

英 語

(問 題)

2017年度

<2017 H29111123>

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 or phrase for each item (1 ~ 14). Mark your choices (a ~ d) on the separate answer sheet.

(A) There was a time, we may assume, when *Homo sapiens* was driven above all by the will to survive. Like other mammals, we sought to keep ourselves warm and (1) fed, we had an instinct to reproduce, we protected ourselves and our young from predators. In the state of nature, wrote Rousseau, 'the only goods in the world' known to man 'are food, a mate, and repose, and the only evils he fears are pain and hunger'. But over the last few thousand years we have (2) to consider ourselves different from other mammals. The difference is made by the (3) act of considering: to think and talk about our distinctiveness as a species is to mark our distinctiveness as a species.

The ancient Greeks regarded the faculties of reasoning and of speech — what their successors, the Romans, called *ratio* and *oratio* — as uniquely human powers. Modern science may have taught us to be less (4) in making such distinctions. Chimpanzees not only learn by trial and error, which is a form of reasoning, they also apparently recognize that thoughts are agents of actions and they accordingly behave in ways which are intended to influence the (5) of mind of other individuals. As for language, even less advanced primates such as vervet monkeys use different vocalizations to represent different predators: they have distinctive cries to warn their compatriots of leopard, eagle and snake. But there is still much about humankind which seems to set us (6) from the rest of nature: we are the only species to have advanced technology, to have a religious sense, to have values like justice and liberty, to have scientists, philosophers and poets. We alone are 'sophisticated', interested in the pursuit of what the Greeks called *sophos*, abstract wisdom as (7) to that practical knowledge which helps a species in its quest for survival.

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|------------------|--------------|--------------|---------------|
| 1. (a) good | (b) most | (c) strongly | (d) well |
| 2. (a) come | (b) failed | (c) gone | (d) succeeded |
| 3. (a) even | (b) kind | (c) silent | (d) very |
| 4. (a) confident | (b) generous | (c) innocent | (d) serious |
| 5. (a) ideas | (b) pieces | (c) states | (d) varieties |
| 6. (a) along | (b) aloof | (c) apart | (d) away |
| 7. (a) exposed | (b) imposed | (c) opposed | (d) proposed |

(B) A few years ago, a jet on which I was returning to California after a trip to New York was instructed to (8) landing for a half hour. The plane circled above the San Francisco area, and spread out under me were the farm where I was born, the little town where my grandparents were buried, the city where I had gone to school, the cemetery where my parents were, the homes of my brothers and sisters, Berkeley, where I had gone to college, and the house where at that moment, while I (9) high above, my little daughter and my dogs were awaiting my return. It was as though my whole life were (10) in time—as though no matter where you'd gone, what you'd done, the events of the past were all still there, present, if you just got up high enough to attain the proper perspective.

Sometimes I get a comparable sensation when I turn from the news programs or the discussion shows on television (11) the old movies. So much of (12) formed our tastes and shaped our experiences—and so much of the garbage of our youth that we never thought we'd see again—preserved and exposed to eyes and minds that might well want not to believe that this was an important part of our past. Now these movies are there for new generations, to whom they cannot possibly have the same impact or meaning, because they are all jumbled together, (13) historical sequence. Even what may (14) an honorable position in movie history is somehow dishonored by being so available, so meaninglessly present. Everything is in hopeless disorder, and that is the way new generations experience our movie past.

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|-----------------|--------------|------------------|---------------|
| 8. (a) apply | (b) delay | (c) go | (d) take |
| 9. (a) hovered | (b) jumped | (c) removed | (d) stopped |
| 10. (a) subdued | (b) supposed | (c) surrendered | (d) suspended |
| 11. (a) for | (b) in | (c) on | (d) to |
| 12. (a) that | (b) what | (c) whether | (d) which |
| 13. (a) in from | (b) out of | (c) through with | (d) up to |
| 14. (a) deserve | (b) extract | (c) fix | (d) grace |

II Read the following three passages and mark the most appropriate choice (a ~ d) for each item (15~24) on the separate answer sheet.

