

英 語

(問 題)

2012年度

〈2012 H24061124〉

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) Garry Kasparov is perhaps the greatest chess player who ever lived. Born in 1963 in the former Soviet Union, Kasparov, who learned to play chess at the age of three, became the youngest ever world champion at the age of 22, and went on to break a number of records. Kasparov was not only champion, he was a long way ahead (1) his closest rivals. Kasparov, it seemed, was unbeatable.

Around the time he became world champion, in 1985, Kasparov also (2) in a simultaneous chess match against 32 computers, with software programs designed by the leading programmers in the big computer companies of the time. The man won, 32-0. Kasparov (3) that at one stage he was slightly in trouble against one of the computers, but he had fooled the machine with a tactical sacrifice of a chess piece, creating a trap into which the computer (4). Kasparov, and many others at the time, confidently predicted that a computer would never defeat a champion chess player as the machines simply did not have human (5).

By the mid-1990s, however, increases in computing power and software design had produced a competent challenger to Kasparov's (6). IBM's "Deep Blue" computer fought against Kasparov in 1996 and again in 1997, narrowly losing the first match, and winning the rematch the following year. Although the human champion felt that he still could play and beat "Deep Blue", it was clear that the (7) had turned. By the early 2000s, chess software that could beat any human chess player could run even on personal computers. The tournaments between man and machine ended, and the machines started competing only against each other. Garry Kasparov lost the world championship to a fellow Russian in 2000, and retired from professional chess in 2005.

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|--------------------|-------------------|-------------------|-------------------|
| 1. (a) at | (b) in | (c) of | (d) to |
| 2. (a) engaged | (b) fought | (c) managed | (d) tangled |
| 3. (a) admitted | (b) hoped | (c) puzzled | (d) questioned |
| 4. (a) dropped | (b) fell | (c) moved | (d) told |
| 5. (a) emotion | (b) imagination | (c) persistence | (d) sympathy |
| 6. (a) arrogance | (b) dominance | (c) foolishness | (d) mindfulness |
| 7. (a) day | (b) mood | (c) tide | (d) wind |

(B) What is ethnography? It might best be considered as a way of (8) a culture, and it has as its main purpose the comprehension of how a different culture functions using the perceptions of the inhabitants of that culture. One of the founders of ethnographic study, the anthropologist Bronislaw Malinowski, thus stated that ethnography's aim was to see the world from "the native's point of view". Ethnographic research, then, is a (9) study of how life is lived and perceived by human beings whose upbringing and mental development have been very different from that of the researcher. The ethnographer does not study people so much as he or she tries to learn from them.

While Malinowski and other founders of ethnographic research lived with and learned from non-Western cultures, other ethnographers have focused on communities closer (10). In the mid-1960s, for example, George L. Hicks moved, along with his wife and daughter, to a small village in the Appalachian Mountains of America. By immersing himself fully into the life of the community, Hicks aimed to learn to understand things from the (11) of the Appalachian natives. Early on in his research, Hicks noticed that communications in the isolated community were centered on the shops used by the natives, and that the shopkeepers had a vital function in providing a social network for the area. Hicks thus spent much of his time in the local stores, becoming a member of the groups who (12) there.

The aim of the ethnographers is to understand the (13) of how people live, especially when these might be difficult to see on the surface of everyday life. Thus, Hicks did not attempt to analyze the social relationships of the Appalachian people in the conventional social terms of friendship and kinship, but instead looked at how the people themselves identified such relationships. His understanding was not based on his expertise, but on his coming to an inside (14) of people.

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|-------------------|-----------------|-----------------|----------------|
| 8. (a) defining | (b) describing | (c) determining | (d) developing |
| 9. (a) beneficial | (b) disciplined | (c) narrow | (d) subjective |
| 10. (a) at times | (b) in mind | (c) on hand | (d) to home |
| 11. (a) context | (b) foresight | (c) perspective | (d) wisdom |
| 12. (a) assembled | (b) invested | (c) practiced | (d) resided |
| 13. (a) attitudes | (b) depths | (c) economies | (d) principles |
| 14. (a) culture | (b) knowledge | (c) structure | (d) vision |

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

(A) Deep ecology is a term invented by a Norwegian philosopher, Arne Naess, in 1973. Naess complained that a “shallow”, mainstream environmentalism presupposed that nature was a resource to be utilized by human beings and that conservation of non-human nature was most important because of concern for the health and welfare of human beings. Deep ecology, by contrast, is grounded on a completely different view of nature: that all living things, either human or non-human, exist within a complicated network of interdependence and have intrinsic equal values that are independent of their availability for human purposes. The life quality of humans, therefore, “depends in part upon the deep pleasure and satisfaction we receive from close partnership with other forms of life”.

