

# 英 語

(問 題)

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## 注 意 事 項

1. 問題冊子は、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. 解答はすべてマーク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マークすること。
4. 氏名は、試験開始後、マーク解答用紙の所定欄に正しくていねいに記入すること。
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、消しゴムでていねいに、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）。

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マークを消す時	<input type="radio"/> 良い	<input type="radio"/> 悪い	<input type="radio"/> 悪い

6. いかなる場合でも、マーク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 passage and answer the following questions.

① Around the end of World War II, we began to produce information much faster than we could process<sup>1</sup> it. Then, the rapid development of “information technology”—computers, faxes, cellular phones, and the Internet gave rise to new forms of mass media, commerce, and the Internet.

② Up until then,<sup>(1)</sup> more information was almost always a good thing. For nearly 100,000 years leading up to this century, information technology has been a means of sustaining and developing culture. Information and communications have made us steadily healthier, wealthier, more open to different ideas. Because of information, we understand more about how to overcome the basic challenges of life. Food is more plentiful. Structures of our buildings are stronger, more reliable. Our societies are more stable, as we have learned how to make political systems function. Our citizens have more freedom, thanks to a wide distribution of information that has given power to the individual. Dangerous superstitions<sup>2</sup> and false notions have been washed away. Communicating quickly with people helps to overcome our fear of them and reduces the likelihood of conflict. [A]

③ For 100,000 years the three fundamental stages of the communications process—production, distribution, and processing—had been more or less developing at the same time with one another. By and large, over our long history, people have been able to examine and consider information as quickly as it could be created and distributed. This [1] lasted through an astonishing range of communications media—the drum, smoke signal, cave painting, carrier pigeon, newspaper, photograph, telegraph, telephone, radio, and film. But in the mid-twentieth century, this graceful information system suddenly shifted with the introduction of computers, television, and satellites. [B]

④ In this way, in a very short period of natural history, we have leaped from a state of information shortage to one of information surplus. In 1850, 4 percent of American workers handled information for a living; now most do, and information processing (as opposed to material goods) now accounts for more than half of the U.S. GNP (gross national product). Data has become more plentiful, more speedy (computer processing speed has doubled every two years for the last thirty years), and more dense (from 1965 to 1995, the length of the average network TV commercial time reduced from 53.1 seconds to 25.4 seconds; meanwhile, over the same period, the number of ads per network TV minute more than doubled). [C]

⑤ Information has also become a lot cheaper—to produce, to manipulate, to distribute. With information production not only increasing, but accelerating, [2]. We have quite suddenly changed into a drastically different culture, a civilization that trades in and survives on different ways of communication. We no longer hunt or gather; few of us farm or assemble. Instead, we negotiate, we network, we relate to each other. And as we enjoy the many fruits of this rising information civilization, we also have to learn to adjust to the new and permanent side effects of what scholars call a “message dense” society.

⑥ It has also, though, created the potential of information gluttony.<sup>3</sup> Just as fat has replaced starvation as America’s number one dietary concern, information overload has replaced information shortage as an important new emotional, social, and political problem. “The real issue for future technology,” says Columbia’s Eli Noam, “does not appear to be production of information, and certainly not distribution. Almost anybody can add information. [D]”

⑦ With virtually no effort and for relatively little cost, we can capture as much information as we want. With a thumb and index finger, we effortlessly copy and paste sentences, paragraphs, books. After writing e-mail, we “carbon copy” it to one or one hundred others. The same goes for the photocopy machine, onto which we simply enter whatever number of copies we desire. As we have obtained more and more of it, information has become not only a currency, but also pollution.

(Adapted from David Shenk, *Surviving the Information Glut*, 1997)

1. process: 処理する

2. superstition: 迷信

3. gluttony: 大食い、暴飲暴食

1. What does then<sup>(1)</sup> in paragraph 2 refer to?
  - A. 100,000 years ago
  - B. 1850
  - C. mid-1900s
  - D. 1980
  - E. None of the above
2. Choose the most appropriate word(s) to fill [ 1 ] in paragraph 3.
  - A. balanced system
  - B. competition
  - C. debate
  - D. question
  - E. None of the above
3. Choose the most appropriate clause to fill [ 2 ] in paragraph 5.
  - A. more and more people will lead a happier life
  - B. the cost of acquiring information will certainly go up
  - C. there are signs that the production of information is slowing down
  - D. there is no sign that processing will ever catch up
  - E. we will find it easier to process information
4. Look at the four letters [A] – [D] that indicate where the following sentence could be added to the passage. Where would the sentence fit?