(A) Many scientists now believe that babies are learning language even before they are born, even while they are still inside their mother's body. This means that babies are ready from the start to begin using the language they have heard. In the early stages of life, babies are listening to all sounds; they are ready to learn any human language. They do not know which sounds they will need later in life and which sounds they won't. A baby will have no problems hearing the difference between sounds his or her parents may have a very hard time distinguishing. However, by the age of ten or twelve months, babies start to understand that some sounds are more useful than others. Babies stop paying attention to sounds that they do not hear in their mother tongue. By the time that a baby has started to master his or her own mother tongue, at around the age of three, it is already becoming very difficult for that child to hear the sounds that cannot be found in the mother tongue.

15. Prior to their actual birth, babies

- (a) are able to communicate verbally at a fundamental level.
- (b) can make sense of the basic sounds of their mother tongue.
- (c) comprehend some of the words spoken by their mother.
- (d) develop the ability to perceive sounds as phenomena.

16. From the age of around three, children

- (a) are beginning to distinguish which words are useful.
- (b) become interested in language as a way of making friends.
- (c) have begun to gain a full command of their language.
- (d) spend a great deal of time listening to different verbal sounds.

(B) Today, English has three kinds of users. First, there are those who speak it as their native language. They include all or many of the populations of the United States, Canada, the United Kingdom, Ireland, Australia, New Zealand, Jamaica, and a number of other countries.

Second, there are those who use English frequently, often every day, as a second language. For example, people in India use English commonly, though their official language of the Union is Hindi. India also has many other regional languages and some of them are completely unrelated to Hindi. Speakers of such languages in India prefer to use English for official use, rather than Hindi. English is used as a first or second language more widely around the world than any other language.

Third, some people use English occasionally for special purposes. It is the main language of international commerce, communication, transportation, entertainment, science, technology, and scholarship around the world. A Norwegian pilot landing an airplane in Greece talks to the airport controller in English. A Japanese person engaged in trade would deal with an Arabian sheik in English. A Dutch student of physics reads textbooks and journal articles written in English. As a result, about seven hundred million people use English fluently, and half as many again use it with lesser degrees of fluency.

With so many people using English in so many places around the world, it is inevitable that new varieties and uses of the language should develop. Some people think that because of such new varieties, English will break up into a number of different and mutually incomprehensible languages.

17. What reason does the text suggest may be responsible for English changing in the future?
- (a) A new form of the language is needed for the many foreign people who use English every day.
 - (b) As more and more people migrate to English-speaking countries such as the US and Australia, their native tongues will change the English spoken there.
 - (c) Different forms of the language in different situations will lead to a fragmentation of English.
 - (d) With the advance of globalization, easy and simple versions of English will become more common.
18. In the text, what is the difference between people who use English only in specific instances and those who use English as a second language?
- (a) The former group contains far fewer people than the latter group.
 - (b) The former group has better accents than the latter group.
 - (c) The former group tends to live in developing countries unlike the latter group.
 - (d) The former group uses English less than the latter group.
19. Based on the information in the text, we can say all of the following except that English
- (a) has become the most common language used around the world.
 - (b) is the most sophisticated language in the world.
 - (c) is the native language in several countries across the world.
 - (d) might eventually become difficult to understand throughout the world.

(C) A couple of months before the beginning of the Second World War, a talented German-Jewish doctor arrived in England with his family, after escaping the racial persecution of the Nazi regime. Born in 1899, Ludwig Guttmann was one of Europe's leading neurologists, specialising in curing disorders of, and injuries to, the nervous system. Since his early years in Germany, he had been well-known as a dedicated, enthusiastic, and patient-centred doctor with a strong will. Under special laws enforced by the Nazis, ordering him to treat only Jewish patients in his hospital, Guttmann fearlessly insisted to his staff that all patients would be treated regardless of their race or religious creed. However, as the anti-Jewish purge strengthened, he realised it would be impossible for him to continue working in his home country. He fled Germany on 14 March 1939, and settled in Oxford.

Despite not speaking English, Guttmann was soon very much in demand in England, especially for his skill in treating people with spinal cord injuries. From the outset of the war a great number of military personnel were returning from the battlefield with severe spinal injuries. For many of these patients, the prognosis was very bad indeed. Treatment consisted of little more than confinement to bed, and for the completely paralysed or paraplegic, bed sores, urinary infections, and depression limited their lifespans to around two years. However, after Guttmann's appointment as director of a newly established National Spinal Injuries Centre at Stoke Mandeville Hospital in Buckinghamshire, which opened in March 1943, the situation greatly improved. Guttmann strongly believed in ensuring patients were as physically active as possible, firstly imposing on his staff a routine of turning patients regularly to avoid bedsores, and then encouraging the use of physiotherapy and patient participation in sport. This had two benefits: it counteracted some of the physical symptoms of prolonged confinement to bed, but perhaps more importantly, helped patients feel less isolated and depressed by their changed circumstances. Sport allowed social interaction and a sense of personal achievement, and to some extent, a return to normality.

