

英 語

(問 題)

2013年度

〈2013 H25071124〉

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
------	---	---	---	---	---	---	---	---	---	---

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	<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 for each gap.
Mark your answers (a ~ d) on the separate answer sheet.

(A) This is a story from long ago about Elidor, a poor boy who lived with his widowed mother. One day, after he had finished his chores, he went walking, and as he strolled down the path, he whistled a merry tune. After a while, noticing that someone was singing (1), he stopped and saw a young girl, dressed in green. She waved and beckoned him to follow her to a cave, which Elidor had never noticed before, even (2) he often walked that way. He followed the girl, and was astonished when they came out the other side into a shady clearing in a wood. On the grass of the clearing lay hundreds of yellow, shiny metal balls, and the girl picked one up and threw it to Elidor, who caught it and (3) it back. They played in this way all afternoon, until Elidor went home feeling happier than ever in his life. Every day, he returned to the cave and the clearing where the girl was waiting to play. But then one day he was so (4) in playing that he forgot the time, and came home well after supper time. He had not told anybody about the mysterious place before, but now his mother was so fearful for him that he had to reveal his secret. When he mentioned the shiny balls, his mother told him that the playthings must be gold, a metal Elidor had never seen. Next afternoon, he played with the beautiful girl, but as he left he put one of the balls into his pocket. The girl frowned, but said nothing; indeed, in all the time they had played together, she had laughed and sung, but had not (5) a word. That evening, Elidor gave the golden ball to his mother, who placed it in a box under her bed. But next morning, when she opened the box, the ball was not there. Quickly, Elidor ran down to the mysterious cave, but it had (6) just as mysteriously as it had appeared. Though Elidor spent many future days in the rest of his life searching for the cave and the clearing in the wood, he never (7) found the secret place.

- | | | | |
|-----------------|--------------|------------|---------------|
| 1. (a) along | (b) back | (c) down | (d) instead |
| 2. (a) if | (b) now | (c) though | (d) when |
| 3. (a) crushed | (b) flew | (c) struck | (d) tossed |
| 4. (a) absorbed | (b) confused | (c) meshed | (d) perplexed |
| 5. (a) declared | (b) replied | (c) stated | (d) uttered |
| 6. (a) cleared | (b) loosed | (c) opened | (d) vanished |
| 7. (a) about | (b) after | (c) again | (d) always |

(B) Luxurious imprisonment is the norm for animals in zoos across the world. Since the 1970s and 1980s, zoos have (8) to reproduce the natural habitats of their animals, replacing concrete floors and steel bars with grass, boulders, trees, and pools of water. These environments may (9) the wild, but the animals don't have to worry about finding food, shelter, or safety from predators; all the necessities of life seem to be provided for them. While this may not seem like such a bad deal at first glance, the animals experience numerous (10). The zebras live under constant threat, smelling the lions in the nearby Great Cats exhibit every day and finding themselves unable to escape. There's no possibility of migrating or hoarding food for the winter, which must seem to promise equally certain doom to a bird or bear. In fact, the animals have no way of even (11) whether the food that has magically appeared each day thus far will appear again tomorrow, and no power to provide for themselves. In short, zoo life is utterly incompatible with an animal's most deeply ingrained survival instincts. In spite of the dedication of their human caretakers, animals in zoos may feel caught in a death trap because they (12) minimal control over their lives. Every year, undaunted by the extensive moats, wall, nets, and glass encircling their habitats, many animals (13) to escape, and some of them even succeed. In 2004, at the Berlin zoo, a bear named Juan used a log to make his way across the moat (14) his habitat before climbing a wall to freedom. After he had taken a whirl on the zoo's merry-go-round and a few trips down the slide, he was sedated with a tranquilizer dart by zoo officials and returned to his habitat.

- | | | | |
|--------------------|-------------------|-----------------|--------------|
| 8. (a) induced | (b) offered | (c) resumed | (d) strived |
| 9. (a) better | (b) convert | (c) manage | (d) simulate |
| 10. (a) benefits | (b) complications | (c) conversions | (d) mistakes |
| 11. (a) asking | (b) deciding | (c) following | (d) knowing |
| 12. (a) exert | (b) perform | (c) survey | (d) transfer |
| 13. (a) arrange | (b) attempt | (c) elude | (d) presume |
| 14. (a) concerning | (b) involving | (c) surrounding | (d) yielding |

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

(A) "Just one hundred cod left in the North Sea," ran an alarming headline in the British newspaper *The Telegraph* on 16 September 2012. Readers were shocked to learn that the once common fish, the staple ingredient of England's famous fish and chips, is in such rapid and terminal decline. In fact, the headline turned out to be one of the most misleading and inaccurate ever written. Recent scientific estimates are that there are in reality approximately 21 million cod swimming in the North Sea. While stocks were in sharp decline for many years due to overfishing, a reduction in the annual fishing quota from 360,000 tons of cod in the 1970s to 32,000 tons in 2012, as well as better protection measures, has resulted in a small but significant recovery in their numbers.