**The difficult question is how to reduce it.**

5. What did the author conclude about information since World War II?
  - A. Information has emerged not only as useful but also as useless.
  - B. Information production has become less important.
  - C. There are no harmful consequences from cheaper and speedier information production.
  - D. There are signs that we will catch up with processing the increasing production of information.
  - E. None of the above
6. Choose three answers that are true according to the passage.
  - A. Although we have become information-rich, we have more virtual friends than real friends.
  - B. At the present time, the Internet allows us to obtain as much information as we desire; however, the cost of getting information is actually high.
  - C. Before World War II, no information was produced.
  - D. In the middle of the nineteenth century, more than fifty percent of American workers were engaged in information industries.
  - E. In the past, information was valuable.
  - F. Information has been good for human beings since ancient times to the present, in part because the value of information never changed.
  - G. Now, we access and pass on information effortlessly.
  - H. These days, we have so much information that we are suffering from it, like those who overeat for a long period of time.
  - I. Today, the volume of information is so large that it is becoming easier to determine useful information from useless.

## II. Read the passage and answer the following questions.

① In America, the automation of factory production cut the average manufacturing workweek from sixty-six hours in 1860 to sixty in 1920. This meant shorter workdays and more free time. White-collar employees spent eight to ten hours a day on the job and often worked only half a day or not at all on weekends. Laborers in steel mills and sweatshops<sup>1</sup> endured twelve- or fourteen-hour shifts with little leisure time. As the economy shifted from production of materials for industrial use to that of consumer goods, more Americans engaged in recreation, and a large part of the economy provided for—and profited from—leisure.

② Amusement became a commercial activity, as home entertainment expanded. Mass-produced pianos and sheet music for middle-class families made singing of popular songs a common form of home entertainment. The most prominent of new leisure pursuits, however, was sports. Formerly a fashionable activity of elites, organized sports became a favorite pastime of all classes.

③ The most popular sport was baseball. Derived from older bat, ball, and base-circling games, in 1845, the Knickerbocker Club of New York standardized the rules of play. [1] 1860, at least fifty baseball clubs existed, and youths played informal games on city lots and fields nationwide. The National League of Professional Baseball Clubs, founded in 1876, gave the sport a businesslike structure. But as early as 1867, a “color line”<sup>2</sup> excluded black players from professional teams. Still, by the 1880s, professional baseball was big business. In 1903, the National League and competing American League (formed in 1901) began a World Series between their championship teams. The Boston Red Sox beat the Pittsburgh Pirates in that first series.

④ Baseball, the “national pastime,” was one new leisure-time pursuit that Americans took into different parts of the world. The Shanghai Base Ball Club was founded by Americans in China in 1863, but it was condemned by the Imperial Court as weakening the human spirit. [2], when Horace Wilson, an American teacher, taught baseball rules to his Japanese students around 1870, the game received an enthusiastic reception as a support of traditional virtues and became part of Japanese culture.<sup>(1)</sup>

⑤ During the 1890s, scores of Japanese high schools and colleges sponsored organized baseball, and in 1883, Hiroshi Hiraoka, a railroad engineer educated in Boston, founded the first official local team, the Shimbashi Athletic Club.

⑥ [3] baseball, the Japanese had no team sports or recreational athletics. [4] they learned about baseball, they found the idea of a team sport fit their culture well. But for them, baseball was serious business, involving often brutal training. Practices at Ichiko, one of Japan’s two great high school baseball teams in the late nineteenth century, were known as “Bloody Urine”<sup>3</sup> because many players passed blood after a day of hard practice. There was a spiritual quality as well linked to Buddhist values. According to one Japanese coach, “Student baseball must be the baseball of self-discipline, or trying to attain the truth,<sup>4</sup> just as in Zen Buddhism.” This attitude prompted the Japanese to consider baseball a new method for pursuing the spirit of Bushido, the way of the samurai.

