

英 語

(問 題)

2012年度

〈2012 H24061123〉

注 意 事 項

1. 問題冊子および記述解答用紙は、試験開始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. 試験終了の指示がでたら、すぐに書くのをやめ、筆記具を置くこと。終了の指示に従わない場合は、答案のすべてを無効とするので注意すること。
7. 試験終了後、問題冊子は持ち帰ること。
8. いかなる場合でも、解答用紙は必ず提出すること。

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) I would like to consider the ways in which some politicians are, to some extent, actors. I know a lot of actors, and I have a very high regard for the profession, so I am not attempting to (1) acting itself. Indeed, it is almost impossible not to be an actor when one lives in a social world. At the moment, speaking to you, I am being an actor, since I am not behaving or speaking the way I would if I was at home, but instead as I do when I (2). Everybody knows that people, even highly educated and intelligent people, are attracted to leaders not because of the policies they advocate or their virtuous behavior, but because of the excitement and charisma that they (3); in other words, we are fascinated by their acting. Even the worst of the totalitarian tyrants of the last century were believed to be great and virtuous leaders by vast numbers of their population. And although these leaders came to power in situations of great desperation in their countries, they still used their performative powers to compel and persuade people to (4) them. We might think of them as opportunists of fate, in the same way that great acting performances often arise in plays or movies which just happen to be right for the times. Whether we are aware of it or not, we are all fooled into belief by performance rather than reason.

This need for the king or ruler or political leader to be first and foremost a performer (5) right back to the ancient beginnings of civic society, but in modern times performances are undertaken by people who (6) us. On television, for example, every hour of the day, announcers and commentators, studio guests and selected members of the public are acting out roles for our entertainment and education. Indeed, it may be that the modern man or woman in daily life has more constant and emotional communication from actors than from (7) people.

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|--------------------|--------------------|---------------------|------------------|
| 1. (a) analyze | (b) criticize | (c) ignore | (d) stop |
| 2. (a) am alone | (b) am in public | (c) read a script | (d) see a play |
| 3. (a) demand | (b) desire | (c) lack | (d) provide |
| 4. (a) deny | (b) follow | (c) guide | (d) leave |
| 5. (a) comes | (b) goes | (c) takes | (d) turns |
| 6. (a) recognize | (b) stimulate | (c) support | (d) surround |
| 7. (a) honest | (b) real | (c) right | (d) true |

(B) If visitors from another planet arrived on earth 500 years ago, what would they have encountered? First of all, they would have (8) a flourishing Aztec civilization in what is now Mexico. In Europe they would have been able to see the *Mona Lisa* with the paint barely dried on the canvas. They would also have experienced a cooler Northern Hemisphere that was in the midst of a Little Ice Age.

Zoom forward 500 years into the future Earth, and what could we expect to find? Would it all appear as strange to us as 16th-century Earth would have appeared to aliens from another world? Would (9) about global warming hold up, for example? On one hand, scientists who use solar output models to forecast future weather conditions think that in 500 years it will actually be a little cooler, much like during the Little Ice Age (10) previously. On the other hand, those who focus on our present climate changes and the use of fossil fuels suggest that long before 500 years pass the world will already be too hot for humans to exist.

As for the real (11) of climate change, some would point to the Industrial Revolution, while others would place it in an earlier prehistoric period when slash-and-burn (12) was practiced. Humans and their tools have done much to alter the environment, and they will surely have an even more impressive effect on the environment of the 26th century.

Change is inevitable, and Michio Kaku, a theoretical physicist, foresees that the human (13) will be able to control all available energy on the planet in the future. The end result would be the ability to master clean energy technologies, including wind and solar power. Such an (14) view of our future points to a humankind that will be able to control the climate worldwide. Let's hope he is right.

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|--------------------------|----------------------|------------|-------------|
| 8. (a) apprehended by | (b) stumbled upon | | |
| (c) taken out | (d) thrown over | | |
| 9. (a) connections | (b) inspections | | |
| (c) predictions | (d) selections | | |
| 10. (a) accompanied with | (b) experienced with | | |
| (c) explained about | (d) referred to | | |
| 11. (a) belief | (b) freeing | (c) onset | (d) trade |
| 12. (a) agriculture | (b) disposal | (c) nature | (d) renewal |
| 13. (a) breed | (b) existence | (c) family | (d) species |
| 14. (a) ambitious | (b) informative | | |
| (c) optimistic | (d) unachievable | | |

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

(A) Tattoos are a way of making permanent marks on the human skin, and have a very long history. It is difficult to say how long tattoos have been part of human culture. Certainly, the ancient Egyptians, 5000 years ago, were practitioners of the art, though only women seem to have been tattooed in Egypt at the time. Recently, a preserved male from about 7000 years ago was found in the European Alps, and this is the oldest surviving tattooed body.