Deep ecologists, therefore, protect nature in the interest of all species. Water in rivers and lakes should be kept clean not just because humans need unpolluted water for drinking or swimming, but also because fish need it. One of Naess’s arguments that “the flourishing of non-human life requires a smaller human population” might sound very drastic and radical, though it is quite a logical conclusion if you see the world from the standpoint of deep ecology.

15. Naess called mainstream environmentalism “shallow” because it didn’t

- (a) go beyond the limits of a human-centered view of nature.
- (b) have a basis in detailed scientific research on nature.
- (c) look far enough into the nature of human beings.
- (d) take the aesthetic value of nature into consideration.

16. According to the passage, deep ecologists argue that humans

- (a) could enjoy their life more when they are surrounded by nature.
- (b) need to be diminished in number to allow other creatures to live and grow.
- (c) should change their worldview and give up pursuing economic expansion.
- (d) should stop exploiting natural resources and preserve nature as it is.

(B) The personal fable and the imaginary audience are a set of prototypical representations of psychological aspects during adolescence. The former is, in short, a story constructed through one's belief that one is unique, and one's experience and feelings are different from those of others. For instance, a young woman with a broken heart may think that no one else has experienced such painful feelings and others will never understand her sorrow. Alternatively, a young man, without any reasonable grounds, drives drunk believing that he is invulnerable and bad things will never happen to him.

The other term, the imaginary audience, is used to explain the characteristic adolescent perception that everyone is scrutinizing and evaluating them. They feel as if they are always on stage as the focus of public attention. When in public, they think they need to behave very carefully because all the people around them would laugh at any mistakes they make.

These ways of cognition are thought to emerge from the egocentrism or excessive self-consciousness that is peculiar to young people undergoing adolescence. After some time, they become intelligently and cognitively well enough developed to reflect critically, establishing their own outlook and sense of identity. In the process, however, they tend to over-differentiate themselves from others and, because of the relative scarcity of experience, fail to notice the possibility that their feelings and experience might just be common to humanity. Becoming an adult, then, might mean shaking these fables and audiences off and realizing one is as banal as others, which often causes some degree of disappointment. If adolescence is often remembered as a distinct stage of life, it might be due to the memory of false and self-centered perception that one was going through, along with the unique and unprecedented experience and feelings involved.

17. According to the passage, the personal fable
- (a) helps adolescents gain a broader understanding of things.
 - (b) is created through some bitter experience and feelings.
 - (c) reflects a self-centered view of oneself in adolescence.
 - (d) tends to make adolescents depressed and desperate.
18. According to the author, the personal fable and the imaginary audience in adolescence arise from
- (a) consciousness of the necessity of becoming independent.
 - (b) imbalances between intellect and life experience.
 - (c) increased frustration in both families and schools.
 - (d) rapid complications in relationships with other people.
19. According to the author, when people mature out of adolescence, they
- (a) soon forget the traumas of their teenage years.
 - (b) try to regain the pleasures that they have lost.
 - (c) understand that they are just normal human beings.
 - (d) wish that they could go back and undo their mistakes.

(C) When doing research, the student or researcher will discover that his or her materials and analysis will be affected by the kind of problem or question that is being addressed. The researcher might not have any particular problem in mind, and in that case will tend to be unfocused in his or her collection and analysis of sources. Thus, the researcher should not only collect materials, but be looking for interesting questions that might become the focus of the research. Such questions will help to keep the researcher motivated and will lead to better academic papers.