⑦ When Americans played baseball in Japan, the Japanese admired their talent but found them lacking discipline and respect. Americans insulted the Japanese by refusing to remove their hats and bow when they stepped up to bat. An international dispute occurred in Tokyo in 1891 when an American professor, late for a game, climbed over a sacred fence and was attacked by Japanese fans. The American embassy placed a formal complaint. Americans assumed their game would encourage Japanese to become like westerners, but the Japanese transformed baseball into a uniquely Japanese expression of team spirit, discipline, and nationalism.

(Adapted from Mary Beth Norton et al., *A People & A Nation, Volume II: Since 1865*, 2012)

1. *sweatshop*: a workshop where employees work long hours under bad conditions for low wages

2. *color line*: social restriction based on differences of skin color

3. *bloody urine*: 血尿

4. *attain the truth*: 悟りを開く

1. What can be concluded from paragraph 2?
  - A. As home entertainment expanded, organized sports became less popular with middle-class families.
  - B. The more pianos people bought, the less frequently they visited amusement parks.
  - C. There was a time only elites enjoyed organized sports.
  - ☒ D. Watching sports was more popular than singing popular songs.
2. Which of the following best expresses the essential information in the underlined sentence (1) in paragraph 4?
  - A. Japanese students accepted baseball as a means to support a Japanese way of thinking.
  - B. When Japanese students learned baseball, they became like westerners.
  - C. When baseball was introduced to Japanese students, it didn't appeal to them right away.
  - D. Wilson introduced traditional virtues of Japan by playing baseball with his students.
3. Look at the numbers [1] – [4] that indicate where the following words should be added to the passage. Where does each of the words best fit? Each choice must be used once.
  - A. Before
  - B. By
  - C. However
  - D. Once
4. Complete the following sentence by choosing the most appropriate phrase from choices A-D

The author mentions the example of an American professor in paragraph 7 in order to \_\_\_\_\_.

- A. argue that Japanese fans in general were dangerous people
  - B. dismiss the formal complaint placed by the American Embassy
  - C. illustrate how the behavior of some westerners offended the Japanese
  - D. show who taught baseball rules to the Japanese
5. Which of the following cannot be concluded from the passage about the rise of organized sports in America?
  - A. As working hours decreased, the leisure industry expanded.
  - B. Organized sports brought families together.
  - C. Technological changes made new activities centered around leisure possible.
  - D. The Japanese didn't think that organized sports were an expression of discipline for Americans.
6. Which of the following statements cannot be concluded about organized sports in the late 1800s, according to the passage?
  - A. The Japanese adopted baseball soon after an America teacher introduced the rules of the game, but they added their own cultural qualities to it.
  - B. The Japanese linked baseball with spiritual qualities.
  - C. The sport of baseball received an enthusiastic reception as a means to support traditional virtues in Japan.
  - D. When Americans played baseball in Japan, the Japanese admired their talent and discipline.

7. Indicate which of the following statements are true about organized sports in the late 1800s, according to the passage. Choose only four answers.
- A. All aspects of baseball were enjoyed by both American men and women.
  - B. As a consumer society emerged, more Americans engaged in recreation.
  - C. As early as 1867, black players competed in professional baseball in the United States.
  - D. Baseball became fashionable in China.
  - E. Baseball practice at one of Japan's great high schools often involved harsh training.
  - F. Before baseball, the Japanese had organized team sports.
  - G. From 1860 to 1920, singing of songs emerged as the number one leisure pursuit in America.
  - H. In Japan, American baseball players removed their hats and bowed when they stepped up to bat.
  - I. Organized sports first became popular among working-class Americans, then among middle- and upper-class people.
  - J. The Japanese associated baseball with Zen Buddhism.
  - K. The Japanese rejected baseball after Americans became involved in their country.
  - L. The team sport of baseball happened to fit well into the Japanese culture.

