

英語

1～7ページ

注 意

1. 試験開始の合図があるまで、この問題冊子を開いてはいけません。
2. 試験開始後、ただちにページ数を確認し、落丁や印刷の不鮮明なものなどがあれば申し出なさい。
3. 解答は、別に配られる解答用紙（1～2ページ）の所定の場所に記入しなさい。
4. 解答時間は**75分間**です。
5. 受験番号を、問題冊子と解答用紙の所定欄に記入しなさい。
6. 解答指示が「日本語」と「英語」の場合があるので間違えないように注意しなさい。
7. 試験終了後、解答用紙のみを提出しなさい。問題冊子は持ち帰りなさい。

受験番号	
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1 Read the following article, “Drinking,” and answer the questions **in Japanese.**

Unlike the United States, where soda machines are concentrated mostly inside train and bus stations, schools, or offices, in Japan the ubiquitous vending machine appears every hundred meters, or so it seems. Along back alleys, on construction sites, outside supermarkets, at train stations, airports and truck stops, a person is never far away from a bottled drink. Even Mt. Fuji is blessed with automatic drink vendors! With colorful bottles, buttons, bells, lights, and songs, beverage companies compete to provide thirsty consumers with hot and cold drinks – and not always innocently, either.

When a foreigner arrives in Japan, one of the first of many surprises he or she experiences is finding beer, wine, and even cocktails alongside bottled water, tea and soda in some vending machines. Thirsty visitors have been known to mistakenly purchase a fizzy drink, not realizing it is alcoholic until after having downed the contents!

Americans, too, love their booze. After five o’clock, millions of Americans head to bars for “happy hour,” pick up a six-pack to enjoy at home, or sit down to dinner with a bottle of Californian red. But even though the United States is a nation of alcohol consumers, ironically American society generally regards liquor as a vice. A person acting visibly drunk is labeled a fool since drinking is not considered an excuse to lose control. Alcoholism is a disease that, for many Americans, means a drinker has “failed.” The nation has therefore never trusted alcohol (or citizens with alcohol) and American history is replete with national, regional, and local attempts at prohibiting liquor. Even today, alcohol abuse is considered one of the major health problems in the United States, so much so that drinking is commonly perceived as a social problem.

Children in the United States are well aware of this general societal view of drinking and drunkenness. Growing up, children often see their parents drink, and may even taste alcohol on occasion, even though the legal age for drinking is twenty-one. But although they may observe drinking and drunkenness, such behavior is rarely discussed with youngsters. The prohibition, mystery and mixed messages surrounding alcohol means that many teenagers are especially curious about this adult “rite of passage.”

The result is that for many Americans their first experience with alcohol is a horrible one – they get drunk, and get sick, and the next day their hangover reminds them to feel guilty because they were not able to control how much they drank.

Questions

1. What might a foreign visitor to Japan be surprised to discover about vending machines?
2. Historically, why has alcohol often been prohibited in the United States?
3. Why are American children especially curious about drinking alcohol?
4. What kind of initial experience do teenagers in the United States often have with alcohol?

2 Read the following passage and fill in the blanks with suitable words. Write the letters corresponding to each correct answer on the answer sheet.

- I. Average life (1) for males in Russia is falling and the population is (2). An unhealthy diet, smoking, (3) and AIDS are some of the biggest (4). The suicide rate is also rising. When the Soviet Union (5), so did the economy, the health services and the self-confidence of the Russian people.

I	A. increasing	B. founded	C. expectancy	D. insurance
	E. killers	F. helpers	G. alcoholism	H. decreasing
	I. collapsed	J. sports		

- II. Dangerously (6) models have become (7) in the world of fashion. Two of them died last year. Doctors say that the (8) industry should take the problem more seriously and (9) such models from the catwalk. But fashion designers argue that it is more important to promote education about eating (10).

II	K. common	L. ban	M. perfume	N. thin	O. allow
	P. fashion	Q. order	R. disorders	S. fat	T. uncommon

3 Choose the most appropriate answers for the blanks in the following dialog. Write the letters corresponding to each correct answer on the answer sheet.

Tom: Hey, Kate, are you going to the cafeteria for dinner? Why don't you come with me?

Kate: (1) Now, I'm going to the library to study for my Bio test tomorrow. I grabbed a sandwich at the Student Center, and now I'm heading for a quiet spot to sit. I've been putting off studying for three days. The deadline is finally here, (2)

Tom: (3) I had the same thing last week with two exams and a report all due within two days. Now, I'm free as a bird. In fact, after dinner I'm going to a concert in the gym. I won't even tell you who's singing, (4)

Kate: (5) Can I take a rain check on eating dinner together?

- A. No, of course not.
- B. Thanks a lot!
- C. I don't know what you're talking about.
- D. so you won't feel fine about having to study.
- E. and my conscience is cracking the whip to get going.
- F. Fine, thank you.
- G. I'd love to, but some other time, perhaps?
- H. but I did nothing against my conscience.
- I. Oh, I know your story.
- J. so you won't feel so bad about having to study.

4 Choose the most appropriate answers for the blanks in the following sentences. Write the numbers corresponding to each correct answer on the answer sheet.

