

# 英 語

(問 題)

2015年度

〈2015 H27091123〉

## 注 意 事 項

1. 試験開始の指示があるまで、問題冊子および解答用紙には手を触れないこと。
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・乱丁及び解答用紙の汚損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、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. マーク解答用紙記入上の注意
  - (1) 印刷されている受験番号が、自分の受験番号と一致していることを確認したうえで、氏名欄に氏名を記入すること。
  - (2) マーク欄にははっきりとマークすること。また、訂正する場合は、消しゴムで丁寧に、消し残しがないようによく消すこと。

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 checked="" type="radio"/> 悪い	<input type="radio"/> 悪い

5. 記述解答用紙記入上の注意
  - (1) 記述解答用紙の所定欄（2カ所）に、氏名および受験番号を正確に丁寧に記入すること。
  - (2) 所定欄以外に受験番号・氏名を書いてはならない。
  - (3) 受験番号の記入にあたっては、次の数字見本にしたがい、読みやすいように、正確に丁寧に記入すること。

数 字 見 本	0	1	2	3	4	5	6	7	8	9
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- (4) 受験番号は右詰めで記入し、余白が生じる場合でも受験番号の前に「0」を記入しないこと。

	万	千	百	十	一
(例) 3825番⇒		3	8	2	5

6. 解答はすべて所定の解答欄に記入すること。所定欄以外に何かを記入した解答用紙は採点の対象外となる場合がある。
7. 試験終了の指示が出たら、すぐに解答をやめ、筆記用具を置き解答用紙を裏返しにすること。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。
8. いかなる場合でも、解答用紙は必ず提出すること。
9. 試験終了後、問題冊子は持ち帰ること。

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) Dalits are an untouchable caste in India. Castes are part of the social ( 1 ) system of Indian people. In ancient India, 3200-2500 B.C., the caste system did not exist. Women's status was socially high, and they were learned and intelligent. They could choose their life partner, and it was also ( 2 ) for widows to remarry. The status of women declined with the arrival of Hindu religious books like the *Manusmriti*, which divides people into caste systems and men and women into different classes. The *Manusmriti* asserts that women should not have any right to wealth, education, or property. They should also not have any freedom or ( 3 ). In the traditional system there are four castes: Brahmins, Kshatriyas, Vaishyas, and Shudras. However, certain groups, now known as Dalits and Other Backward Classes (OBCs), were excluded from these categories and are regarded as lower castes. Dalits and OBCs face huge social discrimination, although discrimination against lower castes in India is illegal under Article 15 of its constitution. In spite of that, upper caste people sometimes sexually ( 4 ) lower caste people. There are approximately 250 million Dalit women, and they comprise the poorest and most ( 5 ) group of people in India. Most Dalits are scattered across villages and are not a ( 6 ) group. Dalit girls are tortured by other castes as well as by members of their own caste. They are tortured sexually, physically, socially, and mentally. Sometimes the killing of Dalit women is also accepted for minor crimes. They face a burden of class, caste, and gender. To be born as a Dalit woman is nothing but to be born to a lifetime of ( 7 ).

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|------------------------|--------------------|------------------|------------------|
| 1. ( a ) analysis      | ( b ) network      | ( c ) ranking    | ( d ) welfare    |
| 2. ( a ) considered    | ( b ) licensed     | ( c ) permitted  | ( d ) required   |
| 3. ( a ) friendship    | ( b ) independence | ( c ) morality   | ( d ) security   |
| 4. ( a ) abuse         | ( b ) defame       | ( c ) hurt       | ( d ) reject     |
| 5. ( a ) disadvantaged | ( b ) ignored      | ( c ) notorious  | ( d ) scandalous |
| 6. ( a ) conservative  | ( b ) homogenous   | ( c ) patronized | ( d ) recognized |
| 7. ( a ) apology       | ( b ) imprisonment | ( c ) practice   | ( d ) transition |

(B) Cyprus, the third largest and third most populous island in the Mediterranean Sea, has recently been called a 'Treasure Island'. It seems quite ( 8 ) that this historically and geographically blessed island is referred to that way. Having a pivotal role in sea transportation between east and west, the island has been generally ( 9 ) whether it has been occupied or independent. And nobody would deny the beauty of its scenery. Besides, it is rich with wonderful stories from Greek mythology. One of them is that of Aphrodite's birth. Aphrodite, who is called Venus in Roman mythology, is a goddess of beauty and is believed to have emerged from bubbles in the sea off the shore of Paphos, a town in the south of the island. Paphos, named after another character from Greek mythology, is one of the three World Heritage Sites on this island.

