

英語 I 2006 年度・夏学期・1 年生 期末試験問題

解答はすべて解答用紙に記入のこと。【 】内は、各々解答欄の番号・記号を示す。選択問題解答欄（マーク式）は【1】～【31】（表面）記述式解答欄は【ア】～【コ】（裏面）。なお、問題 F～I は聴き取り問題である（予め問題を読んでおくとい）。

A 以下の文章を読んで設問に答えなさい。

So why is there so much controversy surrounding Mauna Kea today?

(1) Much of the blame belongs to astronomers. For many years, the astronomy community was, through ignorance or arrogance, insensitive to the sanctity of Mauna Kea to some Hawaiians. In their eagerness to build bigger and better telescopes, astronomers forgot that science is just one way of looking at the world, and that we must be respectful of world views that differ from our own. Mauna Kea was a sacred site to the Hawaiian people long before there were ever telescopes there, and so ( X ) have a moral obligation to help preserve the (2) dignity of this holy place.

But sensitivity to other cultures is a (3) two-way street. Science, too, is a culture, an ancient one whose roots go back to the dawn of human civilization. Today the science of astronomy transcends race, religion and language. Calls from some Native Hawaiian and environmental groups for the dismantling of telescopes on Mauna Kea or banning future development there (4) are also culturally insensitive because ( Y ) ignore the kinship astronomers (5) feel with the mountain as they explore the cosmos in what is ultimately a spiritual quest for ( Z ), too.

下線部 (1) の意味として最も適したものを 1 つ選び、解答欄【1】にマークしなさい。

- a. Astronomers should accept much of the responsibility for the controversy.
- b. Astronomers should blame the Hawaiians for their insensitivity.
- c. The Hawaiians should accept much of the responsibility for the controversy.
- d. The Hawaiians should blame astronomers for their insensitivity.

下線部 (3) “two-way street” はどのようなことを示す比喩だと考えられるか。次のうちから最もふさわしいものを 1 つ選び解答欄【2】にマークしなさい。

- a. 両者が平行線で交わることはないことを示す比喩。
- b. 両者が全く逆の方向に進んでいることを示す比喩。
- c. 両者がいつかは交差点にて交わることができる（接点を見出せる）ことを示す比喩。
- d. ひとつに見えるものでも二面性を持つものだということを示す比喩。
- e. 一方通行ではなく、向き合う両者が互いに譲り合って進むべきことを示す比喩。

下線部 (4) “are” の主語として最も適したものを 1 つ選び解答欄【3】にマークしなさい。

- a. calls
- b. environmental groups
- c. groups who are dismantling the telescopes
- d. some Native Hawaiians
- e. telescopes
- f. there

空欄 (X),(Y),(Z) に入るべき語句が表す対象、あるいはその行為の主体として次のうちから最も適した組み合わせを 1 つ選び解答欄【4】にマークしなさい（選択肢における NHEG とは some Native Hawaiian and environmental groups の略とする）。

- a. (X) astronomers (Y) astronomers (Z) astronomers
- b. (X) astronomers (Y) astronomers (Z) NHEG
- c. (X) astronomers (Y) NHEG (Z) astronomers
- d. (X) astronomers (Y) NHEG (Z) NHEG
- e. (X) the Native Hawaiians (Y) astronomers (Z) astronomers
- f. (X) the Native Hawaiians (Y) astronomers (Z) NHEG
- g. (X) the Native Hawaiians (Y) NHEG (Z) astronomers
- h. (X) the Native Hawaiians (Y) NHEG (Z) NHEG

下線部 (2) “dignity” と最も近い意味で使われている語を本文中の英語 1 語で答えなさい。解答は裏面の記述式解答欄【ア】に記入すること。

下線部 (5) “feel” の主語を本文中の英語で抜き出し、裏面の記述式解答欄【イ】に記入しなさい。

B テキストの文意に沿った内容となるように、空欄【5】～【8】内に補うべき最も適したものを 1 つ選び解答欄にマークしなさい。なお教科書原文で用いられた語句と全く同じになるとは限らない。

For European colonisers, Polynesia represented a resource to be utilised, an untrodden paradise to be yearned for, an immoral barbarian habitat - or all of the above. But of one thing they were certain: the arrival of messengers from the civilised world would ( 【5】 ) the people that were waiting for them as well as they themselves.

For the Polynesians, the arrival of people all the way from the ‘other’ side of the globe was ( 【6】 ) eagerly awaited. And, as the European population in Polynesia increased, society in areas colonised by English-speakers became predominantly white and English-speaking. The ( 【7】 ) population experienced unprecedented change in their life-styles, often being forced to ( 【8】 ), so that finally there appeared a generation whose first language was English.