**III. The following passage is from a book written by Kary Mullis, a Nobel Prize winner. Read the passage and answer the following questions.**

① I was confident I was going to receive the Nobel Prize in 1992. The host of a German TV show had called and explained that each year he did a documentary about the winner of the Nobel Prize in chemistry, and he was preparing the 1992 show. In the past, he had successfully picked every winner of the prize for chemistry. He claimed he was a very good guesser, but I figured this person must be getting inside information from somebody on the committee. That means I'm going to win it this year. His TV crew spent a week filming me in La Jolla and Mendocino.<sup>1</sup> I was very excited. And I was actively humble.

② As it turned out, I had good reason to be humble. I didn't win. About six months before the 1993 awards were to be announced, my professor from UC Berkeley,<sup>2</sup> Joe Neilands, from whom I had learned a little bit about chemistry and a whole lot about life, told me, "I wouldn't be surprised if you got the Nobel Prize this year. But you'd make it easier for the committee to give it to you if you didn't talk to the press so often. They don't have to give it to you until you're dying."

③ The German never called back. I stopped wondering about when I might get it, and I tried not to pay attention. My phone rang at 6:15 A.M. on the morning of October 13, 1993. I thought I knew who it was. On both the eleventh and twelfth, someone from Japan had sent me a fax at exactly that time. He thought it was my afternoon. So when the phone rang in my bedroom, I stayed in bed, knowing the fax machine would eventually pick it up. Then I heard someone leaving a message on my answering machine. I heard the words "Nobel Foundation."

④ I leaped out of bed. I picked up the phone just as the speaker hung up. Great, I thought, I've missed the Nobel Prize call. Will they call back? Almost instantly the phone rang again. He had heard my voice just as he'd hung up. "Congratulations, Dr. Mullis. I am pleased to be able to announce to you that you have been awarded the Nobel Prize."

⑤ "I'll take it!" I said. I knew that they couldn't make you take it, and I didn't want there to be any doubts. We talked for a minute, and I was warned to be prepared for the media attention. Since this was the first time I'd ever won a Nobel Prize, there was no way I could have anticipated the response. I figured maybe I'd get ten calls or something. I didn't realize how big the known world is. As soon as I hung up, I tried to call my mother in South Carolina. Interestingly, this was her birthday too, and I thought this was a fine birthday present. But when I picked up the phone, a reporter from the AP<sup>3</sup> was on the line. The phone hadn't even rung. I spoke to him for a second, then hung up, and tried again. I picked up the phone, and someone from UPI<sup>4</sup> was on the line. Then somebody from a local station called. They wanted to bring a camera crew over. Then Steve Judd showed up as he usually did around seven, and I told him that I had just won the Nobel Prize. He said, "I know. I heard it on the radio. Let's go for a surf."

⑥ [1]. I told them that I would be available in an hour. I needed to wake up, and I would be out surfing. [2]. I looked up at Steve, and we nodded agreement. [3]. [4]. I needed time away from the media attention.

⑦ Several friends joined us. When we came out of the water, a camera crew from another station was waiting. They had gone directly to my apartment and found out from a neighbor where I usually surfed. They didn't know me, and they were asking everyone who came out of the water if he was Kary Mullis. Andy Dizon admitted to being me. They asked him how it felt to win the Nobel Prize. He announced that it was like a dream come true. They asked him what he would be doing the rest of the day, and he turned to me and said, "Wow! I just remembered, *this* is Kary Mullis." They didn't show that on the nightly news.

⑧ By the time I got back home, my house was completely surrounded by newspaper, magazine, and broadcast reporters as well as camera crews. As it turned out, none of the other Nobel Prize winners that year were serious about surfing, and "Surfer Wins Nobel Prize" made headlines.

