job and lift themselves out of poverty.
- D suffer more ill health and have shorter life expectancies than those with higher incomes.
- E were less poor thirty years ago relative to other people in those societies than they are now.

3 Since the 1970s

- A government policies that once helped to reduce inequalities in British and American societies have bit by bit been abandoned.
- B intelligent young people have come to think that it is better to have an interesting job rather than one that pays a high salary.
- C in the US the difference between the income of a company director and an ordinary employee in the same company has grown much larger.
- D most of the new employment generated in the UK has been at one extreme or the other of the income spectrum.
- E the values of people in the UK and the US have changed and they care more about getting rich than they do about the welfare of the less fortunate in their societies.

(3) Choose the best way to complete each of these sentences, which relate to the underlined words in the passage.

1 Here “unwavering” means

- A flat. B infallible. C long. D steady. E still.

2 Here “exacerbates” means

- A creates. B eliminates. C highlights. D solves. E worsens.

3 Here “lucrative” means

- A easy. B lucky. C profitable. D respectable. E safe.

(4) Which ONE of the following sentences BEST sums up the author’s argument in the passage?

- A For a time in the early twentieth century, Western societies were becoming less unequal, but now people believe that the purpose of life is to get rich and governments exist to help them achieve this.
- B In Britain and the United States, it is now much harder to escape poverty than it was in the twentieth century, when ordinary people earned nearly as much as CEOs do now.
- C It is better to be poor in a country such as Sweden or Finland, where the level of inequality is much lower than it is in Britain or the United States.
- D Societies that have deregulated their economies the most have become much more unequal, and as a consequence suffer from a variety of social problems.
- E Until about thirty years ago, there was a consensus that one of the functions of governments was to reduce the level of inequality in society, and this has now been achieved.

II Read the passage and answer the questions below.

① The two of us met over a decade ago when Chris was a graduate student in the Harvard University psychology department and Dan had just arrived as a new assistant professor. Chris’s office was down the hall from Dan’s lab, and we soon discovered our mutual interest in how we perceive, remember, and think about our visual world. In a class that Dan taught in research methods with Chris as his teaching assistant, the students assisted us in conducting some experiments as part of their class-work, one of which has become famous. It was based on an ingenious series of studies of visual attention and awareness conducted by the pioneering cognitive psychologist Ulric Neisser in the 1970s. Neisser had moved to Cornell University when Dan was in his final year of graduate school there, and their many conversations inspired Dan to build on Neisser’s earlier groundbreaking research.

② With our students as actors and a temporarily vacant floor of the psychology building as a set, we made a short film of two teams of people moving around and passing basketballs. One team wore white shirts and the other wore black. Dan manned the camera and directed, while Chris coordinated the action and kept track of which scenes we needed to shoot. We then digitally edited the film, and our students fanned out across the Harvard campus to run the experiment. They asked volunteers to silently count the number of passes made by the players wearing white, while ignoring any passes by the players wearing black. The video lasted less than a minute. Immediately after the video ended, our students asked the subjects to report how many passes they’d counted. The correct answer was thirty-four—or maybe thirty-five. To be honest, it doesn’t matter. The pass-counting task was intended to keep people engaged in doing something that demanded their attention to the action on the screen, but we weren’t really interested in pass-counting ability. We were actually testing something else: halfway through the video, a female student wearing a black full-body gorilla suit walked into the scene, stopped in the middle of the players, faced the camera, thumped her chest, and then walked off, spending about nine seconds on screen.

③ After asking subjects about the passes, amazingly, we found that roughly half of the subjects in our study did *not* notice the gorilla! Since then, the experiment has been repeated many times, under different conditions, with diverse audiences, and in multiple countries, but the results are always the same: about half the people fail to see the gorilla. How could people not see a gorilla walk directly in front of them, turn to face them, beat its chest, and walk away? What made the gorilla invisible? This error of perception results from a lack of attention to an unexpected object, so it goes by the scientific name of “inattention blindness.” The name distinguishes it from forms of blindness resulting from a damaged visual system; here, people don’t see the gorilla, but not because of a problem with their eyes. When people devote their attention to a particular area or aspect of their visual world, they tend not to notice unexpected objects, even when those objects are salient, potentially important, and appear right where they are looking. In other words, the subjects were concentrating so hard on counting the passes that they were “blind” to the gorilla right in front of their eyes.

④ What interested us most, however, was not inattention blindness in general or the gorilla study in particular. The fact that people miss things is important, but what impressed us even more was the *surprise* that people showed when they realized what they had missed. When they watched the video again, this time without counting passes, they all saw the gorilla easily, and they were shocked. Some spontaneously said, “I missed that?!” or “No way!” One man said, “I know that the gorilla didn’t come through there the first time.” Other subjects accused us of switching the tape while they weren’t looking.