空欄【5】に補うべき最も適したものを 1 つ選んで解答欄【5】にマークしなさい。

- a. betray
- b. cause harm
- c. do good to
- d. enlighten

空欄【6】に補うべき最も適したものを 1 つ選んで解答欄【6】にマークしなさい。

- a. by all means
- b. far from
- c. nothing but
- d. nothing more than

空欄【7】に補うべき最も適したものを 1 つ選んで解答欄【7】にマークしなさい。

- a. incoming
- b. modernized
- c. native
- d. young

空欄【8】に補うべき最も適したものを 1 つ選んで解答欄【8】にマークしなさい。

- a. adjust to the culture and the language of the settlers
- b. decide whether or not to abandon their own culture and language
- c. intermarry with the white settlers
- d. leave their homeland in order to preserve their culture

C 以下の文章は、ある2つの団体による調査結果について述べた文章である。よく読み設問に答えなさい。  
The crucial question was how to calculate the “use rate,” which was the data intended to show how much birds like snipe and plover used the area targeted by the proposed project. At the heart of the controversy was the fact that the proposed landfill would radically transform the tidal flats area where the snipe and plover flew to spend the winter. The area was an internationally recognized Japanese winter harbor for these birds.

While something like a “use rate” might seem to be an objective kind of measurement, as it turned out there was a huge difference between the use rates calculated by the promoters of the project, on the one hand, and by an independent NGO that conducted its own investigation, on the other. The city assessment calculated the rate at somewhere between 0.0% and 10.7%. The NGO, on the other hand, calculated the rate at between 31% and 96%. This discrepancy followed directly from differences in defining how the use rate was determined. For those promoting the project, the use rate was defined as the result of ascertaining “the percentage of birds using the proposed area during the day, regardless of whether the land was submerged at the time or not.” In contrast, the definition employed by the NGO was: “what percentage of the birds were feeding during the time when the area of the proposed project was not submerged under water.” The city criticized the NGO’s definition of use rate on the grounds that “an investigation conducted under the circumstances most amenable for birds to use the land simply observes one aspect of the birds’ daily activity.”

ここで示されているのは、“there was a disagreement over S/N ratio” という状況の例である。この例で、当該の2団体のうち一方の解釈では S(ignal) として扱われ、他方の解釈では N(oise) として扱われてしまっている情報は何か。下の括弧内に入る形で、記述式解答欄【ウ】に25文字以内の日本語で記入しなさい(書ききれなければ【エ】も使ってよい)。

( ) の数

上記の例は以下のうちどのような主張を導くため挙げられたものか。最も適したものを1つ選んで解答欄【9】にマークしなさい。

- a. Even apparently objective data is often a co-product of information and point of view.
- b. Facts appear to allow multiple interpretation. That is the nature of objectivity.
- c. Numbers can never represent objective facts because errors on the human side are inevitable.
- d. People project their value judgment to numbers as a means of resolving disputes.

D 以下の文章群 a~g のうち4つは、ある種の共同体におけるカラオケの機能について論じた一続きの文章を並び替えたものである。

- a. People in this <sup>(1)</sup>interpretive community construct karaoke scenes as a temporary social and symbolic haven where they can escape from a sense of entrapment, the everyday repetition and humdrum routine, and the reality of being in isolation. Singing karaoke is more than just entertainment to them.
- b. These are spaces where people in the community, even in the most adverse of social and economic conditions, can have a voice of their own, a voice of self-assurance and connection.
- c. Coming from such affluent backgrounds, members of this community are highly educated professionals living in exclusive neighborhoods in New Jersey.
- d. How karaoke is ultimately used and the social consequences of such usage are determined by the past experiences, needs, and expectations of the people who use it, as well as by the interactional performance making use of it, hence the concept of the interpretive communities of karaoke.
- e. They adopt the interpretive frame of reference that views karaoke as a status symbol.
- f. They use karaoke to create certain social spaces to keep in touch with people who share similar life histories, through either vocal or silent participation.

- g. The use of karaoke here speaks to people's need to have an escape, or therapeutic mechanism, that gives them access to a way of life otherwise absent from their everyday existence, even if the escape can only be temporary.