(Adapted from Kary Mullis, *Dancing Naked in the Mind Field*, 1998)

1. *La Jolla* and *Mendocino*: coastal cities in California
  2. *UC Berkeley*: the University of California, Berkeley campus
  3. *AP* (*Associated Press*): American news agency
  4. *UPI* (*United Press International*): American-based news agency
- 
1. We can safely conclude from paragraph 1 that the host of a German TV show \_\_\_\_\_.
    - A. knew the author was going to receive the Nobel Prize in 1993
    - B. thought the author would receive the Nobel Prize in 1992
    - C. wanted to tell the author that his documentary film would help him receive a Nobel Prize
    - D. was receiving inside information from the Nobel Prize committee
    - E. None of the above
  2. We can conclude from paragraph 2 that the author \_\_\_\_\_.
    - A. is going to receive the Nobel Prize when he is very old
    - B. is probably too shy to talk about his work
    - C. must have been talking to the press frequently
    - D. respects Joe Neilands for the marine biology education that he received from him
    - E. None of the above
  3. The author's phone rang at 6:15 A.M. on October 13, 1993. Who called?
    - A. It was a fax from someone in Japan.
    - B. Joe Neilands did.
    - C. The Nobel Foundation did.
    - D. The author's mother did.
    - E. The author's surfing friend did.
  4. We can conclude from the passage that Steve Judd is probably \_\_\_\_\_.
    - A. a cameraman from the local station
    - B. another Nobel prize winner
    - C. the author's coworker
    - D. the author's surfing friend
    - E. None of the above
  5. We can safely conclude from the passage that Andy Dizon is ...
    - A. a member of the nightly news crew
    - B. a professional comedian
    - C. a professor at UC Berkeley
    - D. the author's coworker
    - E. None of the above



6. According to the passage, which statement is true?
- A. Several surfers received the Nobel Prize in 1993, so "Surfers Win Nobel Prize" made headlines.
  - B. The author's mentor must have been surprised to learn that the author had received the Nobel Prize.
  - C. The host of a German TV show correctly predicted that the author would receive the Nobel Prize in 1993.
  - D. When the author learned that he had received the Nobel Prize, he couldn't immediately tell his mother about it.
  - E. None of the above
7. Look at the numbers [1] — [4] that indicate where the following sentences should be added to paragraph 6. Where does each of the sentences best fit?
- A. I said we would be surfing at Thirteenth Street in Del Mar
  - B. Of course, they asked me where we were going
  - C. The local station that wanted to bring over a camera crew was still on the line
  - D. We headed in the other direction
8. Which of the following can be concluded about Kary Mullis from the passage?
- A. He appears to be a "Man of Science" absorbed in his own world.
  - B. He doesn't have any hobbies.
  - C. He is very closed and angry.
  - D. He is very open-minded and expressive.
  - E. His scientific arguments stimulate controversy.

IV. Choose the one word or phrase that best completes the sentence.

1. Jane just stood there, very tired; her legs were spread apart, and \_\_\_\_\_.
  - A. her arms did, too
  - B. her arms didn't either
  - C. neither her arms were
  - D. so were her arms
  
2. When we talk to someone on the telephone, we tend to concentrate \_\_\_\_\_ on the conversation.
  - A. as seriously as
  - B. more attentively than
  - C. the most carefully of
  - D. twice as hard
  
3. Taro did a presentation for his English class, hoping to see Mrs. Taylor's \_\_\_\_\_ smile, but unfortunately, she fell asleep during the presentation.
  - A. approved
  - B. approving
  - C. proven
  - D. to approve
  
4. In the movie, one of my favorite scenes is \_\_\_\_\_ Einstein wins the Nobel Prize.
  - A. that there
  - B. there
  - C. where
  - D. which
  
5. Teachers differed \_\_\_\_\_ they taught their subjects in class.
  - A. effectively from how
  - B. from the tremendous effectiveness
  - C. the effectiveness in how
  - D. tremendously in how effectively

V. Identify the one underlined word or phrase that must be changed or deleted in order for the sentence to be correct.

1. All the team members had admired him for his leadership; therefore, they immediately decided to make him as new captain.  
(a) (b) (c) (d)
2. My solutions to the problems were the same to the professor's.  
(a) (b) (c) (d)
3. More businesses fail because of poor planning than any another reason.  
(a) (b) (c) (d)
4. How to be more competitive is a question that is normally associated by men.  
(a) (b) (c) (d)
5. The three-year-old male chimpanzee in the laboratory pulled the lever in that he could get some candy from the machine.  
(a) (b) (c) (d)

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