

英 語
(問 題)
2005年度

注 意 事 項

1. 問題冊子および記述解答用紙は、試験開始の指示があるまで開かないこと。
2. 問題は2-8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・乱丁および解答用紙の汚れ等に気づいた場合は、手を挙げて監督員に知らせること。
3. 解答はすべて解答用紙の所定欄に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. 解答用紙の所定欄(2か所)に受験番号および氏名を、マーク解答用紙の所定欄(1か所)には氏名のみを記入すること。
記述解答用紙の所定欄の受験番号は正確にでないに記入すること。読みづらい数字は採点処理に支障をきたすことがあるので、注意すること。

数字見本	0	1	2	3	4	5	6	7	8	9
------	---	---	---	---	---	---	---	---	---	---

5. マーク欄ははっきり記入すること。また、訂正する場合は、消しゴムででないに、消し残しがないようよく消すこと(砂消しゴムは使用しないこと)

マークする時	● 良	○ 悪	○ 悪
マークを消す時	○ 良	○ 悪	○ 悪

6. 試験終了の指示がでたら、すぐに解答を止め、筆記具を置くこと。終了の指示に従わず解答を続けた場合は、答案のすべてを無効とするので注意すること。
7. 試験終了後、問題冊子は持ち帰ること。
8. いかなる場合でも、解答用紙は必ず提出すること。

READING SECTION All answers must be indicated on the MARK SHEET.

I Answer the questions below after reading this passage, which is from an article about a nineteenth-century shipwreck.

(1) Shortly before ten o'clock on the evening of Friday, 28 February 1890, on a clear moonlit night in calm seas, the mail steamer S. S. Quetta hit an uncharted rock in the Torres Strait between the Great Barrier Reef and Cape York at the tip of Queensland. The ship had left Brisbane five days earlier and had stopped at Townsville, Cairns, and other northern ports to pick up cargo and passengers. These included both British settlers revisiting their homeland and Javanese migrant laborers also bound for home. The Quetta was travelling at full speed and the force of the impact was such that most of the starboard side was ripped out and the ship went down in little more than three minutes. With the loss of over 120 lives among both passengers and crew, this still represents Australia's worst peacetime disaster at sea.

(2) Built at a Scottish shipyard in 1881 for the British India Company, the Quetta was a modern steamship of 500 horse power, named after a town close to the Afghan border. As the name might suggest, the vessel was originally intended to join the commercial fleet linking metropolitan Britain to its vast Indian Empire. However, from 1883 the Quetta began regularly to make the six-week journey between London and the distant colony of Queensland. When the tragedy struck on the homeward leg of its twelfth voyage, the federation movement was already a significant political force. Only a decade later, in 1901, Britain's colonies on the other side of the world joined together to form the Commonwealth of Australia. The way in which the loss of the Quetta was treated in the local press thus tells us a good deal not only about social life in the Australian colonies in the late nineteenth century, but also about the sense of an independent national identity already emerging there.



(3) The news of the loss of the Quetta first reached the coast of Queensland by the afternoon of Saturday, 1 March, so that reports began to appear in the local daily papers on the following Monday morning. The most detailed discussion of the causes and consequences of the disaster, however, is found rather later in weekly journals like the Brisbane Queenslander and the Townsville Herald. Already on 8 March there were dramatic accounts of lucky escapes by those who had failed to board the ship by a hair's breadth, or who had made it to Thursday Island by clinging to the debris. Among the second group were a pair of teenage girls, Miss Lacy and Miss Nicklin. By 15 March, divers had been down to survey the wreck, a list of the lost and found was available, and more than one of the survivors had reached home to a hero's welcome, ready to tell his or her own story to the press.

(4) Two points recur in the debate conducted in the weekly papers. First, of course, was the need for action to prevent similar accidents in the future. The process of creating detailed charts of the coastal waters was still ongoing, and everyone agreed that the necessary surveys should be completed as a matter of urgency. In the process, the government of the colony of Queensland came in for some stern criticism.

