

英 語

(問 題)

2016年度

〈H28101112〉

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2～10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 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。
8. いかなる場合でも、解答用紙は必ず提出すること。

READING/GRAMMAR SECTION

All answers must be indicated on the MARK SHEET.

I Read the passage and answer the questions below.

① In the 1990s, Stephanie Coontz, an American social historian, noticed an increased number of questions from reporters and audiences asking her if the institution of marriage was falling apart. She didn't think it was, and was surprised by how everyone believed in a mythical Golden Age of Marriage and saw increasing divorce rates as evidence of the dissolution of this glorified past. She decided to write a book discrediting the notion and proving that the ways in which humans think about and construct marriages have always been in flux.

② What Coontz found was even more interesting than she'd originally expected. In her fascinating book, *Marriage, a History: From Obedience to Intimacy, or How Love Conquered Marriage*, she surveys 5,000 years of human habits, from the ancient past up until the present. She shows our matrimonial arrangements to be more complex and varied than could ever seem possible. Coontz had long known that the nuclear family model popular in the 1950s and 1960s—that is, a husband earning a salary and a housewife raising their children—had only been momentary. Like many historians, she couldn't understand how people had become so attached to an idea that had developed so late and been so short-lived.

③ For thousands of years, marriage had been a primarily economic and political contract between two people, negotiated and overseen by their families and communities. It took more than one person to make a farm or business thrive, and so a potential mate's skills, resources, thrift, and industriousness were valued as highly as personality and attractiveness. This was true of all social classes. In colonial America, wealthy merchants entrusted business matters to their wives while off at sea. Sailors, vulnerable to the unpredictability of seasonal employment, relied on their wives' steady income as domestic helpers in elite households. Two-income families were the norm.

④ Not until the 18th century did labor begin to be divided sharply by gender: wage-earning for the men and unpaid maintenance of household and children for the women. Coontz notes that as recently as the late 17th century, women's contributions to the family economy were openly recognized. Advice books back then urged husbands and wives to share domestic tasks. But as labor became separated, so did people's spheres of life experience—the workplace versus the home—the former based on reason and action, the latter on compassion and comfort. It was not until the postwar economic gains of the 1950s that a majority of American families could afford to live off a single breadwinner.

⑤ All of this was intriguing, but even more surprising to Coontz was the realization that those alarmed reporters and audiences might have recognized something important. Coontz still didn't think that marriage was falling apart, but she came to see that it was undergoing a transformation far more radical than anyone could have predicted. She concluded that our current attitudes and arrangements regarding marriage are without precedent. "Today, we are experiencing a historical revolution every bit as wrenching, far-reaching, and irreversible as the Industrial Revolution," she wrote.

⑥ With respect to what people want and expect from marriage and relationships, all the old ways have broken down. Firstly, Americans keep postponing marriage. In 1960, the average age of first marriage in the U.S. was 23 for men and 20 for women; now it is 28 and 26. Today, a smaller proportion of American women in their early 30s are married than at any other point since the 1950s. We're also marrying less. In 1997, 29 percent of "Generation X" was married; among today's "Millennials," that figure has dropped to 22 percent. (Compare that with 1960, when more than half of people aged between 18 and 29 had already married.) These numbers reflect major attitudinal shifts. According to one study, 44 percent of Millennials and 43 percent of Generation X think that marriage is becoming obsolete.

⑦ Even more significantly, women no longer need husbands to have children, nor do women have to

have children if they don't want to. Being a mother in a nuclear family need not be the defining feature of womanhood anymore; today, 40 percent of American children are born to single mothers. This isn't to say all those women preferred that path, but it has helped to reduce the stigma against single motherhood. Just as single motherhood is no longer a disgrace, motherhood itself is no longer compulsory. Since 1976, the percentage of women in their early 40s who have not given birth has nearly doubled.

⑧ Foremost among the reasons for all these changes in family structure are the gains in the women's movement. Over the past half century in the U.S., women have steadily caught up to—and are in some ways surpassing—men in education and employment. From 1970 to 2007, women's earnings grew 44 percent, compared with just six percent for men. It's true that, in 2008, women still earned just 77 percent of what men earned, but that figure doesn't account for the difference in hours worked, or the fact that women tend to choose lower-paying fields like nursing or education. A 2010 study of single, childless urban workers between the ages of 22 and 30 found that the women earned eight percent more than the men. Women are also more likely to go to college: in 2010, 55 percent of all college graduates aged between 25 and 29 were female.

[Adapted from Kate Bolick, "All the Single Ladies," *The Atlantic Monthly* (Nov. 2011).]

(1) Choose the best way to complete the following sentences about Paragraphs ① to ⑧.