But the reason it has come to be called a Treasure Island has ( 10 ) to do with this ancient background. After its independence and accession to the EU, Cyprus, officially the Republic of Cyprus, has played rather an important role among the member nations of the EU considering its ( 11 ) as a country. It has become a large financial player with a surprisingly big banking sector. Cypriot banks have become so big due to the fact that this country is a tax haven, a place where wealthy foreigners and corporations store their money eluding the ( 12 ) of taxmen in their own countries. Unfortunately, while the country has become wealthy in this way, the banks have spent the ( 13 ) on bad investments, such as buying Greek government debt and providing credit for a vast real estate bubble. Due in part to its inept political response to the situation, Cyprus faces a serious financial crisis, bringing it to the verge of bankruptcy. What an ( 14 ) it is for a country with a myth born of bubbles to go into decline when its bubble economy bursts!

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|----------------------|-----------------|---------------|------------------|
| 8. (a) appropriate   | (b) extravagant | (c) fortunate | (d) oblivious    |
| 9. (a) delightful    | (b) inspiring   | (c) isolated  | (d) prosperous   |
| 10. (a) got          | (b) little      | (c) something | (d) yet          |
| 11. (a) name         | (b) plot        | (c) scale     | (d) width        |
| 12. (a) prescription | (b) priority    | (c) progress  | (d) pursuit      |
| 13. (a) affluence    | (b) battery     | (c) capacity  | (d) distribution |
| 14. (a) idiocy       | (b) illusion    | (c) irony     | (d) irritation   |

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

(A) In recent years Singapore has become a testing ground for high-tech farming as it encourages farmers to explore innovative methods in order to overcome the chronic shortage of land and to reduce its reliance on imports. One of the success stories is Sky Green Farm, which has developed Singapore's first vertical farm. The farm grows vegetables vertically in towers several meters high by means of a high-tech system that uses the movement of irrigation water to slowly rotate the plants, grown in trays of earth, so they get the right doses of sunlight and water.

Due to its controlled system, this farm uses less water than traditional farming and also consumes less electricity than other indoor farming systems that use artificial lighting. Even the power to rotate the trays in each tower comes directly from the hydraulic forces created by the irrigation water. Since it is enclosed in a kind of greenhouse, it is less vulnerable to weather, allowing the farm to produce up to 12 crop cycles a year. It has successfully test-grown 30 types of crops, including rice, and is focusing on six crops, including Chinese cabbage and spinach, to supply local supermarkets.

15. Singapore's innovative vertical farm

- ( a ) employs electricity to slowly rotate trays of earth.
- ( b ) has not proved which doses of sun and water are best.
- ( c ) increases the amount of locally produced vegetables.
- ( d ) makes imports of vegetables totally unnecessary.

16. The farm described in the passage

- ( a ) is capable of producing multiple crops a year.
- ( b ) frees farmers from having to use irrigation.
- ( c ) uses hydraulic power to generate electricity.
- ( d ) was primarily designed for cabbage and spinach.

(B) When you push the surface of a rubber ball with your forefinger, it will sink in first, but if it has enough air inside, it will try to snap back to its original condition, and it does so when you draw back your finger. If there is not enough air inside or the rubber is too old to keep its springiness, it won't return to a spherical shape but will remain hollow like a flat tire. The former case is called resilient while the latter is not resilient. This ability to recoil or spring back into shape after being damaged, the resilience, applies to some phenomena that happen to people. A boxer knocked down on the floor, for example, will get up if he is resilient, but will not if he isn't. This case shows another aspect of resilience; the

ball is resilient only physically while the boxer is physically or mentally, or both. The same is true of any social system consisting of the physical elements and mentalities of the people involved.

Andrew Zolli and Ann Marie Healy say in their book *Resilience* that defining resilience more precisely is complicated by the fact that different fields including engineering, emergency response, ecology, psychology, and business use the term to mean slightly different things. But each definition, they conclude, will rest on one of two essential aspects of resilience: being able to go on and to regain one's position in the face of challenge. In order to realize these two aspects, usually maintenance and preparation are important, like a ball with enough air and unworn rubber. When London was attacked with terrorist bombs on 7 July 2005, political leaders and commentators told the people through the media to be resilient, which sounded like they were trying to cheer them up in the aftermath. Considering the nature of resilience, however, to be resilient is not about what to do after something has happened but rather before something has.

17. The passage suggests that resilience is important

- (a) both for society and the individual.
- (b) only when something is not old.
- (c) physically regardless of mental state.
- (d) where it is exactly defined.