(5) The second issue was the more complex one of the influence of race and gender on the death count. In fact, over two thirds of the "coloured" passengers and crew were saved (130 out of 185), while a similar proportion of the "white" people on board had been lost (67 out of 96). Moreover, there was a particularly heavy toll among the female cabin passengers, all of European origin, with the two young heroines the only survivors. All the papers were quick to clear the European crew of failure in their duty; the Illustrated Sydney News even published a poem in praise of the engineers who perished at their posts. The same was by no means always true of the Chinese deck hands and, especially, the Javanese deck passengers, who were accused by the Queenslander of rushing the lifeboats and thus "depriving women and children of the means of escape." A more detached analysis might suggest that race had little to do with it. Passengers with cabins below deck and crew in the engine room are, of course, far less likely to survive than deck passengers and deck hands when a ship goes down so quickly during the hours of darkness.

(6) There was, however, a particular preoccupation with these questions in Townsville, where the use of cheap Asian labor in the sugar plantations was an explosive political issue dividing the European community. The working classes were strongly against the use of immigrant workers, while the plantation owners and their allies saw it as a means of increasing profits. The "Topics of the Day" column in the Herald of 8 March attempted to maintain a political balance, but nevertheless concluded that "the coloured men on the Quetta behaved very badly," and agreed with the proposal that "these mail steamers shall in future be manned solely by Europeans." In the reactions to the sinking of the Quetta, we can see in action the way of thinking that was to enable the emerging nation to move so quickly towards its illiberal "White Australia Policy." Local laws prohibiting the use of Chinese labor, of course, went back to the time of



the Gold Rush in the 1850s, while the Immigration Restriction Act of 1901 was one of the first laws to be passed by the new federal government. Universal adult voting rights in Australia were thus delayed until long after they were admitted by the British Parliament, with the right to vote eventually granted to Aboriginal people only in 1962.

(7) On the other hand, the Townsville paper pointed out in the same article that the loss of the Quetta taught the lesson that Australian girls would benefit from a different plan of education and manners from their cousins back in Britain. It saw the heavy outer clothes worn by the ladies on their journey back, together with their reluctance to remove them, as contributory factors in their deaths. Here a contrast was drawn with the Javanese female passengers who wore light cotton clothing — and knew how to swim. The Herald thus concluded that swimming should become a compulsory component of the local curriculum for both girls and boys. Here, in contrast, are some of the cultural and social ideas that helped to bring about political rights for women in Australia well in advance of the mother country. The first major step was taken in 1894 when women were granted the right to vote in liberal South Australia, and the process completed in 1908 when the more conservative state of Victoria passed a similar measure. This, of course, was fully a decade before British women won their long struggle for the right to vote towards the end of the First World War.

[Adapted from an article in *Victorian Periodicals Review*, Winter 2004]

(1) Choose the best way to complete these sentences about Paragraphs (1) to (7).

1. In Paragraph (1) the writer
 2. In Paragraph (2) the writer
 3. In Paragraph (3) the writer
 4. In Paragraph (4) the writer
 5. In Paragraph (5) the writer
 6. In Paragraph (6) the writer
 7. In Paragraph (7) the writer
- (A) analyzes the differences between how the Quetta disaster was reported in the Australian colonial press and in the British metropolitan press.
- (B) argues that the debate over the loss of the Quetta can be related to Australia's racial policies regarding immigration and voting rights in the twentieth century.
- (C) claims that the discussion of the loss of the Quetta can be related to the fact that the new Commonwealth of Australia was quick to give women the right to vote.
- (D) concludes that the government of the new Commonwealth of Australia was, in every way, more progressive than the British government back in London.
- (E) demonstrates that the only European survivors of the Quetta disaster were the two teenage girls who managed to swim to Thursday Island.
- (F) describes in some detail where, when, and how the loss of the Quetta occurred.
- (G) emphasizes that, although the loss of the Quetta takes place during the colonial period, the press coverage looks forward to the period of independent national government in Australia.
- (H) explains why the destination of the Quetta was changed from Afghanistan to Queensland.
- (I) gives details of when the news of the loss of the Quetta reached Queensland and how it was reported in the colonial press.
- (J) notes that the competence of the colonial government of Queensland was questioned in the aftermath of the loss of the Quetta.
- (K) shows that the proportion of Europeans, especially European women, who died in the Quetta disaster was remarkably high, and that the reasons for this were widely discussed.