- | | |
|------------------------------------|------------------------------------|
| 1 In Paragraph ① the writer mainly | 5 In Paragraph ⑤ the writer mainly |
| 2 In Paragraph ② the writer mainly | 6 In Paragraph ⑥ the writer mainly |
| 3 In Paragraph ③ the writer mainly | 7 In Paragraph ⑦ the writer mainly |
| 4 In Paragraph ④ the writer mainly | 8 In Paragraph ⑧ the writer mainly |

- A argues that the assignment of men to the workplace and of women to the home began just a few centuries ago.
- B cites the Industrial Revolution as a major historical cause behind the sweeping change in how people have come to regard marriage.
- C claims that sexual division of labor occurred because it helped to improve the financial welfare of many families, especially after World War II.
- D demonstrates how the gender gap has narrowed in some aspects of society, thus altering the way many households are now shaped.
- E describes how decisions regarding marriage have traditionally been driven by practical considerations, such as income optimization.
- F indicates that people's decisions to marry have been made quite apart from economic benefits that might be gained from the marriage.
- G introduces Stephanie Coontz's findings, which suggest that the marriage structure that was common in the mid-20th century has a rather short history.
- H offers data suggesting that younger Americans are increasingly discounting the value of marriage in their lives.
- I outlines the motivation behind Stephanie Coontz's investigation into whether or not the institution of marriage is breaking down.
- J overturns the popular idea that, as evidenced by the increase in the divorce rates, the social institution of marriage must be in a state of decline.
- K predicts that, in accordance with postwar trends, future generations will value marriage and motherhood less and less.
- L presents some data indicating that motherhood, in its various forms, is becoming a less significant and less socially expected part of female life.
- M tells us that the social practice of marriage is now changing in a way that is more profound than even an expert like Stephanie Coontz anticipated.

(2) Choose the ONE way to complete each of these sentences that is NOT correct according to the passage.

1 The division of labor by gender

- A contributed to economic growth in postwar America.
- B has pushed men to work for a wage while women stay at home.
- C is a more recent phenomenon than is often thought.
- D placed men and women into separate roles and worlds.
- E usually assigns women to domestic duties.

2 Members of Generation X

- A are less likely to discount the value of marriage than Millennials.
- B are more likely to remain single than their predecessors.
- C are older than Millennials.
- D have contributed to significant change in social trends regarding marriage.
- E were, in 1997, less likely to be married than today's Millennials.

3 Recently, women have

- A become no less likely than men to graduate from college.
- B come to earn more than men in certain cases.
- C grown far less likely than before to become mothers.
- D seen their incomes increase at a higher rate than men's incomes.
- E tended to marry earlier than their predecessors.

(3) Which one of the following sentences best sums up the author's argument in the passage?

- A History suggests that humans have long linked marriage with economic interests, whereas Stephanie Coontz's research shows this to be increasingly untrue nowadays.
- B Ideas about marriage and family structure have always changed along with social norms, but never more dramatically than they have lately.
- C Stephanie Coontz's work proves that women can only advance in society when they are freed from the restrictions of marriage, domesticity, and motherhood.
- D The emergence of the division of labor by gender has unexpectedly caused both men and women to devalue marriage over time.
- E The primary reason why marriage is becoming less socially relevant is because economic considerations have grown more important, especially among women.

(4) Choose the best way to complete each of these sentences, which relate to the underlined words in the passage.

1 Here "discrediting" means

- | | | |
|-----------------|------------------|----------------|
| A disappearing. | B disappointing. | C discharging. |
| D discouraging. | E disproving. | |

2 Here "thrive" means

- | | | |
|----------------|---------------|-----------------|
| A to break. | B to decline. | C to economize. |
| D to flourish. | E to survive. | |

3 Here "breadwinner" means someone within a household who

- | | | |
|----------------------|-----------------------|-----------------------|
| A earns the income. | B manages the budget. | C prepares the meals. |
| D remains unmarried. | E works at home. | |

- 4 Here "without precedent" refers to something that
- A has held true over time.
 - B has never occurred before.
 - C is no different from anything else.
 - D is seldom successful.
 - E is unlikely to be repeated again.
- 5 Here "obsolete" means
- | | | |
|--------------|--------------|-------------|
| A difficult. | B important. | C outdated. |
| D popular. | E useful. | |

II Read the passage and answer the questions below.

"Come on, class. Please tell me that someone read the chapter."

I looked nervously around the room. "Please don't call on me," I thought. Of course we hadn't read it. Why Jim Douglas, my high school history teacher, even entertained the idea that we might have read it was beyond me. Douglas taught with the Socratic method and expected us to read the entire chapter before we started each new unit. Later, I appreciated this teaching style—because he assumed we were responsible for our own learning.

"So none of you can explain the causal factors behind Spanish colonization?"

(Long pause.) "Does anyone at least know what ships they had?"

