

2013年度

## G 英語問題

### 注意

1. 試験開始の指示があるまでこの問題冊子を開いてはいけません。
2. 解答用紙はすべてHBの黒鉛筆またはHBの黒のシャープペンシルで記入することになっています。HBの黒鉛筆・消しゴムを忘れた人は監督に申し出てください。(万年筆・ボールペン・サインペンなどを使用してはいけません。)
3. この問題冊子は16ページまでとなっています。試験開始後、ただちにページ数を確認してください。なお、問題番号はI～Vとなっています。
4. 解答用紙にはすでに受験番号が記入されていますので、出席票の受験番号が、あなたの受験票の番号であるかどうかを確認し、出席票の氏名欄に氏名のみを記入してください。なお、出席票は切り離さないでください。
5. 解答は解答用紙の指定された解答欄に記入し、その他の部分には何も書いてはいけません。
6. 解答用紙を折り曲げたり、破ったり、傷つけたりしないように注意してください。
7. この問題冊子は持ち帰ってください。

#### マーク・センス法についての注意

マーク・センス法とは、鉛筆でマークした部分を機械が直接よみとって採点する方法です。

1. マークは、下記の記入例のようにHBの黒鉛筆で枠の中をぬり残さず濃くぬりつぶしてください。
2. 1つのマーク欄には1つしかマークしてはいけません。
3. 訂正する場合は消しゴムでよく消し、消しきずはきれいに取り除いてください。

マーク記入例：

A	1	2	3	4	5
	○	○	●	○	○

(3と解答する場合)

I . 次の文を読み、下記の設問 A・B に答えよ。解答は解答用紙の所定欄にしるせ。

It's possible to walk down the street without making eye contact with anyone. Self-service at the supermarket means we can do our grocery shopping without speaking. Sadly, it's even possible to spend the majority of our days (and lives) working alongside people without ever having any kind of meaningful conversation or connection.

This all seems \*counterintuitive. After all, humans long for connection. Author Brené Brown says: "Connection is why we're here—it gives purpose and meaning to our lives. This is what it's all about. What we know is that connection—the ability to feel connected—is a part of human nature."

A study last year found 35% of Australian men and 29% of Australian women report that loneliness is a serious problem for them. It is no surprise then that to ease our feelings of disconnect more and more people are connecting to the Internet. The mission statement of "Facebook" is to give people the power to share and make the world more open and connected. As of December 2011 there were 845 million monthly active users. In the last three months of 2011, users generated an average of 2.7 billion "likes" and comments every day. And "Twitter" now records over 200 million "tweets" per day. That's up from January 2009 when users sent two million tweets per day. This is not to mention the figures for other platforms such as "YouTube," "Myspace," "Instagram," "flickr," "Pinterest," "Posterous Spaces" and "foursquare." The list of course goes on.

Online, we never have to be alone. There is always someone, somewhere who is awake and can "like" us. It also provides a platform from which we can share in a way we've never done before. This is pertinent when you consider that the number of confidants we have is decreasing. A recent study found that 48% of respondents only had one confidant compared to a similar study 25 years ago when people claimed to have around three people they could confide in. Instead, we hire our confidants, in the form of counselors, life coaches and the like. And, of course, we go online. In fact there are even websites where you can literally hire a "friend." But has this ability to connect so constantly allowed us to feel more connected? Does it help us to feel less lonely or have we just turned into "pancake people"?

spread wide and thin, making shallow connections that only enhance any separation we might feel in the real world?

A recent Australian study, titled *Who Uses Facebook?*, found that lonely people tend to spend more time on Facebook. “The frequency of Facebook use was shown to vary as a result of certain characteristics, such as nervousness, loneliness, shyness and narcissism,” the authors wrote. If we feel lonely, why not reach out and connect with people in person? It’s a complicated issue not least because we are, as noted in an article in *The Atlantic*, like <sup>\*\*</sup>porcupines who crowd together for warmth but then move away in pain. We want closeness and connection, but we don’t want the pain or discomfort that often comes with it.