1. A knot is a joining of two pieces of rope () cord.
1. for 2. or 3. because of 4. where
2. It is general knowledge that nitrogen is the most plentiful gas in the ().
1. water 2. earth 3. body 4. atmosphere
3. I couldn't quite () the main point of his speech.
1. have 2. grasp 3. transform 4. encounter
4. Large passenger planes often carry weather radar with which to () storms.
1. track 2. divert 3. diagram 4. impede
5. I had my sleeves shortened, but my sister got my mother () her sleeves.
1. shorten 2. shortened 3. to shorten 4. shortening
6. The magazine editor expects circulation () next year.
1. to ascend 2. to increase 3. to aggravate 4. to raise
7. This identification card is valid as long as our policy remains in ().
1. check 2. affect 3. effect 4. charge
8. On completing the task I had been given, I didn't know what I was () to do next.
1. supposed 2. admitting 3. accepted 4. supporting
9. I couldn't make out who was standing before me as there was not enough light to see ().
1. on 2. by 3. at 4. for
10. () discouraged after the exam, Junko decided to talk to the professor about her grade.
1. To feel 2. Feel 3. Felt 4. Feeling

5 Read the following article on “catastrophe theory,” and answer the questions **in English**.

Great things were expected from René Thom’s catastrophe theory when it first emerged in the 1970s from the ideas of mathematicians into the everyday world of people who just hope for a more ordered life. Mr. Thom did his best to make his theory sound simple. “Take the example of a river,” he said. It flows along smoothly and predictably until it turns suddenly into a catastrophic waterfall.

Put slightly more technically, Mr. Thom defined catastrophe as the loss of stability in a dynamic system. Catastrophes are inevitable, but obviously their damage could be lessened if they could be predicted. Could Mr. Thom’s theory be applied, say, to the safety of buildings or of ships at sea; to riots; to strikes; to when a tyrant leader would lose control and become weak enough to attack? The world of finance, alternately in a state of optimism and deep gloom, was very interested in the theory. Mr. Thom was slightly surprised at being associated with astrologers, and UFOs, but he referred those interested to his book about catastrophe theory which briefly became a bestseller.

It is full of ideas, many of which are only marginally related to mathematics. He claims, for example, that men are physically more fragile than women; women are more rounded, closer to the sphere, the strongest shape in the universe. Mathematical or other symbols, he said, are recognized by animals: a tiger could spot a deer’s footprints. In this sense the animal could read.

But the book was less an offering of easily-digested new ideas, than a mathematical thesis dealing with the seven ways in which things are likely to collapse suddenly. It is no reflection on the intelligence of many people who read the book that they found it difficult. In the 19th century, a mathematician such as Henri Poincaré, a compatriot of Mr. Thom, could claim to understand all the important maths of his time. This would have been a rare claim in the 1970s, and rarer still today. Popular interest in catastrophe theory lasted for about 20 years; not bad as ideas go. It became less popular when it seemed to have no practical application, and returned to the specialized area from which it came. “All good minds,” Mr. Thom said, a touch bitterly, in later life, “decided that it was of no value.” One of the theory’s few practical applications was to decide how to save forests from the catastrophic spruce budworm. The answer provided by Mr. Thom’s maths was to chop down old trees, which foresters said they knew anyway.

Mr. Thom's theory may have been treated unfairly. It was philosophical as much as mathematical. The theory continues to be cited occasionally in discussions of how catastrophes have suddenly reshaped history. Mr. Thom was keen to explain how the theory worked in the history of his own country. The French revolution was the big bang of catastrophe theory, he said, and its effects had not yet been exhausted.

One of its effects, he said, was the Second World War, a catastrophe for France, and for René's parents who ran a shop in eastern France. In 1940, when the Germans invaded, René, then 16, joined the refugees escaping south. Like many French of his generation he was shocked by France's quick defeat, but was equally defensive of France's greatness. Any criticism of his work he disparagingly called "Anglo-Saxon".

Questions

1. How might the concept of "catastrophe" be best described in abstract terms?
2. What academic discipline did catastrophe theory arise from?
3. Why did public curiosity about catastrophe theory decline?
4. Give an example of the long-reaching historical effects of catastrophe theory.

6 Put the following Japanese sentences into English. Write the whole sentence in the answer sheet.

1. この本は、世界の祭りについて知りたいと思う人には役立つでしょう。

This book (want, who, about, foreign, useful, to learn, festivals, will be, to those) **around the world**.

2. この試験管の中には、あのフラスコのおよそ5分の1の量の溶液が入ります。

This test tube (liquid as, that, as much, about, one-fifth, holds, flask).

3. 雨が突然降ってきたので、少年たちは仕方なく野球をやめました。

The (stop, the boys, rain, playing, forced, to, sudden) **baseball**.

4. お時間があれば、ご相談したいことがあるのですが。

I have (discuss, I'd, to, if you, have, with you, like, something) **time**.

5. 私は、眠っている赤ん坊を起こさないように、電気を消して静かに部屋を出た。

I turned off (so as, and, wake, the room quietly, not to, left, the sleeping, the light) **baby**.