Guttmann's introduction of sport into his Spinal Injuries Centre as a form of rehabilitation as well as for therapeutic purposes led to the establishment of the Stoke Mandeville Games which began with wheelchair archery on 29 July 1948, to coincide with the opening ceremony of the Olympic Games in London. Initially limited to young service men and women with spinal injuries, this annual event soon expanded, with the introduction of other sports, participants with a larger range of injuries (eventually including amputees), and the participation of competitors from overseas. By 1960, the Stoke Mandeville Games had become so well established and supported that they were held outside of the UK for the first time when they were held in Rome. Despite having retired from his medical work, Guttmann spent much of the 1970s spearheading discussions with the International Olympic Committee over closer official ties with able-bodied sport and the use of the Olympic name. Although he died before the first officially titled Paralympics in Korea, 1988, and the establishment of the International Paralympic Committee (IPC) in 1989, his pioneering work for the treatment of

spinal injuries and recognition of the positive impact of sport in improving the physical and mental health of the disabled mean that he thoroughly deserved the title: the 'Father of the Paralympics'.

20. Responding to new racial laws introduced by the Nazis, Guttmann reacted by
- (a) asking the authorities for an exemption from the law.
 - (b) expelling all non-Jewish patients.
 - (c) giving orders that the law should be ignored.
 - (d) sorting his patients very carefully according to their racial origins.
21. Before Guttmann's Spinal Injuries Centre opened, the life expectancy of spinally injured patients was approximately two years because
- (a) dangerous illnesses and conditions were caused by immobility.
 - (b) poor sanitary conditions were found on the wards.
 - (c) such injuries were inoperable and terminal.
 - (d) surgery to cure spinal injuries was risky.
22. For patients, participation in sport was helpful because
- (a) it diverted attention from their injuries.
 - (b) it improved their rapport with medical staff.
 - (c) it showed the world what they could achieve.
 - (d) the experience of competition boosted self-esteem.
23. The author of this text implies that
- (a) Guttmann's post-retirement work was not as important as his professional work.
 - (b) support for the Paralympics by the Olympic movement was actively sought.
 - (c) the idea of the Paralympics struggled to find widespread support.
 - (d) there was resistance to internationalising the Stoke Mandeville Games.
24. The text is best described as
- (a) a critical review of the origins of the Paralympic Games.
 - (b) a history of spinal treatment in the UK.
 - (c) a short biographical account of Ludwig Guttmann.
 - (d) a type of publicity for Stoke Mandeville Hospital.

III Choose the most appropriate sentence from the following list (a ~ h) for each item (25~31). Mark your choices on the separate answer sheet.

- (a) But how could a bunch of unskilled workers create a viable product?
- (b) In exchange for stock, kings granted certain companies exclusive control over their industries.
- (c) Instead of having to learn how to make shoes, each worker could be trained in minutes to do one tiny part of the job.
- (d) It's another for those who already own pretty much everything to use growth purely as a means to prevent others' enrichment.
- (e) Soldiers returned from faraway places after having been exposed to all sorts of new crafts and techniques for building and farming.
- (f) Some aspects of these historical changes continue to have malign effects on the balance of power in today's world.
- (g) They looked at this new phenomenon of growth and wanted some of it for themselves.
- (h) They never worried about growth because they didn't need to.

For a happy couple of centuries before industrialism and the modern era, the business landscape featured artisans and creators selling their products directly to consumers in environments which encouraged innovation and creativity. The military campaigns of the Crusades, from the end of the 11th century until the end of the 12th century, had opened new trade routes throughout Europe and beyond. (25) They even copied a market they had observed in the Middle East—the bazaar—where people could exchange not only their goods but also their ideas, leading to innovations in milling, fabrication, and finance.

Thanks to the emergence of the bazaar, Europe in the late Middle Ages enjoyed one of the most rapid economic expansions in history. For the first time in many centuries, the economy grew. People ate more, worked less, and became quite healthy—and not just by the standards of that era. The problem was that while the merchant class was gaining wealth, the aristocracy was losing it. Noble families had enjoyed the spoils of feudalism for centuries by passively extracting the value of peasants who worked the land. (26) Things had always been just fine with them as the lords over everyone.