“What’s wrong with ‘real conversation’ is you can’t control what you’re going to say,” says Sherry Turkle, the author of *Alone Together: Why We Expect More from Technology and Less from Each Other*. “Texting, emailing, posting: all of these present the self as we want to be. We get to edit, and that means we get to delete, and that means we get to retouch the voice, the face, the body. Human relationships are rich and complicated and demanding and we clean them up with technology.” The problem with this is that we “deceive ourselves,” Turkle says. Yes, we connect. It’s clean and often easier because we can hide behind whatever image we want to present. But, appearances as we all know can be deceiving, and clean connections don’t make for deep or true ones.

One study, reported in *The Guardian*, set out to discover why so many young people in the United Kingdom felt lonely. They found that, in part, it was because nearly a third of young people said they spent too much time communicating online and not enough in person. “Forming connections with pets or online friends is a noble attempt by an obligatorily sociable creature to satisfy a compelling need,” *The Atlantic* quotes author John Cacioppo from his book *Loneliness*. “But substitutes can never make up completely for the absence of the real thing.”

Indeed. An interesting study published in the *Harvard Business Review* found that for superficial communication, organizations tended to rely on email. However, for anything considered important, people tended to speak in person. It also found that performance of a team can be improved by more than 50% through socializing. This reinforces Cacioppo’s notion that while online interaction has value,

for nourishment and growth, nothing beats the human.

As Sherry Turkle points out, our humanity is revealed when we stumble or lose our words—when we are vulnerable. Technology, she says, tries to take something complicated and simplify it. It is a useful and worthy tool with which we can connect, but we must shake the belief that perfection is the key to connection or that online communication is the cure-all for our weakness or sense of disconnection. “Fantasies of substitution have cost us,” she says. “We need to look at how technology can lead us back to our real lives, our own bodies, our own communities. Let’s talk about how we can use digital technology to make this life the life that we love.”

\*counterintuitive : 反直観的な

\*\*porcupines : ハリネズミ

A. 次の1～8それぞれに続くものとして、本文の内容ともっともよく合致するものを、各イ～ニから1つずつ選び、その記号をマークせよ。

1. The author quotes Brené Brown (paragraph 2) in support of the idea that people

- イ. are confused about the purpose of their life.
- ロ. naturally seek communication with others.
- ハ. are basically the same all over the world.
- ニ. do not realize how lonely they are.

2. The study mentioned in paragraph 3 suggests that

- イ. Australia has more lonely people than other countries.
- ロ. women are hit harder by loneliness than men.
- ハ. loneliness is a serious problem in Australia.
- ニ. Facebook and Twitter do not help people feel connected.

3. The underlined word “pertinent” (paragraph 4) is closest in meaning to
- ㄱ. certain.
  - ㄴ. common.
  - ㄷ. relevant.
  - ㄹ. risky.
4. The recent Australian study mentioned in paragraph 5 showed that
- ㄱ. people who use Facebook are sociable and outgoing.
  - ㄴ. online communication is uncomfortable for many people.
  - ㄷ. being on Facebook makes people more shy.
  - ㄹ. the use of online communication is related to personality. \_\_\_
5. Sherry Turkle would probably agree that
- ㄱ. people should worry less about how others see them.
  - ㄴ. we should stop relying on technology for personal communication.
  - ㄷ. technology has made human relations richer than before.
  - ㄹ. it's hard to control our image in online communication.
6. The underlined word “shake” (last paragraph) is closest in meaning to
- ㄱ. abandon.
  - ㄴ. carry.
  - ㄷ. pursue.
  - ㄹ. simplify.
7. The author would probably agree that
- ㄱ. the Internet makes it easier to connect with people in person.
  - ㄴ. online communication may deepen our sense of loneliness.
  - ㄷ. the Internet is a good tool for research but not for communication.
  - ㄹ. lonely people should not avoid using the Internet.

8. The most appropriate title for this passage is

- イ. Friendship in the Modern World.
- ロ. Facebook: A Cure for Loneliness.
- ハ. How to Make Connections on the Internet.
- ニ. Loneliness in the Digital Age.

B. 文中の下線部 nothing beats the human (第8段落) を15字以内で和訳せよ。ただし、句読点は合計字数に含まれる。

II. 次の文を読み、下記の1～10それぞれに続くものとして、本文の内容ともっともよく合致するものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

My daughter Flora was just six when she announced that she didn't understand a thing in maths lessons at school. We raised it at the next parents' evening and were reassured that her maths was fine, but we began to notice that she sometimes made wildly illogical guesses when attempting basic addition and was easily confused by anything numerical. She was also getting upset about maths at school, but the more her teachers tried to reassure us that she was doing well, the more Flora insisted she didn't let them see that she spent maths lessons copying other children.