So why was the headline so wrong? The article had a sub-heading which made it clear that the writer was only talking about adult cod. Unfortunately, the writer mistakenly identified adult cod as being 13 years old, which as scientists point out, are very old cod indeed, as their reproductive ability emerges from around 5 years old. The article has become a good example of oversimplification and inexperienced reporting leading to grossly exaggerated headlines. Do not believe everything you read!

15. Which of these statements about the first paragraph is true?

- (a) After a significant loss of cod in the North Sea the number is slowly increasing.
- (b) English people are concerned about the possibility of running out of fish and chips.
- (c) There seems to have been a conspiracy to cheat the readers of *The Telegraph*.
- (d) There will always be healthy numbers of cod swimming in the North Sea.

16. The headline was deceptive because

- (a) fishable cod in the North Sea have always been scarce in their numbers.
- (b) it suggested that only very old cod could reproduce successfully.
- (c) the exaggerating tendency of the newspaper was well known.
- (d) the newspaper reporter overlooked how fertile 13-year-old cod are.

(B) Socrates did not think very much of passing on knowledge through writing. He saw it only as a way to help our memories to recall something that we already know. He felt that relying on the written word would only make us lazy and forgetful, since we would not need to exercise our memory. The irony of this is that we probably would not know what he thought about this topic if his pupils such as Plato had not preserved his thoughts in writing. He never realized how writing could free us from the biological limitations of our brains and preserve ideas intact across generations.

Even into the Middle Ages, writing was not meant to replace memory but to aid memorizing. Since there were no printing presses, texts had to be copied by hand. Some manuscript copiers did so less to preserve the texts than to help the copier memorize them. People read in order to remember, and books were the most efficient tools to facilitate this process.

Of course, in the time of Socrates, texts were not exactly as portable as today's paperbacks or eBooks read on tablet computers. Texts were written on long rolls of sheets made of pressed papyrus reeds, plants found along the Nile River. It was quite difficult to read or even write on these. On top of that, writing consisted of long strings of capital letters with no spaces or punctuation. Try reading this text:

ITWASNOTTHEEASIESTTHINGTODOTOREADATEXTINTHOSEDAYS

17. Socrates may have had an excellent memory, but we remember him because

- (a) he had an extremely ironic view of the role of writing.
- (b) his texts were copied as late as the Middle Ages.
- (c) someone took the trouble to write down what he said.
- (d) we no longer need biological brains to remember things.

18. Why was it so difficult to read texts in Socrates' day?

- (a) It was not so simple to remember what you had just read.
- (b) Handwriting was harder to understand than printed books.
- (c) Texts could not be easily searched to find specific information.
- (d) You needed to have a cart to carry your reading around.

19. A good title for this passage could be

- (a) Memories of Good Philosophy
- (b) Old Habits Always Die Hard
- (c) Plato Disagrees with Socrates
- (d) Reading Has Come a Long Way

(C) The English poet William Wordsworth was one of the most famous witnesses of the French Revolution. The young Wordsworth—he was only 21—spent a year in France in 1791, and was fascinated by the revolutionaries; “Bliss was it in that dawn to be alive, / But to be young was very Heaven!” he wrote, in the long autobiographical poem, *The Prelude*, composed some years later, between 1798 and 1805. But afterwards Wordsworth was to change his mind about revolution and he became increasingly conservative in his political philosophy. When *The Prelude* was published for the first time in 1850, at the end of his life, Wordsworth omitted all of the lines of his poem that referred to his youthful fervor for radical politics and his time in France. It was only a much later scholarly discovery made in 1926 that brought the young poet’s original ideas and feelings to light.

A similar act of poetic self-censorship occurs in the work of the 20th-century poet, W. H. Auden, whose poem about the beginning of the Second World War, titled “September 1, 1939,” was later disowned by the author. He omitted it from editions of his poetry, and described it, and other works from the same time, as “dishonest”. Nevertheless, “September 1, 1939” is recognized by readers as one of Auden’s great works, containing such compelling, and honest, lines as “We must love one another or die.”