As the new trading economy grew, however, all this began to change. With many former peasants going into business for themselves, the aristocracy lost its monopoly over value creation. The people's economy was growing while the aristocracy's remained stagnant or even shrank. The nobles had no way to keep up. (27) They got their growth, but through forced and artificial means. Where the growth of the peasant economy could be considered natural, or even appropriate, the aristocracy's efforts to usurp it were less so. It's one thing for growth to help peasants achieve subsistence. (28) But that's exactly what happened.

The nobles still had the power to write the law, and in a series of moves that took place in different countries at different times, they taxed the bazaar, broke up the guilds, outlawed local currencies, and bestowed monopoly charters on their favorite merchants. (29) The peer-to-peer nature of the economy changed — not overnight, but over a couple of centuries — to the top-down economy we know today.

Instead of making and trading, craftspeople had to seek employment from one of the chartered monopolies. Instead of selling their wares, people now sold their hours. Unexpectedly, perhaps, business owners learned to seek out the least qualified workers. A skilled shoemaker might demand pay befitting his expertise. An immigrant seeking day labor could be gotten on the cheap and was easily replaced by another if he protested his hours, conditions, or compensation. (30) We must look at the new conditions of the industrial age.

What we now call industrialization was actually an extension of the aristocracy's effort to usurp the growth it witnessed in the peasants' marketplace and to imitate it by other means. Industry was really just the development of manufacturing processes that required less skill from human laborers. (31) In the long run, many industrial processes have ended up more efficient than production by individual craftspeople, but that's most often because their total costs are hidden or externalized to others. Prices may be low, but the costs are high.

IV Choose the most appropriate phrase from the list (a ~ m) for each item (32~38). Mark your choices on the separate answer sheet.

Two friends are talking.

Alice: Did you know that there are almost as many left-handed people in the world as there are right-handed? Can you believe that?

Jacob: Alice, (32) is that true. I don't know anybody who's left-handed.

Alice: Well, according to the book I'm reading now, you probably do. A lot of people are born left-handed but they just learn to use their right hands.

Jacob: Are you saying that their parents and teachers (33)?

Alice: That happens, but a lot of children just become right-handed (34). It's a right-handed world and some people just simply adapt and (35).

Jacob: So, you're telling me that I could be left-handed and not be aware of it?

Alice: Well, if this book is to (36), then it's (37) that one of us is.

Jacob: OK, I'll have to have a look at that, but I still reckon it's (38).

- (a) be believed
- (b) be noticed
- (c) carefully plan
- (d) fall out
- (e) fit in
- (f) force them
- (g) highly unlikely
- (h) no way
- (i) prevent them
- (j) statistically probable
- (k) unbelievably
- (l) with patience
- (m) without ever noticing

PLEASE READ THE INSTRUCTIONS CAREFULLY.

- V Read the following passage and complete the English summary in your own words in the space provided on the separate answer sheet. The beginning of the summary is provided; you should complete it in 4 to 10 words.

Modern technology has induced tremendous changes, not only quantitative but also qualitative, in our ways of communication, changes such that more than a hundred people, wherever they are, can interact in one and the same information interchange. Also, we can 'tweet' to an unlimited number of people throughout the world fully expecting they may reply to or quote our message. Even science fiction stories of the past failed to foresee and describe these new types of communication; for example, videophones were a familiar device that appeared in science fiction or movies, but in most cases they were fixed-line phones using a static TV screen set in a room. Using a videophone by means of a portable gadget was an idea apparently beyond our imagination, including that of most science fiction writers. Perhaps we can say it is due to the limits of human imagination that even creative writers could not predict these new inventions. Developments of technology may have gone far ahead of human imagination. However, here we should consider whether people in the past wanted these new ways of communication to be realized or not. I believe you will agree that 'tweeting to the whole world' was never among the list of our dream things simply because we never wanted to do such a thing. What the failures of science fiction writers show may not be the limits of our imagination but those of our desires. New kinds of desire are now being 'created' one after another by the relentless advance of technology.

SUMMARY:

Nobody predicted the way modern life would develop because technology has ...

[complete the summary on the separate answer sheet]

[以 下 余 白]