We were getting nervous. Douglas's policy was that if "there was nothing left to discuss" then we would take the test, which would mean that we would all fail.

I tried to picture what a Spanish ship looked like. An image of a galleon popped into my head. I raised my hand.

"They had galleons."

"Very good, Mr. Squire. They had galleons. Now why would they have had galleons?"

"For carrying gold."

"Yes, for carrying gold." Not brilliant, but we were getting somewhere.

"Yes, that's right...for gold. And they had war galleons to protect the galleons carrying the gold. These had a lot of guns." I was warming up. "The French mostly had *barques*. The Dutch, *fluyts*. The English, merchantmen. If you saw a *pinnace*, that was French, Dutch, maybe even a pirate." Douglas was surprised, if not impressed. I wasn't known for reading ahead. But I was on a roll. "The Dutch—they were mostly traders. They didn't have much territory, although Curaçao was a great trading base." As I rambled on about the Caribbean, my friend Jason shot me an incredulous look as if to say, "Where on earth are you getting this...is it a joke?"

It was, in fact, the result of my spending way too much time playing *Sid Meier's Pirates!* on my Commodore 64 computer. *Pirates!* is an action-role-playing game, in which you are...well...a pirate. I first played it in 1987, but *Pirates!* has been updated and re-released several times (including for the Nintendo Wii in 2010). Here's the gist of it: You are a pirate in one of five time periods (between 1520 and 1700). The Han Solo of the high seas, you swashbuckle through the Spanish Main representing the French, Dutch, Spanish, or English. In addition to engaging in sword fights and ship battles, you trade and smuggle to create a privateering empire. *Pirates!* is open-ended; the "story" is the one you create. There are few instructions, few quests, and no set narrative. No two games are exactly alike.

As a (potentially) educational game, *Pirates!* works because it is incredibly specific. Each city fluctuates in size, power, or nationality according to the time period, so players get to see how the Caribbean evolved. In the late 1500s, the Spanish dominate, meaning that if you're playing as the Dutch (my favorite), you're vastly outnumbered. But there is untold opportunity if you become friendly with the French and English, learn where their ports are, and plunder the Spanish. How the game unfolds is up

to you. When I played as the Dutch, a favorite ploy at the end of my career was to capture a town and make it Dutch territory. I'd earn a title from the governor, then sail out and re-attack the same city, only this time making it French territory. This earned a huge land gift from the French, but [1] the Dutch. I'd do this a few more times until the Dutch caught on and no longer welcomed me on Dutch soil. But I kept my land—and infamous reputation—created by my “piratey” behavior. The underlying rules encouraged you to think like a pirate.

Players learn as much about Caribbean geography and history as they learn about swordplay. You're immersed in this world during the game, so you have to learn how the various types of sailors, nations, and geography affect your plans. For example, early on in the game, most players want to sack Panama because it's incredibly wealthy. But, if you try this, you'll quickly learn that it's also well defended and removed from the Spanish Main, which means you're going to need hundreds of sailors to even have a chance. You can't build a crew like that overnight. First, you need to achieve [2] by attacking smaller ports and building a crew, and then you have to get them all to Panama before they mutiny. I vividly remember taking a wrong turn into the Gulf of Mexico and almost losing my ship because I didn't know my basic geography.

Learning geography through playing a game such as *Pirates!* is a commonplace experience for my generation. In fact, my colleague Levi Giovanetto and I recently surveyed University of Wisconsin-Madison undergraduates and found that most of the students had played *SimCity* and almost everyone had played *Oregon Trail*. The majority of the students felt these games helped them in school. Yet, probably because of the size and cultural influence of the baby boomer generation, video games are regarded by many as a fringe medium, and some still argue that games are trivial. This position is baffling, given the social, economic, and cultural impact of games. Games already operate as a medium for learning, whether or not we design educational games. Millions of people have learned some history from *Pirates!* and have explored the basic concepts of urban planning from *SimCity*. As Stephen Johnson argued, even when games aren't “educational” the intellectual play of video games is productive in its own right. Video games are all about problem solving. Just as we recognize chess as a complex game and use it for studying the mind (think of how we program computers to play chess against chess masters), video games enable us to study how people, who are spread across thousands of miles, collaborate in real time to solve problems in games such as *World of Warcraft*.

For educators, this leads us to ask a range of questions that are both practical and philosophical. How does playing a historical game shape our thoughts about history? Can games be used for learning? Why should we study the impact of video games? People are developing academic interests and learning academic content through games, regardless of whether or not we design them for education. Players learn the basic facts from their games (the names of pieces, the maps, the terms), but, more importantly, they learn the properties of the game as a system.