⑤ The gorilla study illustrates, perhaps more dramatically than any other, the powerful and pervasive influence of the “illusion of attention”: we experience far less of our visual world than we think we do. If we were fully aware of the limits to attention, the illusion would vanish. It is true that we vividly experience some aspects of our world, particularly those that are the focus of our attention. But this rich experience inevitably leads to the erroneous belief that we process *all* of the detailed information around us. In essence, we know how vividly we see some aspects of our world, but we are completely unaware of those aspects of our world that fall outside of that current focus of attention. Our vivid visual experience masks a striking mental blindness—we assume that visually distinctive or unusual objects will draw our attention, but in reality they often go completely unnoticed.

⑥ Who notices the unexpected, then? The effect is so striking—and the balance between the number who notice and the number who don’t—that people often assume that some important aspect of our personality determines whether or not we notice the gorilla. Despite the intuitive appeal of the gorilla video as a key to determine personality types, there is almost no evidence that individual differences in attention or other abilities affect inattention blindness. For example, many people who have experienced the gorilla experiment see it as a sort of intelligence or ability test; however, the original study conducted on Harvard undergraduates gave the same results at less prestigious institutions and with subjects who weren’t students. Similarly, according to an online survey by Nokia, 60 percent of women *and* men think that women are better at multitasking, suggesting that women would be more likely to notice the gorilla than men. Unfortunately, there is little experimental evidence to support the popular belief about multitasking, and we haven’t found any evidence that men are more prone than women to miss the gorilla.

⑦ If this illusion of attention is so pervasive, how has our species survived to write about it? Why weren’t our would-be ancestors all eaten by unnoticed predators? In part, inattention blindness and the accompanying illusion of attention are a consequence of modern society. Although our ancestors must have had similar limitations on awareness, in a less complex world, there was less to be aware of, where fewer objects or events needed immediate attention. In contrast, the advance of technology has given us devices that require greater amounts of attention, more and more often, with shorter and shorter lead times. Our neurological circuits for vision and attention are built for pedestrian speeds, not for driving speeds. When you are walking, a delay of a few seconds in noticing an unexpected event is likely inconsequential. When you are driving, though, delay of even one-tenth of a second in noticing an unexpected event can kill you (or someone else). Technology can help us to overcome the limits on our

abilities, but only if we recognize that any technological aid will have limits too. If we misunderstand the limits of technology, these aids can actually make us *less* likely to notice what is around us. In this sense, we tend to generalize our illusion of attention to the aids that we use to overcome the limits on our attention. We must remember, however, that only becoming aware of the illusion of attention can help us to take steps to avoid missing what we need to see.

[Adapted from Christopher Chabris & Daniel Simons, *The Invisible Gorilla* (2010).]

(1) Choose the best way to complete the following sentences about Paragraphs ① to ⑦.

- | | |
|-------------------------------------|-------------------------------------|
| 1 In Paragraph ① the writers mainly | 5 In Paragraph ⑤ the writers mainly |
| 2 In Paragraph ② the writers mainly | 6 In Paragraph ⑥ the writers mainly |
| 3 In Paragraph ③ the writers mainly | 7 In Paragraph ⑦ the writers mainly |
| 4 In Paragraph ④ the writers mainly | |
- A argue that even if we focus our attention on certain aspects of our world, we are able to notice many visually distinctive or unusual objects.
- B demonstrate that while there are no differences between men and women in noticing the gorilla, there is a clear relationship between subjects' intelligence and their ability to notice it.
- C describe the importance of Neisser's research in leading Chris to undertake research in cognitive psychology in the research methods class he taught.
- D discuss how we believe we can see far more in the world than we really can because of how clearly we experience some aspects, and how we apply this experience to other aspects as well.
- E explain that the video that was filmed by the writers showed a student dressed as a gorilla stopping the players from passing basketballs.
- F express the interest of the writers regarding the number of people who could not believe that they did not see the gorilla in the video.
- G give a description of the content of the video in the experiment and how it was created and used.
- H outline the reasons why the writers decided to conduct research on visual attention and awareness at Harvard University.
- I point out that only around half of the subjects noticed the gorilla because their attention was focused too much on counting the number of passes.
- J provide evidence from research to show that, despite the assumption that the gorilla video can be used to determine personality types, it is difficult to come to any conclusions about individual differences.
- K suggest that the reason why so many of the subjects did not see the gorilla in the video was an eye condition that makes unexpected objects invisible.
- L tell us that while inattentional blindness in humans must have existed for a long time, the advances of modern technology make the consequences of failing to notice objects far more serious.

(2) Choose the FOUR statements that are NOT true according to the passage. You may NOT choose more than FOUR statements.

- A According to the authors, traffic accidents may be caused by the fact that we are unable to respond if we fail to notice immediately something unexpected.
- B Around half the people in the study did not notice the gorilla walk across the screen, even when they were expecting it.
- C Dan completed his graduate studies at Cornell University before becoming an assistant professor at Harvard University.