以下から、その4つの中で2番目と3番目に入るべきものを選び、解答欄【10】【11】に記号を1つずつマークしなさい(最初と最後は初めから与えてある)。

【a】→【10】→【11】→【g】

下線部(1)の説明として最も適切なものを以下から選び、解答欄【12】にマークしなさい。

- Those who share a comradeship forged through the same cultural event to challenge the actual inequalities in a society.
- Those who share an affinity for a globally popular form of entertainment such as *manga* and *anime*, regardless of their nationalities.
- Those who share the same policies for appreciating things and assigning meaning through social and cultural environments
- Those who share the same view of the world through face-to-face contact in small local communities.

**E** テキストに基づいて、下の文章の意味がとおるように、空欄内に補う語句として最も適したものを選択肢から選び該当する解答欄に記入しなさい(教科書原文で用いられた語句とは異なる)。

Pablo Picasso's early artistic career demonstrates how uniqueness and originality emerge as a result of long and arduous efforts made primarily ( 【13】 ) of tradition and convention. We are so familiar with his cubist-style paintings that we tend to think that ( 【14】 ) looking at the painter in his early teens and , after going through a massive self-imposed course of training in rudimentary sketching, ( 【15】 ) his own painting style. One of his closest friends testifies to the staggering fact that the piles of his discarded sketch sheets provided sufficient fuel for a stove all winter long. You may be able to become one of Picasso's obscure epigones simply by imitating his artistic style, but you can never become ( 【16】 ) if you skip the process he went through.

空欄【13】に補うべきものを1つ選び、解答欄【13】にマークしなさい。

- by denying the widely recognized framework
- by re-interpreting an existing framework
- within an already established framework
- within the process of promoting the framework

空欄【14】に補うべきものを1つ選び、解答欄【14】にマークしなさい。

- he applied to his painting his eccentric manner of
- he had an unusual strategy for
- he taught himself the skill of
- he was innately gifted in

空欄【15】に補うべきものを1つ選び、解答欄【15】にマークしなさい。

- developed
- lost
- practiced
- regained

(2枚目)

空欄【16】に補うべきものを1つ選び、解答欄【16】にマークしなさい。

- a. a true epigone of a genius
- b. a unique cubist
- c. someone truly original and distinct
- d. someone who is as eccentric as Picasso

<< 以下は聴き取り問題。放送は2回ずつ流れる。 >>

F 本文が放送された後、1)~6)の6つの文が読み上げられる。下の設問に基づき、本文と合致しているものには a. を、そうでないものには b. を解答欄【17】~【22】にマークしなさい。

設問： Which of the following statements are consistent with Ms Kudo's advise to walk properly?

<< 解答欄での番号 >> 1)=【17】 , 2)=【18】 , 3)=【19】 , 4)=【20】 , 5)=【21】 , 6)=【22】

G 放送を聴いて空欄に入るべき語句を所定の記述式解答欄【カ】~【コ】に記入しなさい(空欄内には入るべき単語の数が示してある)。

Well, prime numbers actually generate direct benefits to society. Prime numbers【カ】( 5 words ), that is to turn a message into a form – essentially a code – that is unreadable to anyone who doesn't have 【キ】( 6 words ). The way encryption is done today 【ク】( 5 words ) that multiplying prime numbers is relatively easy (what, for example, is 7 x 13?), but working out what the two prime numbers are 【ケ】( 5 words ) a certain result is much harder (what 2 numbers, for example, do you multiply together to get 323?). Indeed, with very large numbers it becomes virtually impossible to solve such problems, and this leads to 【コ】( 3 words ).

**H** 放送を聴き、次の a～g のうち本文の内容に合致するものを 4 つ選んだ上で、流れに沿った順番に並び替えて 解答欄【23】～【26】にマークしなさい。

- a. Kellner applied his various experiences of rice growing in his native country to the development of rice growing methods in Japan.
- b. Kellner's research at Komaba concerned the control of water quality and the use of fertilizer in rice growing.
- c. Kellner was a professor of agricultural chemistry, not English.
- d. Some of Kellner's students promised him that they would become influential bureaucrats or scientists and set the course of the nation's agricultural policy or science in the future.
- e. The Kellner rice paddy is evidence of the global circulation of knowledge, technology, and people.
- f. The subjects Kellner taught were very well-established in Japan and were believed to play an important role in developing profitable agriculture and establishing a strong nation-state.

**I** 本文が放送された後、その内容に関する質問と答えの選択肢が読まれる。No.1～No.5 の質問に対して最も適切な答えをそれぞれ a～d の中からひとつ選び、下に指定された解答欄にマークしなさい。

<< 解答欄 >> No.1=【27】 , No.2=【28】 , No.3=【29】 , No.4=【30】 , No.5=【31】

That's all. Good luck on the rest of your exams and have a nice summer!

( 3 枚目 )