It wasn't until she moved to a new school two years later that her difficulties were identified, revealing such a large gap between her achievement in mathematical ability and in literacy that we suspected she could have \*dyscalculia. We took her to a specialist, who made it clear that although Flora wasn't dyscalculic, her maths was very poor. She advised that Flora shouldn't be taught maths in a normal class. In despair, we turned to an educational psychologist, and discovered that Flora's problems weren't down to ability, but to anxiety.

Maths anxiety, a feeling of fear about maths, is believed to affect about a quarter of the population, which would be equal to more than two million schoolchildren in England alone, along with thousands of teachers. Many of us are familiar with that blind panic when faced with a maths problem we can't fathom, but maths anxiety isn't always recognized or understood.

Maths anxiety was first identified in the 1950s, but the destructive way it affects performance is only now becoming evident. For the first time, researchers at Stanford University in the United States have used scans to see what goes on inside the brains of children with maths anxiety, and discovered that they respond to sums in the same way that people with \*\*phobias might react to snakes or spiders, showing increased activity in the fear centers. This in turn causes a decrease in activity in the problem-solving areas, making it harder to come up with the right answers. Dr. Vinod Menon, the professor who led the project, explains its significance: "Our research is important because it is the first to identify the \*\*\*neural and

developmental basis of maths anxiety, and our findings have significant implications for its early identification and treatment. It is also important because it shows that maths anxiety in children is real. It cannot be wished away. It needs to be attended to and treated if it persists.”

If maths anxiety has such a destructive effect on ability, why aren't we doing more about it? Most teachers and academics know it exists, but there are no formally established diagnostic tools to determine when worrying about maths becomes “maths anxiety.” What's more, it can be counterproductive to tell a child that they have a problem, as Mike Ellicock, chief executive of the charity National Numeracy, explains: “Labelling and categorising children into those who can and can't do maths isn't helpful. Doing so may cause students to perform worse...but given encouragement and the right support, everyone can meet a functional level of mathematical ability.”

We clearly haven't been offering the right support, as almost half of the United Kingdom's adults are only capable of basic maths. It doesn't help that we often see maths reserved for a few eccentrics. Maths is a clear-cut subject where answers are either right or wrong, and teaching methods focusing on quick recall, mental arithmetic and on answers given in front of the class are unhelpful to those who are less confident. Most teachers understand that confidence is as important as competence when it comes to maths achievement, but Peter Lacey, of the Association of Teachers of Mathematics, says they are often constrained by a system focused on targets and attainment levels. “If you say slow down, ministers get concerned, but if you want to build a tall and secure house, you make sure your foundations are right. Sometimes there's a rush in the earlier years of teaching that interferes with children gaining real confidence—once it goes wrong at that stage, everything afterwards is insecure. The pressure to get children to a particular level in tests at eleven can mean teaching them tricks to get good outcomes rather than making sure they are confident in their understanding.”

Experts in the field, such as Professor David Sheffield of Derby University's Centre for Psychological Research, who is one of the country's leading specialists in maths anxiety, believe it has a lifelong effect. So what would he advise? “The first thing to say is don't do more maths. More maths is unlikely to work because it's



actually an anxiety problem. Try to deal with the anxiety with simple approaches like relaxation or breathing exercises. We did one study where we got people to do a relaxation exercise and then followed them up. Their anxiety scores had dropped and they were able to solve more problems.”

Flora, with extra help rediscovering the basics, along with a gentle approach at her new school, began to improve and gradually caught up. She has been happier and less stressed, which Michael Roach, her headteacher at John Ball school in south-east London, suggests may be the secret. “What we have seen in recent years is that tackling the anxiety and self-esteem of children and thus improving their confidence and related attitudes to maths has been key. Once the anxiety sets in, it can be very challenging to shift. We work hard to make maths relevant within a real-life context and, most of all, fun.”