(2) Choose the FOUR statements that do NOT agree with what the passage says.

- (A) Australian Aboriginals were given the right to vote only after World War II.
- (B) Detailed charts of the coastal waters of Queensland were only completed a few years before the loss of the Quetta.
- (C) Queensland was the first region of Australia where women were given the right to vote.
- (D) The Brisbane Queenslander and the Townsville Herald were both weekly newspapers.
- (E) The production of sugar was an important economic activity in the Townsville area in the late nineteenth century.
- (F) The Quetta was only around ten years old at the time the disaster occurred.
- (G) The Quetta was scheduled to sail directly from Brisbane to London without stopping at any ports in between.
- (H) Twice as many "white" people died in the Quetta disaster as "coloured" people.
- (I) Weather conditions played no part in the loss of the Quetta.

(J) When the Quetta disaster occurred, it is likely that most of the "coloured" people on board were on deck while most of the "white" people were below deck.

II Read this passage from the beginning of a novel and answer the questions below. The person telling the story is a teenage boy who attends a special school for children with psychological problems or mental disabilities.

[2] It was 7 minutes after midnight. The dog was lying on the grass in the middle of the lawn in front of Mrs. Shears's house. Its eyes were closed. It looked as if it was running on its side, the way dogs run when they think they are chasing a cat in a dream. But the dog was not running or asleep. The dog was dead. There was a garden fork sticking out of the dog. The points of the fork must have gone all the way through the dog and into the ground because the fork had not fallen over. I decided that the dog was probably killed with the fork because I could not see any other wounds in the dog. And I do not think you would stick a garden fork into a dog after it had died for some other reason, like cancer, for example, or a road accident. But I could not be certain about ⁽¹⁾this.

I went through Mrs. Shears's gate, closing it behind me. I walked onto her lawn and knelt beside the dog. I put my hand on the dog. It was still warm.

The dog was called Wellington. It belonged to Mrs. Shears, who was our friend. She lived on the opposite side of the road from Father and me, two houses to the left.

Wellington was a poodle. Not one of the small poodles that have hairstyles but a big poodle. It had curly black fur, but when you got close you could see that the skin underneath the fur was a very pale yellow, like chicken.

I stroked Wellington and wondered who had killed him, and why.

[3] My name is Christopher John Francis Boone. I know all the countries of the world and their capital cities and every prime number up to 7,067- A prime number can't be divided by any number apart from itself and 1. I like prime numbers.

Eight years ago, when I first met my teacher Siobhan, she showed me this picture



and I knew that it meant "sad," which is what I felt when I found the dead dog. Then she showed me this picture



and I knew that it meant "happy," like when I'm reading about the Apollo space missions, or when I am still awake at 3 or 4 in the morning and I can walk up and down the street and pretend that I am the only person in the whole world. Then she drew some other pictures



but I was unable to say what these meant.

I got Siobhan to draw lots of these faces and then write down next to them exactly what they meant. I kept the piece of paper in my pocket and took it out when I didn't understand what someone was saying. But it was very difficult to decide which of the diagrams was most like the face they were making, because people's faces move very quickly.

When I told Siobhan that I was doing this, she got out a pencil and another piece of paper and said it probably made people feel very



and then she laughed. So I tore the original piece of paper up and threw it away. And Siobhan ⁽²⁾apologized. And now if I don't know what someone is saying, I ask them what they mean or I walk away.

[5] I pulled the fork out of the dog and lifted him into my arms and hugged him. He was leaking blood from the fork holes.