18. The book *Resilience* lays an emphasis on

- (a) continuity and recovery when challenged.
- (b) different meanings for different fields.
- (c) emergency response and psychology.
- (d) the rubber ball filled with air.

19. Which proverb is the most related to the points of the article?

- (a) A drowning man will catch at a straw.
- (b) Doing nothing is doing ill.
- (c) Many hands make light work.
- (d) Providing is preventing.

(C) In many developing countries equity in access to schooling remains an important challenge. For this reason some developing countries possess two sectors in the educational system: formal and non-formal education sectors. Primary, secondary, and higher education fall into the category of formal education. This also includes a small pre-primary sub-sector, technical education, a vocational training sub-sector, and also religious education.

Non-formal education activities mainly focus on out-of-school youths and adults in rural areas. Most of these youths are illiterate and otherwise deprived. These rural people face many difficult challenges, such as the threat of starvation, the burden of excessive population, low levels of health and nutrition, the weakness of the local government, and ineffective or non-existent rural social institutions. In many countries, non-formal education is trying to advance curriculum development in response to formal education models. Generally non-formal education is considered to be a way of imparting education to adult learners, but sometimes it should also be developed for all categories of learners and at all levels of education.

Many different types of programs are run by the non-formal education sector, according to learners' ages, program location, program provider, and other factors. Such programs offer basic literacy, life skills, income generating literacy, and other developmental input. These programs are implemented directly through donor assistance or under the assistance of the government or NGO partnership arrangements. Generally all non-formal education is basic education with the exception of continuing education for specific purposes such as vocational or skill extension training.

On the other hand, basic education sometimes refers only to programs for the 6-10 age group students. The non-formal sector has offered education at a lower cost to parents or for no direct fees, mainly through the provision of free books and materials and also with an absence of formal school uniforms and other extras. Non-formal schooling has determined the class time in such a way that students can continue to assist their parents or to work independently. In many developing socioeconomic contexts, most of the students come from the poorest sections of the community, and they are predominantly rural, although some urban poor are also involved. The enrollment of women in formal schooling is low. Non-formal education places significant importance on female education.

Most of the programs have tried to meet the needs of the poor, and almost all the NGOs have tried to have programs which have a real and direct relevance to the needs and the aspirations of the learners. To fulfill learners' desires, needs-based curriculums, participatory teaching methodologies, and appropriate materials have been adopted. All the programs have flexibility of organization and the capacity to adjust to the time constraints of the learners. There is a systematic supervision of teaching, attendance, and learners' attainment. Thus, non-formal education offers an inexpensive form of education, and it is very attractive to many children. It also has a high retention rate. Non-formal education is not an alternative system, but it is intended to be complementary and supplementary, aimed at dealing with

dropouts and non-starters among a country's poorest families, until such a time as the primary school system can fully cope more effectively.

20. According to the passage,

- (a) all formal and non-formal education is integrated into the same curriculum.
- (b) all general education except literacy projects is part of formal education.
- (c) only primary and basic literacy programs are included in formal education.
- (d) only technical, secondary, and higher education fall into formal education.

21. The persons who most benefit from non-formal education are

- (a) dropouts, non-starter youths, and adults mostly in urban areas.
- (b) illiterate and disadvantaged youths, dropouts, and adults in rural areas.
- (c) only out-of-school and unemployed adults in rural areas.
- (d) predominantly secondary and female students in rural areas.

22. Who is most involved in the implementation of non-formal education?

- (a) donor agencies as well as governmental agencies
- (b) governmental agencies and concerned local people
- (c) local NGOs with some basic foreign assistance
- (d) people in the area with the help of donor agencies

23. Non-formal education offers

- (a) advancement to those who already have basic education.
- (b) expensive and attractive alternatives for adult education.
- (c) flexible timetables and tries to meet the desires of local people.
- (d) rigid timetables and gives significance to female education.

24. Which of the following is the best title for the passage?

- (a) An Independent Education in the Countryside
- (b) Getting an Education Outside of School
- (c) The Growing Global Educational Divide
- (d) The Importance of Education for Women

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 ) At the time he had vowed that he would never be an academic.
- ( b ) However, with changes wrought by cyberspace, cell phones, and virtual reality, he is now seen as ahead of his time rather than out of date.
- ( c ) It “creates an environment by its mere presence”, according to McLuhan.
- ( d ) Later he coined the expression “global village” to account for the effects of the electronic media, a kind of electronic interdependence beyond borders.
- ( e ) McLuhan understood how even outmoded technologies could come to play a new role in society as they are readapted.
- ( f ) People came from all over the world to hear the new media guru’s lessons or even just to get a glimpse of him in the flesh.
- ( g ) Some would say that he would be even more bothered in light of the current development of communication media and its effects on our daily lives.
- ( h ) These experiences may have been the root for his eventual move into the area of media analysis.