If we want to improve national mathematical skills, we need to think more carefully about how to address the widespread anxiety about the subject, focusing on understanding rather than setting targets. Perhaps in the meantime, a few relaxation exercises could make all the difference.

\*dyscalculia : 計算不能症

\*\*phobias : (特定の対象への) 恐怖

\*\*\*neural : 神経の

1. One reason it took a long time to figure out Flora's problem was that
  - イ. she wasn't doing well in her other subjects either.
  - ロ. her teacher thought Flora wasn't trying hard enough.
  - ハ. maths anxiety was not widely recognized as a serious problem.
  - ニ. she insisted that she didn't have any difficulty with maths.

2. The underlined word “fathom” (paragraph 3) is closest in meaning to
- ㄱ. believe.
  - ㄴ. explore.
  - ㄷ. try.
  - ㄹ. understand.
3. Vinod Menon’s research showed that, for children with maths anxiety,
- ㄱ. maths problems affect the brain the same way spiders do.
  - ㄴ. it’s better to avoid maths and study other subjects.
  - ㄷ. maths problems have no particular effect on the brain.
  - ㄹ. the best cure is medicine that reduces anxiety.
4. Mike Ellicock believes we should not tell children that they have problems with maths because
- ㄱ. all children have the same basic ability in maths.
  - ㄴ. the children may feel even more discouraged and do worse.
  - ㄷ. we really don’t know who is weak or strong at maths.
  - ㄹ. the children won’t believe it anyway.
5. According to Peter Lacey, one cause of problems with maths achievement in the United Kingdom is that
- ㄱ. maths is a subject that has clearly right and wrong answers.
  - ㄴ. higher standards are required for maths than for other subjects.
  - ㄷ. teachers do not spend enough time getting to know their students.
  - ㄹ. maths classes emphasize test scores rather than basic concepts.
6. The underlined word “rush” (paragraph 6) is closest in meaning to
- ㄱ. flood.
  - ㄴ. hurry.
  - ㄷ. trend.
  - ㄹ. wave.

7. In Michael Roach's view, one way to handle maths anxiety is to

- ㄱ. give anxious students more maths lessons.
- ㄴ. explain the causes of anxiety to students who suffer from it.
- ㄷ. help students relax and enjoy maths.
- ㄹ. have students take more tests to build their confidence.

8. The passage suggests that maths anxiety is

- ㄱ. a rare condition.
- ㄴ. something we are born with.
- ㄷ. easy to identify.
- ㄹ. related to lack of confidence and self-esteem.

9. The passage suggests that Flora

- ㄱ. is still behind her classmates in maths skills.
- ㄴ. has a nervous personality and is unable to relax.
- ㄷ. will not study maths when she goes to high school.
- ㄹ. has finally gained confidence in her maths ability.

10. The most appropriate title for this passage is

- ㄱ. Anxious about Maths.
- ㄴ. The Emotional Effects of Problem-Solving.
- ㄷ. A History of Maths Anxiety in the United Kingdom.
- ㄹ. Current Research on Anxiety in the Classroom.

Ⅲ. 次の会話文1～7それぞれの空所を補うのにもっとも適当なものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

1. Tom: Lucy, Fivestar Mall is having a big sale this weekend. Do you want to go?

Lucy: I don't feel like it. I'm broke.

Tom: (       )

Lucy: Just look around? No, that's boring.

Tom: OK, forget it. I'll go by myself then.

イ. Come on! I'll buy you anything I can afford.

ロ. Well, we can still do some window shopping, can't we?

ハ. OK, why not stay here and look after my puppy.

ニ. Look, I have a free coupon for a cup of ice cream!

2. Laura: Did you say you're going to take a vacation next week?

Brenda: Yes. I'm going to Kyoto for a couple of days.

Laura: I really envy you. (       )

Brenda: Can't you take a vacation this winter?

Laura: Not until the end of February.

イ. Kyoto is the last place I want to be in winter.

ロ. It's always been easy to take a vacation in winter.

ハ. Hey, can I join you?

ニ. I wish I could get away for a while.

3. Jason: You look so concerned, Amy. What's on your mind?

Amy: I'm worried about the interview tomorrow. You know, I've been looking for a job for three months, and this is my first interview.

Jason: Don't worry too much. ( )

Amy: I hope so.