The Egyptian tattoos and other early examples are unsophisticated dots and basic geometric patterns. Designs of animals and more sophisticated patterns seem to have come from central Asia, and by 2000 years ago, the fashion for bodily adornment had spread across the northern parts of the Eurasian continent. One tribal group was named by the Romans as "Picti", the painted people, indicating their extensive tattooing. The great development in terms of colour, picture, and genuine artistry of tattoos that lies behind many of the designs that we still see today, such as dragons, could be seen in Japan as early as the 3rd century A.D.

15. Which of these statements about the first paragraph is not true?

- (a) Egyptian men do not seem to have been tattooed, though women were.
- (b) European tattoos of the prehistoric period indicate spiritual beliefs.
- (c) Nobody knows for sure when or where tattooing began.
- (d) People in Europe appear to have been tattooed earlier than in Egypt.

16. Which of these statements about the second paragraph is true?

- (a) Early tattooing was primarily based on religious ritual practices.
- (b) Tattooing could be found in many different early peoples in Europe and Asia.
- (c) The Egyptians' belief in many gods was reflected in their tattoos.
- (d) The Romans copied the tattoos they saw in tribal peoples.

(B) Cyrano de Bergerac (1619-1655) was a French writer and notable soldier and swordsman of the 17th century, whose fame in modern times rests on a play, written in 1897 by Edmond Rostand, which focused on the topic of Cyrano's large nose. According to Rostand's play, and to other modern stories, Cyrano was a courageous and intelligent man, who was unable to express himself to the woman he loved because of his apparent ugliness. However, Cyrano, while indeed having a large nose, was in reality a self-confident and successful person. Although he never married, this may have been because of his sexual orientation rather than shyness.

Cyrano was a great writer as well as an independent thinker on religious and social issues. Indeed, he was also one of the founders of the literary genre of science fiction. In one of his novels, the principal character makes several attempts to travel to the moon, with some of the methods being quite amazingly prophetic. At first, the hero of the story tries to rise above the Earth by using bottles of water, which will dry out, but finds this doesn't work. Later he fills up a large bag with air over a fire; on another occasion he uses artillery rockets attached to a vehicle. Another attempt involves drawing air through a heating device, which seems rather like the principle of the jet engine. Hot-air balloons became practical means of transport some 140 years after Cyrano's death, while a rocket-propelled craft carrying men reached the moon in 1969, 350 years after the writer's birth.

17. The modern stories about Cyrano de Bergerac are false because
- (a) Cyrano is a fictional character invented by Edmond Rostand.
 - (b) he was not a humble or modest person.
 - (c) in reality, Cyrano was a very handsome man.
 - (d) they only depict the surface facts, not the underlying causes.
18. According to the passage, what reason might lie behind Cyrano's failure to wed?
- (a) He was much too concerned with religious matters.
 - (b) He was too shy to talk directly to the woman he loved.
 - (c) His career as a soldier prevented him from marrying.
 - (d) His sexual preferences were not inclined towards women.
19. Cyrano's depiction of air and space travel was prophetic, ~~but~~ which method has not been successfully used in the modern period?
- (a) Air propulsion
 - (b) Evaporation of water
 - (c) Heated air in a balloon
 - (d) Rocket power

(C) One of the most consistent of all the activities of the developing human is our striving for contact with others. This movement toward contact is as natural as the movement of a flower toward the sun; it is the first observable manifestation of the need for relationships that characterizes all human organisms throughout the course of life. This striving of infants to achieve contact in relationships is a two-way street: the newborn responds to appropriate contact by taking part in behaviors that indicate pleasure and comfort, and adult caretakers (and non-caretakers as well) are rewarded by the baby's response. The satisfaction of feeling a tiny hand curl around one's finger, or seeing a little face light up with a smile, is nearly universal. And although the infant cannot tell us in words about its corresponding satisfaction, we can certainly infer from its searching and seeking behaviors, and its smiling or relaxation when interpersonal contact is achieved, that satisfaction is indeed there. Contact with others is a primary motivating experience in human behavior; humans strive for it from birth and, when it is appropriately provided, are universally rewarded by it.