Researchers who do have a particular problem or question in mind when they are doing research will then go on to the next stage of the research process. Here, the researcher must look at the data or other evidence in an objective, critical manner. He or she must take care to keep proper notes that later may be used easily and efficiently. Such research skills as accurate analysis and careful note-taking are useful in many different areas of life.

The two difficulties that researchers often come across are haste and lack of objectivity. It is easy, when we are excited about an interesting area of research, to read and collect data speedily, and to make notes far too quickly. When we try to use such notes later, they are often difficult to understand, and may contain significant gaps. Moreover, if we cling too closely to a hypothesis, we may tend to unconsciously block out contradictory ideas and information, and thus lose the objectivity that good research depends upon. We might look for evidence that supports our claim, and discount too readily anything that goes against our position. The good researcher is always careful to be wary of such failings.

Finally, the researcher must undertake a thorough reading of what other researchers have written on the topic. This reading should be done not only to get information and data, but also to discover the theories and hypotheses that others have come up with in regard to the subject being researched. From the structures of other people's research, the researcher can learn how to make his or her own research better, and indeed may in some cases come up with a new idea or problem in response to previous research.

The way to do this is always to read in a spirit of academic or intellectual inquiry. As the researcher or student reads, he or she should be asking questions about the information and ideas being presented. Does this or that make sense? How does this writer establish this point? And so on. The best researchers constantly relate what they read to their own focuses, in a productive and stimulating dialogue.

20. That students constantly question research materials
- (a) helps them discount hypotheses against their positions.
 - (b) is an important factor in their motivation for researching.
 - (c) means that they can never get any clear answers.
 - (d) tends to distract them from their own subject.
21. When researchers begin to read the collected materials, they should
- (a) be objective in dealing with them.
 - (b) look through all of the material rapidly.
 - (c) roundly criticize the research papers before them.
 - (d) write notes on the printed data immediately.
22. Good note-taking requires
- (a) a hypothesis sustaining the researcher's idea.
 - (b) control over one's speed of reading.
 - (c) the spirit of self-reliance.
 - (d) the will to avoid contradictory ideas.
23. The writer advises researchers to read previous research so that they
- (a) can broaden their understanding of their topic.
 - (b) can see the future of scientific inquiry.
 - (c) may find research that is better.
 - (d) may stimulate other researchers' study.
24. When researchers read, they need to
- (a) ask other researchers the best way to research.
 - (b) have doubts about the amount of required reading.
 - (c) maintain their curiosity without losing their viewpoint.
 - (d) relate their progress report briefly.

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) After this destructive process, the debris was filtered and the copper was removed.
- (b) At this point, the major companies involved in the Butte mines developed a new form of mining, a change of technique which is still extremely controversial.
- (c) America was becoming electrified, with lighting, machinery, communications, and other essential areas all using electric power, so the demand for, and price of, copper rose continuously and rapidly.
- (d) If it had not been for the discovery of copper in Butte, it is doubtful that America would have been able to lead the world in industrial innovation.
- (e) The bodies of the many hundreds of dead birds were tested and showed internal damage and burning from the toxic chemicals in the water.
- (f) The reason for the change was not the mining of silver, but of something much more useful: copper.
- (g) The resulting lake, which holds over 500 million cubic meters of water and is thus perhaps the largest body of water in volume ever created by man, contains large amounts of highly toxic chemicals.
- (h) Unfortunately, the Butte copper mines provide a stark example of the environmental degradation that results from this form of mining.

In 1890, the town of Butte, Montana, a small community in the mountainous Northwest of the United States, was remarkable for nothing at all. Perched on top of a hill, it was hardly a town, more of a camp for the miners who worked in the nearby silver mines. As the mines were quickly being emptied of silver, it seemed likely to become a town which had been built around one area of work, and which no longer had any reason to exist. But things changed, and by 1910 the town, named after the kind of flat-topped hill known as a butte, was being called "the Richest Hill on Earth". Workers from Europe, Mexico, the Middle East, and China came to Butte, which became the biggest city for hundreds of miles.

(25)

In the late 19th and early 20th century, copper became one of the most valuable and sought-after materials in the world, due to its excellent ability as a conductor of electric currents. (26) It just so happened that the biggest discovery of copper in the world was made in Butte, and the small town turned into a thriving, volatile, and infamous boom city. During the boom, which continued up to the end of World War II, the city could justly claim to have supplied the copper that made the U.S. the industrial giant of the 20th century.