- ㄱ. Let's hope for the best.
- ㄴ. Take it easy.
- ㄷ. Why don't you practice on me?
- ㄹ. Everything will work out just fine.

4. Kathy: Paul, where are the cookies? Don't tell me you ate them all again!

Paul: Yes, I'm afraid I did. ( )

Kathy: You always say you don't like cookies, though.

Paul: Well, I don't like chocolate cookies, but vanilla cookies are different.

- ㄱ. I don't like cookies, but I hate to see them wasted.
- ㄴ. You know what I'd say about that.
- ㄷ. I couldn't help it.
- ㄹ. Let's share the rest.

5. May: Has Patrick moved out yet?

Ken: Yes. He moved out last weekend. He's now living in a very nice, quiet neighborhood.

May: ( )

Ken: I don't have the faintest idea. Even so, it's still worth it, isn't it?

- ㄱ. I wonder if he's paying more for rent now.
- ㄴ. Do you have any idea where he's got his new apartment?
- ㄷ. So he will be able to concentrate better on his new novel.
- ㄹ. Do you think he'll invite us someday?

6. Mary: Do you have change for a dollar?

Ted: Yes, you're in luck. I do have some. What do you need it for?

Mary: I need change for the bus.

Ted: (       )

Mary: I need a couple of quarters and five dimes.

イ. Then the driver will break it for you.

ロ. How do you want it?

ハ. How much do you need to change?

ニ. The fare usually depends on how far you want to go.

7. Mark: Is there something wrong with your clocks? None of them has the same time.

Emily: I set this clock ahead ten minutes, and this one back ten minutes, but I always set that one to the right time.

Mark: (       )

Emily: Yes. I am a heavy sleeper.

イ. Which means all three alarms go off at the same time?

ロ. So the alarms ring every ten minutes?

ハ. Would you like to borrow my clock?

ニ. Are you sure those three alarms are enough to wake you up?

IV. 次の1～6それぞれの空所を補うのもっとも適当なものを、各イ～ニから1つずつ選び、その記号を解答用紙の所定欄にマークせよ。

1. When something is (        ) in one place, it is all in that place, rather than being spread out in several places.

イ. concentrated      ロ. designated      ハ. located      ニ. originated

2. If you (        ) yourself to someone, you decide that you want to have a long-term relationship with him or her.

イ. charge              ロ. commit              ハ. cross              ニ. customize

3. If you (        ) a plan, system, or machine, you have the idea for it and design it.

イ. afford              ロ. approve              ハ. devise              ニ. weigh

4. If you (        ) something that has been said, you say more about it, or give more details.

イ. add up              ロ. elaborate on      ハ. lay out              ニ. sum up

5. If you (        ) a situation or person, you accept them though you do not particularly like it.

イ. alter                ロ. investigate      ハ. prevent              ニ. tolerate

6. If you use an example, story, or diagram to (        ) a point, you use it to show that what you are saying is true or to make your meaning clearer.

イ. decide              ロ. illustrate      ハ. reach                ニ. yield

V. 次の日本文と同じ意味になるように、下記の英文の空所(1)～(6)それぞれに1語を補い、文を完成せよ。解答は解答用紙の所定欄にしるせ。

私たち一人一人の中には龍がいる。それは、池の水面下で眠っているかのように、意識下でじっとしている。祈りのささやき、叫び、一陣の風がそれを深みから呼び起こす。龍は夢の中に現れるし、真昼の覚醒の中にも現れる。

古代において、龍は詩人を空へといざない、遠い場所へと連れていった。中国では、信心深い人たちが、龍を池から象徴的に呼び起こそうとした。アジアの神話と芸術——そして心——と同義の動物がいるとすれば、それは龍にほかならない。

There is a dragon in ( 1 ) of us. That is, something waits within our consciousness like a dragon ( 2 ) beneath the surface of a pond. A whispered ( 3 ), a cry, a breeze can rouse it from the depths. The dragon comes in dreams; it comes in the day when we are awake.

In ancient times dragons lured poets into the sky and carried ( 4 ) to faraway places. In China, the devout symbolically tried to rouse dragons ( 5 ) ponds. ( 6 ) there is one animal that is synonymous with Asian mythology and art—and the heart—it is the dragon.