I like dogs. You always know what a dog is thinking. It has four moods. Happy, sad, cross, and concentrating. Also, dogs are faithful and they do not tell lies because they cannot talk.

I had been hugging the dog for 4 minutes when I heard screaming. I looked up and saw Mrs. Shears running toward me from the patio. She was wearing pajamas and a housecoat. Her toenails were painted bright pink and she had no shoes on.

She was shouting, "What the hell have you done to my dog?"

I do not like people shouting at me. It makes me scared that they are going to hit me or touch me and I do not know what is going to happen.

"Let go of the dog," she shouted. "Let go of the dog for Christ's sake."

I put the dog down on the lawn and moved back 2 meters.

She bent down. I thought she was going to pick the dog up herself, but she didn't. Perhaps she noticed how much blood there was and didn't want to get dirty. Instead she started screaming again.

I wanted to hit her but I didn't. I put my hands over my ears and closed my eyes and rolled forward till I was hunched up with my forehead pressed onto the grass. The grass was wet and cold. It was nice.

[7] This is a murder mystery novel.

Siobhan said that I should write something I would want to read myself. Mostly I read books about science and math. I do not like proper novels. In proper novels people say things like, "I am veined with iron, with silver, and with streaks of common mud. I cannot contract into the firm fist which those clench who do not depend on stimulus." What does this mean? I do not know. Nor does Father. Nor do Siobhan or Mr. Jeavons at school. I have asked them.

Siobhan has long blond hair and wears glasses which are made of green plastic. And Mr. Jeavons smells of soap and wears brown shoes that have approximately 60 tiny circular holes in each of them.

But I do like murder mystery novels. So I am writing a murder mystery novel.

In a murder mystery novel someone has to work out who the murderer is and then catch them. It is a puzzle. If it is a good puzzle you can sometimes work out the answer before the end of the book.

Siobhan said that the book should begin with something to grab people's attention. That is why I started with the dog. I also started with the dog because it happened to me and I find it hard to imagine things which did not happen to me. Siobhan read the first page and said that it was "⁽³⁾different." She said that it was usually people who were killed in murder mystery novels. I said that two dogs were killed in the Sherlock Holmes story *The Hound of the Baskervilles*. But Siobhan said they weren't the victims of the murder, Sir Charles Baskerville was. She said that this was because readers cared more about people than dogs, so if a person was killed in a book, readers would want to carry on reading.

I said that I wanted to write about something real and I knew people who had died but I did not know any people who had been killed, except Mr. Paulson, Edward's father from school, and that was an accident, not murder, and I didn't really know him. I also said that I cared about dogs because they were faithful and honest, and some dogs were cleverer and more interesting than some people. Steve, for example, who comes to the school on Thursdays, needs help to eat his food and could not even fetch a stick. Siobhan asked me not to say this to Steve's mother.

[11] Then the police arrived. I like the police. They have uniforms and numbers and you know what they are meant to be doing. There was a policewoman and a policeman. The policewoman had a little hole in her stocking on her left ankle and a red scratch in the middle of the hole. The policeman had a big orange leaf stuck to the bottom of his shoe which was poking out from one side.

The policewoman put her arms around Mrs. Shears and led her back toward the house.

I lifted my head off the grass.

The policeman squatted down beside me and said, "Would you like to tell me what's going on here, young man?" I sat up and said, "The dog is dead."

"⁽⁴⁾I'd got that far," he said.

I said, "I think someone killed the dog." "How old are you?" he asked. I replied, "I am 15 years and 3 months and 2 days." "And what, precisely, were you doing in the garden?" he asked.

"I was holding the dog," I replied.

"And why were you holding the dog?" he asked.

This was a difficult question. It was something I wanted to do. I like dogs. It made me sad to see that the dog was dead.

I like policemen, too, and I wanted to answer the question properly, but the policeman did not give me enough time to work out the correct answer.

"Why were you holding the dog?" he asked again.