By the 1950s, however, the boom time had gone. The mines were empty, and the small amounts of copper still available were no longer worth extracting. Other big copper

mines had been opened up in Australia and Chile, and it seemed that Butte would no longer have its key industry. (27) Previously, miners had gone down a shaft in the ground in order to cut out the material, and bring it back to the surface. It was, and still is, a dirty and dangerous job for the men who worked the mines, but it caused relatively little damage to the external environment. The new technique which Butte witnessed in the late 1950s was "open-pit mining"; instead of digging holes down into the hills containing copper deposits, the mining companies used explosives and mechanical digging machinery to remove and break up the entire area containing the copper. (28) The technique was economically successful, bringing a new wave of prosperity to Butte for a few more years.

The "open-pit" mining technique was soon adopted elsewhere, not only in mining for metals, but also in many coal-mining areas throughout America and in other countries. The environmental cost of the technique, however, is quite enormous and has led to ongoing opposition from activists. (29) By 1982, the copper in the area had again become too little to be effectively mined, and the major mining operations closed. The biggest mine, the Berkeley Pit, was then left to fill with water, as the pumps which had drained the mine were switched off. Due to the presence of chemicals and metals left over from the mining operation, and the exposed elements in the rock of the pit, the massive hole has become one of the most serious environmental problems in the state. (30)

A grim example of the danger of the Berkeley Pit occurred in 1995, when a flock of migrating geese landed on the surface water of the pit. Before they could fly off, they all died. (31) From this time, public pressure grew to do something about the pit, and various measures have been introduced which have had the effect of at least slowing the rise of the poisonous water, and, it is hoped, preventing the pollution from spreading into the general water supply for the area.

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 student is talking with an American classmate in a dormitory.

Karen: Where did you (32) after you left the cafeteria? I thought you were headed back to the dorm.

Yuri: I was making a call to Japan to let my folks know things are okay, and it (33).

Karen: How often do you call home?

Yuri: Usually once every two weeks, just to (34). Do you call your parents much?

Karen: Not really. We communicate mostly by email. They're both working and I'm busy with classes, orchestra practice and studying late in the library, so it's hard for us to (35) on the phone.

Yuri: I've noticed you also write long letters. Who to?

Karen: They're to my grandma. She lives by herself and doesn't use email, so we use regular mail. We're pretty close because I (36) school vacations with her and my grandpa before he passed away. She's the one who (37) sewing and cooking.

Yuri: She must be happy to hear from you.

Karen: She reads a lot so we exchange ideas about books we've read recently. Plus, we are both fans of poetry. So I enjoy getting letters from her as well.

Yuri: My grandparents and I are close, too. I used to travel with them during school vacations and stuff like that. They were anxious about me coming to the States to study, but they (38) once I made up my mind to come. Come to think of it, I'll send them a quick message tonight before I hit the books.

- (a) bring it up
- (b) catch each other
- (c) drop a line
- (d) got me into
- (e) let me know
- (f) showed me how
- (g) slip off to
- (h) sort of like
- (i) stay in touch
- (j) stood behind me
- (k) think it over
- (l) took a while
- (m) used to spend

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.

The Duke of Wellington (1769-1852) famously said, "The Battle of Waterloo was won on the playing fields of Eton." This saying was often used to show that the British school system traditionally gave as much weight to physical education as to intellectual and moral development. However, it is likely that the emphasis on physical education came after Wellington's famous victory, and certainly sporting achievement and the ideology of playing the game were consciously encouraged as part of the education of the administrative class for Britain's growing empire. Other nations noted that the British were suited for the physical demands of imperial rule through their physical development, but also that they were behind the French and Germans in brainpower and hard work. The British Empire expanded, it seemed, as a result of the sporting abilities of its citizens. It is, nevertheless, arguable if this educational strategy actually worked in military terms. George Orwell, a writer who studied at Eton, quoted Wellington's saying in one of his essays and added, "but the opening battles of all subsequent wars have been lost there."

[以 下 余 白]