Both Wordsworth and Auden, we may assume, would have quite happily destroyed those parts of their work with which they later felt uncomfortable, and there are noted cases where writers did commit such acts of total self-censorship. Nathaniel Hawthorne tried, unsuccessfully, to have his first published novel destroyed by buying up the printed copies and burning them, so very few copies exist now. Thomas Hardy and James Joyce both destroyed entire works, of which no copy has survived, so we can only imagine what their contents would have been.

The great 20th-century writer, Franz Kafka asked his friend Max Brod to take care of his affairs, including the instruction to destroy all papers and manuscripts. As Kafka’s entire published work at the time of his death consisted only of a couple of collections of short stories, if Brod had obeyed his friend’s order, we would never have had the great novels, *The Trial*, *The Castle*, or *America*, and indeed the word “Kafkaesque” would not have entered the English language.

All of this raises the question of the author’s right to possess and control his or her own creations. This right, or copyright, is something which is enshrined in legal processes, but in practice literary critics and ordinary readers are keen to look at all of an author’s writings, whatever the wishes of the creator. Even private diaries and letters—papers which we can be sure the author had no wish to make public—become part of our reading, as we consume not just the authorized publications, but anything and everything that a writer produces. Perhaps we are wrong to do so, but surely authors are naive to expect us to act otherwise.

20. According to the passage, William Wordsworth was an English poet, who
- (a) was enthusiastic about the events he experienced in his youth.
 - (b) was not able to finish any of his poems due to political events.
 - (c) went to France in order to write a poem praising young people.
 - (d) wrote several poems in French about political matters.
21. Like Wordsworth, the later poet W. H. Auden
- (a) came to love the idea of war as a way of proving one's patriotism.
 - (b) regretted some of the poetry he had written and tried to suppress it.
 - (c) saw dishonesty and corruption in the politics of his time.
 - (d) was regarded by many as the great poet of the Second World War.
22. According to the passage, many authors, including Hawthorne, have tried
- (a) to get rid of embarrassing youthful works that they published.
 - (b) to give the public better novels than their early attempts.
 - (c) to reach a bigger audience by suggesting their work is hidden.
 - (d) to revise their better writings every time they are reprinted.
23. The author Franz Kafka would have been unknown,
- (a) apart from being the friend of the novelist, Max Brod.
 - (b) but for the popularity of his novels during his lifetime.
 - (c) except that his tragic death made him famous.
 - (d) if his friend had followed his final instructions.
24. According to the passage,
- (a) authors should accept that their control over their creations is limited.
 - (b) books are the property not of readers but of the authors who wrote them.
 - (c) people should never read all of the private letters of famous authors.
 - (d) readers should try to follow the wishes of their favourite writers.

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) And, in purely pragmatic terms, his work in the scientific field has given life to billions of people throughout the world.
- (b) Crops take essential chemicals out of the soil in order to grow, and without appropriate measures the land rapidly becomes infertile.
- (c) Germany, at the time, believed that its industrial and scientific progress would lead to world dominance.
- (d) However, he died in 1934 before he could get there.
- (e) On balance, if we think only of the numbers, we might decide that he benefited the world more than he harmed it.
- (f) On the other hand, there are those whose obsessions and blind following of ideologies have led them to do great harm to many.
- (g) Simply put, without the Haber Process, at least half of us would die of starvation.
- (h) This was a gas made from the chemical chlorine which could be released in large quantities and, when the wind blew over the opposing forces, kill or disable large numbers of men.

There are some people whose abilities and perseverance lead them to do great things, to change the world in significant ways. People such as Martin Luther King, Jr., who inspired a generation of Americans to improve society, or the scientists who developed antibiotic drugs which have led to the conquest of many diseases. (25) Very occasionally, there are individuals who may have been both great benefactors of mankind and evildoers on a massive scale. Such a man, divided between good and evil, was the German chemist Fritz Haber (1868-1934), who was both a saviour of the human race, or at least a large part of it in the 20th century, and also the instigator of one of the most horrific human acts, the use of poison gas.