- D Even though the study has been repeated several times in slightly different ways, the results have always turned out to be very much the same.
- E Most people have a strong but incorrect belief that they can focus their attention on all of the detailed information around them.
- F Some of the subjects were very surprised when they found that the gorilla did not appear in all of the videos.
- G The black color of the gorilla suit made it difficult to see the players dressed in black and white passing basketballs.
- H The students passing the basketballs were intended as a distraction to keep them focusing on the screen rather than on the man in the gorilla suit.
- I The term "inattention blindness" refers to situations in which people do not notice objects because their attention is focused on something else.

(3) Which ONE of the following sentences BEST describes the authors' argument in the passage?

- A Because we naturally shift our attention to distinctive or unusual objects, our ability to focus on less obvious objects becomes reduced.
- B Even though we believe that we see most of the world around us, the gorilla video is evidence that we are likely to miss things even if they are important or obvious.
- C Experiments such as the gorilla video are essential in determining the reasons why people are surprised at their inability to notice objects in the world around them.
- D Technology provides us with a much-needed means of overcoming the dangers of inattention blindness.
- E The gorilla video experiment is a clear indication that the complexity of the world today prevents us from focusing our attention on more than one thing at a time.

(4) Find the vowel with the strongest stress in each of these words, as used in the passage. Choose the ONE which is pronounced DIFFERENTLY in each group of five.

- | | | | | | |
|---|--------------|--------------|--------------|-------------|-----------------|
| 1 | A conditions | B gorilla | C notice | D original | E video |
| 2 | A attention | B experience | C perception | D potential | E unexpected |
| 3 | A awareness | B engaged | C pervasive | D salient | E spontaneously |

(5) Choose the best way to complete each of these sentences, which relate to the underlined words in the passage.

- 1 Here "spontaneously" means
 - A angrily.
 - B embarrassedly.
 - C naturally.
 - D quickly.
 - E slowly.
- 2 Here "illusion of attention" means
 - A the act of making things look different than they are.
 - B the act of seeing things that are not there.
 - C the belief that things look better than they are.
 - D the belief that we see more than we actually do.
 - E the belief that we should not look at some things.

III Choose the underlined section in each text below that is INCORRECT grammatically. If the choices in the sentence are ALL CORRECT, choose E.

- (1) "Do you know the name of bird on that branch?" "I'm sorry, but I can't see it very well from here."
A B C D
E ALL CORRECT
- (2) He received a mighty blow from his opponent in the opening round of the big boxing match.
A B C D
E ALL CORRECT
- (3) If I still had every cent I have ever spende d on cigarettes and beer I would be a very rich
A B C D
man indeed.
E ALL CORRECT
- (4) Would you like to go to the dance with me on this Saturday evening? I'm so tired of staying in
A B C
watching TV on weekends.
D
E ALL CORRECT

IV Choose the ONE way to complete each of these sentences that would make it grammatically INCORRECT.

- (1) People drink () milk these days.
A a little amount of B a lot of C enough D hardly any E too much
- (2) While I stood at the station, a girl () me.
A approached B attacked C recognized D spoke E waved at
- (3) Why don't we () her to go to the party?
A allow B appoint C encourage D let E permit

V Choose the best item from the box with which to fill the blanks in the passage below. You may use each item only ONCE.

| | | | | |
|--------|------|--------|-------|---------|
| A at | B by | C down | D for | E from |
| F into | G of | H on | I to | J under |

President Franklin D. Roosevelt died as a result [1] hypertension. The official cause of death was a stroke; the underlying cause was high blood pressure. Roosevelt was significantly impaired [2] the disease in the last year of his life. At a time when a world war was being fought and the postwar balance of power negotiated, Roosevelt fatigued easily, had difficulty concentrating, became weak, lost weight, and suffered from headaches. Winston Churchill's personal doctor remarked [3] observing Roosevelt [4] the Yalta conference in 1945: "I doubt, from what I have seen, whether he is fit [5] his job here."

WRITING SECTION

All answers must be written in English in the spaces provided on the ANSWER SHEET.

VI Translate the Japanese prompts in this dialogue into natural English. You MUST use ALL the English words provided after each Japanese prompt, in the form and order they appear.

A : Where are you heading?

B : ₁ (美術館に向かっています : am / my / the art gallery).

They have a wonderful collection of Japanese woodblock prints, and ₂ (それについてレポートを書いています : am / report / on).

A : I didn't know the gallery had such a collection. I'd love to see it. ₃ (ご一緒してもかまいませんか : Would / mind / joined)?

B : Please do, by all means.

VII "Fast is better." Many people agree with this statement, but the opposite might be true in some cases.

Write a paragraph illustrating one example of a case in which "slow is better."
Give one or more convincing reasons to support your answer.

[以 下 余 白]