Games are deeply engaging for those who play them, and we can study games' educational design principles, such as orchestrating time, providing overlapping goals, constructing open-ended problems, and maintaining open social horizons. Even if we don't bring a game into every classroom, we can incorporate these principles in our instruction. Games are emblematic of a broader shift toward participatory culture and suggest ways of structuring participatory educational experiences. Gaming communities push players from consumption to production, which is a useful model for educators.

Finally, and most important for me, games, when they work, are stimulating experiences, worthy of study in and of themselves as part of human experience. In my mind, this property should make them intriguing to anyone responsible for designing experiences for others. However, the moral imperative to study through stimulating experiences is especially true for educators, who are responsible for shaping the daily lives of children attending school out of compulsion. Any time that we turn a child off learning rather than awakening their intellectual curiosity, we've failed.

[Adapted from Kurt Squire, *Video Games and Learning* (2011).]

(1) Choose the ONE way to complete each of the following sentences that is CORRECT according to the passage.

1 The author

- A found out a lot about European geography through playing video games.
- B learned some unethical practices from video games that helped him in his studies.
- C nearly lost his ship in a game because he didn't know geography well enough.
- D played video games about pirating more than 30 years ago.
- E usually prepared well for history classes at high school.

2 The video game *Pirates!*

- A allows players to learn French, Dutch, Spanish, and English as they play.
- B for Nintendo Wii is not as good as the version originally released for the Commodore 64 computer.
- C guides players to recreate the events that took place over a 180 year period in the Caribbean.
- D is a game designed to teach players about how the Dutch outsmarted the Spanish.
- E requires players to make strategic decisions about which ports to attack.

3 The author's high school history teacher

- A assumed that students should be responsible for their own learning.
- B didn't think that anyone would read the textbook before class.
- C used an original method of teaching that encouraged students to ask questions in class.
- D waited until students understood the topic well enough before giving a test.
- E was not impressed that the author knew so much about the topic discussed in class.

4 Video games

- A are considered trivial by many, and have very limited educational potential.
- B have started to be used for learning purposes in the last decade.
- C must have an educational design in order to become a medium for learning.
- D need to be an integral part of classes to make them beneficial to learning.
- E require players to solve problems, and thus have productive intellectual value.

(2) Choose the FOUR statements that are NOT true according to the passage. You may NOT choose more than FOUR statements.

- A Even though the Spanish outnumber the Dutch in the late 1500s in the *Pirates!* game, through collaborating with the French and the English, it is possible to plunder the Spanish.
- B Games have had an enormous social, economic, and cultural impact over the years, but the size and cultural influence of the baby boomer generation is causing games to be continually treated as trivial.
- C Most new players of *Pirates!* try to attack Panama very early in the game, but the attack is unlikely to succeed because it is close to the Spanish Main and has very strong defenses.
- D Players can become far more deeply engaged in video games if they are used in every single class, because gaming communities have shown that games can push players from consumption to production.
- E Studying video games enables us to examine their design principles such as how they use time, provide overlapping goals, construct open-ended problems, and maintain open social horizons.
- F The author was able to learn a lot of important information about Spanish colonization in the Caribbean, including the names of ships, trading bases, and famous pirates, as a result of the video game he played.
- G The underlying rules in the game *Pirates!* encourage players to think like a pirate, meaning that some of the best results are gained from behavior such as betraying the Dutch and the French.

- (3) Which ONE of the following sentences best describes the author's argument in the passage?

- (4) Choose the ONE expression that best fits each of the blanks 1 and 2 in the passage.

- (5) Find the vowel with the strongest stress in each of these words, as used in the passage. Choose the ONE which is pronounced DIFFERENTLY in each group of five.

- III Choose the underlined section in each text below that is INCORRECT grammatically. If the choices in the sentences are ALL CORRECT, choose F.

- 8 —

- F ALL CORRECT

NOT grammatically correct.

- D starts raining E starts to rain

may use any of the options more than once.

A against B for C on D to E with F NO WORD

- 6 This minor success hardly made up () the major failure during the previous campaign.

WRITING SECTION

All answers must be written in English in the spaces provided on the ANSWER SHEET.

- Ⅵ Translate the Japanese prompts in the following dialogue into natural English. You MUST use ALL the English words provided after each Japanese prompt, in the form and order they appear.

A : How was your trip to Europe?

B : ¹ (最高に楽しい経験でした : enjoyable / experience / ever / had).

A : What did you do?

B : ² (おもに街を観光しました : spent / my / sightseeing).

A : I'm going to Europe, too. ³ (どの都市がお勧めですか : city / would / visiting)?

B : I would say Prague or Barcelona.

- Ⅶ Although boxing has a history of over a hundred years as an Olympic sport, some people argue that boxing and other sports based on physical violence should have no place in the Olympics. Do you agree with this statement? Write a paragraph giving one or more convincing reasons to support your position.

[以 下 余 白]