

【I】次の文章を読み、(a)～(h)の空所に入る最も適切なものを(1)～(4)から選び、その番号を解答欄に記入せよ。

In the last five thousand years, reading and writing have gone from being the highly (a) skills jealously guarded by the few, to an essential engagement for almost all. Increasingly, humans construct their understanding of the wider world and negotiate their social relations with others through their reading and (b) with multifarious texts in a variety of forms. Reading and technology cannot be separated as the rise of a new generation of e-readers, such as Amazon's Kindle, (c); but reading has always been far more than simply ingesting the words on a page or a screen. Reading, the process (d) which text is deciphered and meaning is produced, is conditioned by the circumstances in which it occurs: the physical attributes of the text, the space in which it is consumed, the practices or bodily postures adopted by the reader, and the related events which follow. E-readers such as Amazon's Kindle represent a significant development as a tool which will change publishing and distribution patterns. However, claims that it will spark a reading revolution are almost certainly (e). Kindle will not spark a reading revolution, because in fact the key to its success lies in its ability to draw upon the methods, tactics and strategies that have been employed by a wide range of readers for many centuries. (f) we forget the sometimes absolute importance of the circulation of textual material and the process of reading and writing, the 33 miners trapped in the San José gold mine in Chile's Atacama Desert on 6 August 2010 have sent us a (g) reminder. 'Estamos bien en el refugio los 33' (All 33 of us are alive and well), read the capitalized hand-written note in red marker pen that was attached to the drill shaft that reached them 17 days after they were trapped. For those miners, cut off 700 metres underground, the act of writing and its consummation through reading – the completion of textual circulation – verified their (h) and offered them their only prospect of rescue.

(Adapted from Shafquat Towheed, 'Introduction', in *The History of Reading*, Vol. 3, Palgrave Macmillan, 2011, pp. 11-12.)

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|------------------|-----------------|----------------|-------------------|
| a. (1) consumed | (2) localized | (3) paid | (4) specialized |
| b. (1) argument | (2) attachment | (3) engagement | (4) establishment |
| c. (1) glorifies | (2) intensifies | (3) modifies | (4) testifies |
| d. (1) by | (2) in | (3) to | (4) with |
| e. (1) intimated | (2) overstated | (3) related | (4) threatened |
| f. (1) Although | (2) Lest | (3) Should | (4) Suppose |
| g. (1) believing | (2) knowing | (3) telling | (4) uplifting |
| h. (1) courage | (2) existence | (3) happening | (4) misfortune |

【II】 次の文章を読み、下の設問に答えよ。

In the early twentieth century, the uncertainty of the new physics made little or no impact upon the faith that was placed in scientists by society at large. Certainly the applied sciences of biology were seen by H. G. Wells and his fellow open conspirators as the ticket to guaranteed global progress. Between the world wars, science was perceived as a hopeful alternative to politics: rational, progressive and apparently free from ideology. (1) Hiroshima and Nagasaki ended all of that; surveys taken in the US and Britain in the 1950s repeatedly demonstrated a public suspicion of science, largely focused by the threat posed by the scientists' bomb. There were other blows to science. In 1962, Rachel Carson's bestseller *Silent Spring* began to undo faith in commercial agriculture and its dependence upon scientifically derived chemicals. Her exposé argued persuasively that as pesticides spread up through the food chain, they were killing the songbirds that ate the bugs intended as victims of the poison. (2) Towards the end of the century scientific threats, both real and projected, came thicker and faster – acid rain, the hole in the ozone layer, the Chernobyl nuclear accident, genetically modified organisms and foodstuffs, the millennium bug and global warming.

Many authority figures were losing the automatic respect that they had supposedly held in the supposed golden eras of wartime, Victoria, or perhaps just pure imagination. After the Second World War, value judgements – previously seen as being fixed, just like pre-Einsteinian time – began to shift. (3) On both sides of the Atlantic, people began to question the value of their countries' imperial and military records, and to think about the civil rights of hitherto mistreated groups such as women and coloured people. In academic theory and in everyday life, people began to suspect that ideas of right and wrong had changed through history, and, like the phenomenon of time, were not so constant as had previously been presumed. (4) Responding to this relativistic re-examination of former certainties, writers carried out radical experiments with their writing, creating strange loops in their work, fragmenting their narratives and rejecting conventions of emplotment and characterisation. Literary critics were also at the centre of this movement, launching revolutionary specialisms such as women's literature, postcolonial literature and queer studies. Together these changes in literary theory and practice formed part of the postmodern turn – the deconstruction of cultural and literary norms.

(Adapted from Charlotte Sleight, *Literature & Science*, Palgrave Macmillan, 2011, p. 180.)

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1. 下線部(1)を和訳せよ。
2. 下線部(2)を和訳せよ。
3. 下線部(3)を和訳せよ。
4. 下線部(4)を和訳せよ。
5. 次の1文を本文中のふさわしい位置に挿入した時、その直後に来る2語を記せ。

It was not just scientists who came under suspicion.

〔以下余白〕

受験番号	
氏名	

この欄以外に受験番号氏名を書かないこと。

2023年度 早稲田大学大学院文学研究科入学試験

解答用紙（横書）

【修士課程】 一般外国語 英語

総 点

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【Ⅰ】

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____

【Ⅱ】

1. _____

【Ⅱ】

2. _____

3. _____

4. _____

5. _____

{以下余白}