Who has never heard the saying, “The medium is the message”? Now considered a “pop icon” and a prophet of the Internet age, Marshall McLuhan, the author of this phrase, once was actually written off as inadequate for dealing with the changing times. ( 25 ) Author Tom Wolfe has even suggested that he was “the most important thinker since Newton, Darwin, Freud, Einstein, and Pavlov”.

Born in Edmonton, Canada, in 1911, he was a university student during the 1930s when licensed commercial radio broadcasting had only been around for ten short years, prior to which radio stations had primarily been experimental. ( 26 ) His studies at Cambridge University resulted in a shift in this viewpoint drawing him into the field that he had earlier abhorred.

As a teacher at the University of Wisconsin, he felt there was a major gap between himself and his students who were as little as five to eight years younger than he was. He felt that this may have been related to their way of learning, and reflecting on his days at Cambridge, he came to the conclusion that professors should concentrate on the training of perception. ( 27 )

Although the term mass media had been in use as early as the 1920s, McLuhan originated the modern usage of media as it applies to communication channels in his 1954 book *Counterblast* in which he was already referring to the “new media”. ( 28 ) He was well on his way to becoming the high priest of pop culture.

His breakout book *Understanding Media* came out in 1964 with the rise of the



counterculture in the decade that spawned flower power. This book is also the source of the famous "medium is the message" quote. In it he used the light bulb to illustrate how a medium is more important than the message it conveys. A light bulb has no content like articles in a newspaper or shows on television, but it has the social effect of creating space that would otherwise be enveloped by darkness. ( 29 )

In the same period he became the director of a newly created Centre for Culture and Technology at the University of Toronto, established to study the psychic and social impacts of technology and media. ( 30 ) One day John Lennon and Yoko Ono even dropped by to see him unannounced. His media explorations far overshadowed his writings on literature during the same period.

McLuhan was disturbed by mankind moving into the 21st century with outmoded perceptions. ( 31 ) When he wrote *Understanding Media* he had no knowledge of the technologies that were in store for us, yet he was able to imagine just how our lives would be transformed. Marshall McLuhan passed away in 1980 without seeing any of the new media that would confirm the relevance of his lessons.

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 student is asking her professor for advice about going abroad for graduate school after graduating.*

Azusa: Could you ( 32 ) a few minutes to talk about going abroad for graduate school?

Prof. Friedan: Sure. What exactly are you ( 33 )?

Azusa: Well, your seminars on gender studies have really been appealing. I've been thinking about continuing my research ( 34 ).

Prof. Friedan: It's difficult to know what is best. A lot depends on the country that you have a preference for.

Azusa: That's hard to say, but I was ( 35 ) an Australian university, because of things that I've heard from friends who studied there.

Prof. Friedan: Monash University has a good women's studies course on the Clayton Campus. The environment is great, and it's only about 30 minutes by car from central Melbourne. On top of that, ( 36 ) a really cosmopolitan city.

Azusa: That sounds ( 37 ) what I'm interested in. I'll look into it a little more closely.

Prof. Friedan: Come back anytime, if you want to talk about it a little more. You'll ( 38 ) fine in graduate school with your attitude.

- ( a ) a lot like
- ( b ) hardly studying
- ( c ) in that vein
- ( d ) keep in mind
- ( e ) leaning toward
- ( f ) looking to do
- ( g ) out of the way
- ( h ) pleasant enough
- ( i ) please handle
- ( j ) possibly spare
- ( k ) take it up
- ( l ) turn out
- ( m ) you'll find it's

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.

It is well-known that many people experience culture shock when they travel to another country. After a certain period of excitement with a new and strange experience, they feel nervous, isolated, or irritated, and in some cases go so far as feeling hostility toward the culture even when they chose to move abroad. Most of them end up adjusting themselves to the new environment, but, when they go back to their own culture, a similar phenomenon may occur, especially to those who successfully immersed themselves in the other culture. The pleasure of reunion captures them at first, though they might soon find their family and friends are not very interested in their experience overseas and don't listen to them as attentively as they expected. Their disappointment then turns into apprehension when they realize that things have changed while they were away and feel as if there were no longer a place for them in their culture. They may experience the same feeling they initially had overseas, wishing to 'go back'. It is said that this second shock can be more difficult to cope with, mainly because they usually don't expect or prepare themselves for it. It is no wonder that any possibility of another adjustment didn't come into their mind on the plane back 'home'.

[以 下 余 白]