"I like dogs," I said.

"Did you kill the dog?" he asked.

I said, "I did not kill the dog."

"Is this your fork?" he asked.

I said, "No."

"You seem very upset about this," he said.

He was asking too many questions and he was asking them too quickly. They were stacking up in my head like loaves in the factory where Uncle Terry works. The factory is a bakery and he operates the slicing machines. And sometimes a slicer is not working fast enough but the bread keeps coming and there is a blockage. I sometimes think of my mind as a machine, but not always as a bread-slicing machine. It makes it easier to explain to other people what is going on inside ⁽⁵⁾it.

The policeman said, "I am going to ask you once again..." I rolled back onto the lawn and pressed my forehead to the ground again and made the noise that Father calls groaning. I make this noise when there is too much information coming into my head from the outside world. It is like when you are upset and you hold the radio against your ear and you tune it halfway between two stations so that all you get is white noise and then you turn the volume all the way up so that this is all you can hear and then you know you are safe because you cannot hear anything else.

The policeman took hold of my arm and lifted me onto my feet.

I didn't like him touching me like this. And this is when I hit him.

[Adapted from Mark Haddon, *The Curious Incident of the Dog in the Night-Time* (2003)]

(1) Choose the one way to complete each of these sentences that CANNOT BE TRUE.

1. Christopher
 - (A) is a boy of fifteen who is very interested in science and mathematics.
 - (B) finds it difficult to understand what other people are feeling and thinking.
 - (C) generally prefers dogs to human beings because he finds them easier to understand.
 - (D) does not like reading novels, especially detective stories.
 - (E) hates being shouted at or touched by other people.
2. Mrs. Shears
 - (A) lives in a house on the same street as Christopher, but on the opposite side of the road.
 - (B) owns a large black dog called Wellington, which is killed on the lawn in front of her house.
 - (C) runs out of her house in the middle of the night, still in her pajamas and wearing no shoes.
 - (D) starts screaming at Christopher when she sees him holding the dead dog.
 - (E) picks up the dead dog after Christopher puts it down, and gets blood on her housecoat.
3. Siobhan
 - (A) has taught Christopher at school since he was about seven years old.
 - (B) draws simple face pictures for Christopher to help him understand the emotions of other people.
 - (C) is a woman with long blond hair who wears glasses with green plastic frames.
 - (D) discourages Christopher from writing a novel.
 - (E) doesn't want Christopher to say what he thinks of Steve to Steve's mother.
4. After the two police officers arrive at Mrs. Shears's house,
 - (A) Christopher notices that the policewoman has a scratch on her leg and the policeman has a leaf stuck to his shoe.
 - (B) the policewoman takes Mrs. Shears back to the police station.
 - (C) the policeman squats down on the lawn to talk to Christopher, who sits up to listen.
 - (D) the policeman asks Christopher a rapid series of questions, which he tries to answer.
 - (E) Christopher hits the policeman when the policeman lifts him to his feet.
5. Christopher
 - (A) is usually aggressive towards figures of authority like teachers and police officers.
 - (B) often walks outside early in the morning when the streets are empty.
 - (C) often lies with his head on the ground and groans when he is frightened or upset.
 - (D) sometimes hits people when he is upset.
 - (E) sometimes listens to white noise on the radio to prevent him from hearing what is going on around him.

(2) Choose the best way to complete each of these sentences

1. The opening sections of the story are probably numbered [2], [3], [5], [7], [11] ...because
 - (A) Christopher is not very good at counting.
 - (B) Christopher is not very logical.
 - (C) Christopher likes prime numbers.
 - (D) sections [1], [4], [6], [8], [9], [10] ... are found later ' in the story.
 - (E) Siobhan has removed sections [1], [4], [6], [8], [9],[10] ...from the story.
2. It seems most likely that Christopher lives with
 - (A) his father only.
 - (B) his mother and father.
 - (C) his mother, father, and several brothers and sisters.
 - (D) his uncle.
 - (E) the other children at the special school.