Not only is such interpersonal contact rewarding, it is necessary. Without relationships, two-way interaction with other humans, babies do not grow up to be people. Indeed, there is convincing evidence that they may not grow up at all; the term "failure to thrive" refers to the physiological effects that lack of contact in relationships can have on an infant. The psychological consequences of lack of contact in relationships are also devastating. Even if a child manages to survive physically, in the absence of adequate human contact, it will be unable to function normally in a human environment. When children do not experience interpersonal contact, or when they are deprived of relationships with other people, they are unable to behave and interact in ways that we would consider "human". The damage to the person's sense of self and to his or her ability to relate to others is probably irreparable. The human self is a product of relationships that are a part of the infant's environment from birth. The child who grows up with inadequate responsive relationships, with insufficient contact, cannot develop an adequate sense of self. Children need human caretakers to provide the necessities of life, and simple contact with those caretakers is as much a necessity as food or shelter.

In the course of normal development, the hours and minutes of waking life are punctuated by many different sorts of interactions with the world around us. One of the first tasks for the growing infant is to sort out this new and complicated world: parts of the self from parts of the environment; living things from non-living things; people from not-people. Considering the complexity of the variables involved, babies are remarkably good at figuring out these differences; by the end of the first year of life, most of us have our environment pretty well categorized and have made a sizeable start on the social and interactional nuances with which we contend for the rest of our lives.

20. According to the text, the growing infant's seeking for interpersonal contact is
- (a) an unexpected consequence of a strong natural instinct.
 - (b) considered to be a sign that it is maintaining good physical growth.
 - (c) motivated by the satisfaction an achieved relationship brings about.
 - (d) the result of a damaging over-dependence on its parents.
21. According to the text, the infant's charming response to appropriate contact
- (a) generally pleases and fulfills its adult caretaker.
 - (b) has little permanent effect on its adult caretaker.
 - (c) is felt to be of consequence to its adult caretaker.
 - (d) may make its adult caretaker even more devoted.
22. According to the text,
- (a) a child's physical growth exactly reflects its everyday sense of self.
 - (b) a unique sense of self is necessary for developing a child's independence.
 - (c) children without sufficient contact with others will not grow up to thrive.
 - (d) contact with others helps a growing child develop its moral sense.
23. The author of the text says that most children by the age of one
- (a) acquire a sizeable knowledge of interactional nuances.
 - (b) have little difficulty in discriminating self from surroundings.
 - (c) have sorted out their environment pretty well.
 - (d) have trouble categorizing things in the world around them.
24. The most appropriate title for this article would be:
- (a) Importance of Contact in Relationships Throughout Human Life
 - (b) Importance of Interpersonal Contact at the Earliest Stage of Human Life
 - (c) Why Do Many People Fail to Thrive in a Human Environment?
 - (d) Why Is Interpersonal Contact Rewarding?

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) Aided by broader technological developments, these reformers were responsible for one of the most striking transformations in American history.
- (b) As a result, many working-class and immigrant parents expected their economic sacrifices to be matched by sacrifices and labor from their offspring.
- (c) For the middle class, growing affluence allowed parents to provide their children a sheltered childhood, free from work responsibilities and devoted to education and play.
- (d) In the late 19th century, a central demand of labor unions was the family wage, which would allow a male breadwinner to support his family without the economic contributions of his wife and children.
- (e) The lure of commercial agriculture led some 400,000 pioneering families to venture westward to settle in California, Oregon, and the Great Plains that spread between the Mississippi River and the Rocky Mountains.
- (f) They cut hay, herded cattle and sheep, burned brush, gathered eggs, and made butter.
- (g) Unfortunately, high hopes were quickly dashed; of the 400,000 families that tried to start a farm, less than one third managed to develop the land to which they laid claim.
- (h) Unwilling to bear the hardships of labor on the frontier, many children left home in search of jobs in towns and cities.

Much as industrialization generated enormous demand for unskilled child labor in mills and mines, and growing middle-class affluence created a growing hunger for household servants, the commercialization of agriculture made children's farm labor more valuable than ever before. (25) It took Americans 150 years to expand from the Atlantic Ocean to the Appalachian Mountains, a few hundred miles from the eastern coast of the continent. It took another 50 years to push the frontier to the Mississippi River. By 1830, fewer than 100,000 pioneers had crossed the Mississippi. But during the 1840s, tens of thousands of Americans crossed the river, and by 1850 they had pushed the edge of settlement to California and the Oregon Country of the Pacific Northwest.