Haber's saving grace came from his role in increasing agricultural production. Farmers, since the very beginnings of agriculture, have faced the problem of how to maintain and even increase the productivity of the land. (26) Crop rotation—growing different crops in the same place at different times, or leaving land untended for a length of time—had some impact, as did the use of animal waste. By the end of the 19th century, the most effective way of increasing land fertility was the use of guano, a nitrogen-rich substance made from the droppings of seabirds. However, while all bird droppings might contain nitrogen, the most powerful form, guano, only came from the west coast of South America, and thus was a product in great demand but limited supply. Nitrogen, the element which plants need to grow, and which is rapidly taken from the soil, is of course all around us. The air we

breathe is almost 80% nitrogen. However, the problem of getting this abundant nitrogen to bond with other elements, and thus form a useful material, was unknown until Haber made a number of discoveries, and along with colleagues developed the Haber Process for making ammonia, a compound of nitrogen and hydrogen. This compound synthesis became the basis for modern fertilizers, materials made on a mass scale which have generated an ongoing agricultural revolution, allowing the increase in the world's population from 1.6 billion in the year 1900 to over 7 billion today. (27)

Fritz Haber, however, was a typical man of his time. He was Jewish by descent, but became a Christian, perhaps to help advance his academic career; nevertheless, he was also a staunchly patriotic German, devoted to the empire which had come into existence in 1870, when he was three years old. In 1914, Germany, along with the other European nations, became embroiled in the conflict which became known as the First World War. Like almost everyone else, Haber applied his skills and knowledge to the war effort, and came up with a devastating weapon. (28) The use of such weapons was quickly condemned throughout the world, and following the war's end was prohibited by several treaties and agreements, though very unfortunately there have continued to be occasional uses of these abhorrent materials. Haber himself, even though his wife and son both committed suicide out of shame for his actions, never admitted his error, saying only that he was just trying to win the war for his country.

After the war, he continued to work in chemical research, but became appalled at the treatment of Jews in the 1930s, and left Germany for England, intending to resettle in Israel. (29) One final, grotesquely ironic and terrible result of his research was that, under his direction, his laboratory had developed a gas which would exterminate harmful insects. This gas, which Haber's laboratory had called Zyklon A, was subsequently adapted by the Nazis as Zyklon B, and used to kill human beings; relatives and friends of Haber, and millions of other innocent men, women, and children were murdered using the poisonous gas which his research unit had invented.

So, ultimately, was Fritz Haber a good or a bad man? (30) His developments of poison gas caused the deaths of thousands in the First World War, and if he has some indirect responsibility for the Nazi destruction of the European Jews, then millions of deaths lie at his door. Nevertheless, his development of such technologies was inspired by his intense patriotism; he did not do this evil out of selfishness or hatred of humanity, but out of his love for his country. (31) Perhaps Haber is an exemplar of science and its effects on humanity. It is double-edged; on the one hand, it can cause horrible destruction and bring misery and death to many, but on the other hand, it gives life and a better living to everyone.

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 classroom.

Takashi: Kate, are you all right? You (32) haven't slept at all.

Kate: Good morning, Takashi. I had to pull an all-nighter to get my biology presentation done.

Takashi: Were you able to finish it?

Kate: Somehow or other I (33) it done. By the way, why are you so (34) this early in the day?

Takashi: I'm off to visit a cousin in Los Angeles over the weekend. She's working there and she's going to let me stay with her.

Kate: I wish I (35) you. By the way, did you get enough members for your team in the basketball tournament?

Takashi: Yes, and it starts at the end of next month. I think we need to practice at least (36) to get ready. Are you free on Thursday nights?

Kate: Sure, that (37).

Takashi: There are 48 teams in the tournament. I've got (38) that we can at least get as far as the final eight.

Kate: There's no doubt about that!

Takashi: That's the spirit!

(a) an easy job

(b) feeling so lucky

(c) full of energy

(d) is too busy

(e) look like you

(f) managed to get

(g) my fingers crossed

(h) no doubt about

(i) once a week

(j) over the line

(k) said when you

(l) were going with

(m) works for me

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.

Have you ever wondered how many people live in the countryside and how many people live in towns? Perhaps you know the statistics for your own country, but globally, do more people live in cities than in rural areas? Well, according to UN statistics, in 2008, for the first time in the history of humankind, more than half the world's population lived in cities. It is a staggering statistic which has many implications for the way we live our lives. So why are people moving to towns? The answer is complicated, but the most important factor seems to be the availability of jobs. People also want to benefit from the facilities that towns and cities provide, from medical facilities such as hospitals to cultural assets such as theaters and galleries. However, some people still prefer living in small villages because the pace of life is slower, they can benefit from a closer relationship with the earth, and perhaps community bonds are stronger. The problem is that many young people move to the cities, so rural communities are not only shrinking, but are also aging. As rural communities become smaller, investment in key services such as buses and schools decreases accordingly, and these communities become unsustainable.

[以 下 余 白]