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

1. Here this must mean
 - (A) when the dog had died.
 - (B) whether the dog had been asleep when it was killed.
 - (C) whether the dog was dead.
 - (D) whether the dog was killed with the garden fork.
 - (E) who could have killed the dog.
2. Siobhan apologized because she
 - (A) couldn't draw a face picture of someone concentrating.
 - (B) had drawn a lot of face pictures that were difficult to understand.
 - (C) had laughed at Christopher for keeping the piece of paper with the face pictures.
 - (D) had lost her temper with Christopher because he was very slow to understand.
 - (E) had thrown away the piece of paper with the face pictures.
3. By "different" Siobhan probably means
 - (A) boring.
 - (B) disgusting.
 - (C) impressive.
 - (D) strange.
 - (E) terrifying.
4. When the policeman says "I'd got that far," he
 - (A) is being honest.
 - (B) is getting very angry.
 - (C) is speaking ironically.
 - (D) shows he is stupid.
 - (E) thinks that Christopher is joking.
5. Here it must mean
 - (A) a bread-slicing machine.
 - (B) bread.
 - (C) Christopher's mind.
 - (D) Christopher's school.
 - (E) the bakery.

LISTENING SECTION ALL answers must be indicated on the MARK SHEET.

3 Listen to the short lecture, which you will hear TWICE, and answer the questions below.

- (1) Decide whether the statements below are True (T) or False (F) according to what you hear.
 1. Thomas Gold died in 1948.
 2. Thomas Gold developed the Steady State theory while working alone.
 3. According to the Steady State theory, the universe has no beginning and no end.
 4. Ryle's theory of the Big Bang was eventually accepted as true.
 5. The Deep, Hot Biosphere theory says that living things called "extremophile bacteria" can be found deep inside the Earth.
 6. Hydrocarbons of the type found in oil are also found in comets.
- (2) Choose the best title for the lecture.
 - A. Fossil Fuels and Radio Waves
 - B. Gold's Theory of Space Travel
 - C. The Latest Theory of the Origin of the Universe
 - D. The Scientific Rivalry of Gold and Bondi.
 - E. Thomas Gold, a Controversial Scientist

4 Now listen to the dialogue, which will be played **ONLY ONCE**, and answer the questions below. Two women are playing a type of puzzle game. One describes a series of mysterious events in two or three short sentences, while the other has to solve the mystery by working out what really happened.

- 1 The man in the mysterious story is kept awake
 - (A) because he is very worried about something that has happened.
 - (B) by a bright light shining through the window.
 - (C) by loud music being played across the street.
 - (D) by someone asleep in the next room who is snoring loudly.
- 2 In order to get to sleep the man in the mysterious story has to
 - (A) get up and have a drink of water.
 - (B) talk to someone else.
 - (C) turn off the light.
 - (D) wake someone else up.
- 3 The events in the mysterious story take place
 - (A) at a school camp.
 - (B) in a hotel.
 - (C) in a lighthouse.
 - (D) in the bedroom of a house.
- 4 The woman trying to work out what happened
 - (A) has never played the story puzzle game before.
 - (B) hates story puzzles and is very poor at solving them.
 - (C) loves story puzzles and is very good at solving them.
 - (D) tells a different story puzzle for her friend at the end.

WRITING SECTION

Write your answer in English within the box provided on the ANSWER SHEET.

5 Write your answer in English within the box provided on the ANSWER SHEET. At present, dual citizenship is not permitted under Japanese law. All Japanese young people who hold a second nationality are required to give up one or the other within two years of becoming an adult - that is, before they reach the age of 22. What is your opinion?

- Do you agree with the present state of Japanese law with regard to dual citizenship?
- Or, do you think that the age by which people have to choose should be changed?
- Or, do you think that Japanese citizens should be allowed to hold a second nationality?

Write a paragraph defending ONE of these three positions, giving at least one appropriate reason to support your opinion.