This expanding American frontier could not have been settled without children's labor. They provided wild animal meat and wild plants for their families' tables as well as the fuel to cook their food. (26) They also broke new ground, planted, weeded, and harvested. Farmers on the plains could not afford to delay their offspring's entry into the family workforce.

Although a frontier childhood encouraged a youth of inner-directedness, and early independence, many children of the American West experienced youths of poverty, dispiriting routine, and personal entrapment. Edna Clifton hated picking cotton on her family's Texas farm. "Sometimes I would lie down on my sack and want to die," she wrote. "Sometimes they would have to pour water over my head to relieve me." Another girl wrote, "It is so lonely here that I feel buried alive."

The pioneer families that ventured into the Great Plains went with a strong spirit of optimism. (27) During the late 19th century, drought, grasshoppers, fire, hail, blizzards, and floods devastated farms from Texas to the Dakotas, leaving many families destitute. For many children, the western adventure was a nightmare from which they longed to awaken.

The Industrial Revolution had radical effects on children's experiences depending on their family's economic status. (28) For working-class, immigrant, and farm children, the growth of industry and the expansion of commercial agriculture increased parents' dependence on child labor. As a result, two contrasting conceptions of childhood emerged. One conception, the useful childhood, was based on the premise that all family members, including children should contribute to a family's support. Rooted in the experience of farm, crafts, and frontier families, this idea took on heightened significance in an urban and industrial context, where low wages and frequent periods of unemployment made children's earnings essential for a family's well-being. (29) The other conception was a protected childhood, sheltered from the stresses and demands of the adult world. First adopted by the rapidly expanding urban middle class, this ideal proved highly attractive to working-class and farm families as well. (30) Meanwhile, in rural areas, the more prosperous farmers began to substitute hired labor for children's labor whenever possible, and in the urban North, African-American parents struggled to keep their children in school and prolonged their children's education despite economic pressures.

It took a concerted struggle lasting more than half a century to ensure that every child had a right to a childhood free from labor and devoted to education. The drive to universalize a sheltered childhood was the result of a determined political struggle by a broad-based effort that included educators, physicians, psychologists, union leaders and pioneering feminists, and it required government action in the form of compulsory education laws and restrictions on child labor. (31) They succeeded in creating a pattern of childhood emphasizing prolonged schooling and residence in the parental home that went beyond class, ethnicity, and region.

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

A Japanese and a Korean student are talking about music.

Kee Ho: Have you had much (32) to watch TV lately?

Akari: Not really. Why do you ask?

Kee Ho: I (33) how many Korean dramas are on Japanese TV.

Akari: Oh, yeah. They're very popular, (34) middle-aged Japanese women. Ever since the TV series *Fuyu no Sonata* came to Japan. They like those handsome young Korean boys.

Kee Ho: But it's (35) Korean TV dramas. What is it about K-Pop that attracts Japanese people so much?

Akari: That's (36). I suppose that it's just different from J-Pop.

Kee Ho: How (37) ?

Akari: Well, it might have something to do with the Korean drama thing.

Kee Ho: Really? I don't see it.

Akari: It's (38) fashion and looks. The girls like the cute Korean boys, and the boys go for the different look of the stylish Korean girl groups.

Kee Ho: Hmmm. Now I think I see what you mean.

- (a) a good question
- (b) all about
- (c) can tell
- (d) can't believe
- (e) especially with
- (f) hardly known
- (g) is that
- (h) just ask a
- (i) much is it
- (j) not just
- (k) of a chance
- (l) of course not
- (m) of late

- 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.

Make a fist and point your thumb up. What does this mean? If you thought of “good,” you might be right in Japan or the United States. But be very careful! Don’t do this in a country like Iran where it has a very different and negative meaning. On the other hand, watch very carefully what people are doing with their hands when they are talking. Do they sometimes put both hands out front as if holding a container? What were they saying when they did this? It is very common to do this when speaking about something abstract, regardless of cultural membership. Psycholinguist David McNeill gives another interesting example of the importance of using our hands when talking. Take the word “spiral” for instance. Can you explain this easily without drawing the shape of a spiral with your finger? Moreover, your hands can even communicate something different from your speech. Former U.S. Vice President Dick Cheney was once asked what he thought of a very critical report. He said that he had “looked it over.” When he said this, he waved his hand in the manner of “go away.” In other words, he was dismissing the report.

〔以 下 余 白〕

