

平成20年度入学試験問題

英語Ⅱ・リーディング・ライティング

注意事項

1. 試験開始の合図があるまで、この問題冊子を開いて見てはならない。
2. 本冊子には ① から ④ までの4問題が印刷されていて、6ページある。
落丁、乱丁、印刷の不鮮明な箇所等がある場合には、申し出ること。
3. 解答用紙と草案用紙を別に配布している。解答は、解答用紙の指定された箇所に記入すること。所定の箇所以外に記入したものは無効である。
4. 日本語で解答する問題と、英語で解答する問題があるので、注意すること。
5. 解答用紙の指定された欄に、学部名および受験番号を記入すること。
6. 配布された解答用紙は、持ち帰らないこと。
7. 配布された問題冊子および草案用紙は、持ち帰ること。

1 次の英文を読み、下の設問に答えなさい。(後に星印[*]が付いている語句には英文の後に注がある。)

When I was five I thought electricity was created by electric sockets. I didn't realize there were power plants out there generating it. Likewise, it doesn't occur to most kids that wealth is something that has to be generated. It seems to be something that flows from parents.

Because of the circumstances in which they encounter it, children tend to misunderstand wealth. They confuse it with money. They think that there is a fixed amount of it. And they think of it as something that's distributed by authorities (and so should be distributed equally), rather than something that has to be created (and might be created unequally).

In fact, wealth is not money. Money is just a convenient way of trading one form of wealth for another. Wealth is the underlying* stuff — the goods and services we buy. When you travel to a rich or poor country, you don't have to look at people's bank accounts to tell which kind you're in. You can *see* wealth — in buildings and streets, in the clothes and the health of the people.

Where does wealth come from? People make it. This was easier to grasp when most people lived on farms, and made many of the things they wanted with their own hands. Then you could see in the house, the herds, and the granary* the wealth that each family created. It was obvious then too that the wealth of the world was not a fixed quantity that had to be shared out, like slices of a pie. If you wanted more wealth, you could make it.

This is just as true today, though few of us create wealth directly for ourselves. Mostly we create wealth for other people in exchange for money, which we then trade for the forms of wealth we want.

Because kids are unable to create wealth, whatever they have has to be
(1) given to them. And when wealth is something you're given, then of course it

seems that it should be distributed equally. As in most families it is. The kids see to that. “Unfair,” they cry, when one sibling* gets more than another.

(2)

Adapted from Paul Graham, *Hackers & Painters* (2004)

【注】 underlying 基礎となる granary 穀物倉庫 sibling 兄弟姉妹

設問 1 著者は wealth とはどのようなものであると考えているか。一方、子供は wealth とはどのようなものであると考えているか。両者の考えを対比させ、それぞれ、50 字程度の日本語で説明しなさい。

設問 2 著者は money とはどのようなものであると考えているか。50 字程度の日本語で説明しなさい。

設問 3 下線部(1)を日本語に訳しなさい。

設問 4 なぜ下線部(2)のようなことになるのか。50 字程度の日本語で説明しなさい。

2

次の英文を読み、下の設問に答えなさい。

Steve and Jeff are freshmen in a university. They are talking about Steve's assignment in English literature.

Steve: 英語のレポートに知恵を貸してくれないか。
(1)

Jeff: Sure, what seems to be the problem?

Steve: Well, I just can't decide what to say. The story I have to write about just doesn't arouse any strong feeling in me.

Jeff: Wow. That doesn't sound like you. How can I help?

Steve: I don't know. 君ならこの物語に対して新しい見方を出してくれるんじゃないかと思ったんだ。
(2)

Jeff: What's the story?

Steve: It is called "The Snows of Kilimanjaro" written by Hemingway.

Jeff: Oh, yeah. 聞いたことはあるけど読んだことはないな。 Not very interesting?
(3)

Steve: No. Not for me.

Jeff: Oh, wait. I have an idea. Why don't you do something about global warming? キリマンジャロの雪が溶けているって話だからね。
(4)

Steve: I don't see how I could tie it into the story. It's so old.

Jeff: I think it's a good idea.

Steve: Hey. これは英語のレポートであって、科学のレポートじゃないんだ。
(5)

Jeff: Well, that's my plan. もっと良い考えがあるなら、自分でやってみれば。
(6)

設問 下線部(1)から(6)の日本語に対応する英文を書きなさい。

3 次の英文を読み、下の設問に答えなさい。(後に星印[*]が付いている語句には英文の後に注がある。)

Humans are very complex animals. An inseparable* mixture of evolutionary* psychology, culture and ethnicity*, various beliefs, and personal interests and traits* determines what humans find attractive. Yet, deep down, the genes'* desire to procreate* is still one of the powerful forces within the human mind. In the search for a healthy, fertile mate, our minds are programmed no differently from those of our Stone Age ancestors. Beauty may be in the eye of the beholder*, but as David Buss has put it, "Those eyes and the minds behind the eyes have been shaped by millions of years of human evolution." The sense of what is attractive is largely determined by an adaptive decision-making machinery that has evolved at least partially for mate selection.

If you think that attractiveness is unimportant, think again. The creators (1) of the ABC* News program *20/20* conducted an experiment to gauge* how often attractive men and women get preferential treatment. In one test in Atlanta, two actresses dressed alike were each made to stand helplessly next to a car that had run out of gas. For the more average looking of the two, a few pedestrians* stopped, but only to point her to the nearest gas station. For the more attractive actress, no fewer than a dozen cars stopped, and six drivers actually went to get her gas!

In a second experiment, *20/20* hired two men to apply for a job. The two candidates had similar education and work experience, and even the small differences that did exist in their résumés* were deliberately ironed out*. There was, however, one noticeable* difference between the two men — one was very attractive while the other was more ordinary looking. Believe it or not, the interviewer was eager to have the more attractive man return as soon as possible for a tryout* day, while the more plain-looking man got a "don't call

us, we'll call you" reply.

For a long time it has been assumed that the criteria* for beauty are largely cultural, and therefore learned rather than innate*. More recent studies by Judith Langlois* have totally overturned this conventional wisdom. Langlois first had adults rank pictures of both white and black females for attractiveness. Then the pictures were shown in pairs (one more attractive than the other) to infants in two age groups — two to three months and six to eight months old. Infants in both age groups were found to gaze longer at the faces ranked more attractive.

Adapted from Mario Livio, *The Equation That Couldn't Be Solved* (2005).

【注】 inseparable 不可分の evolutionary 進化の ethnicity 民族性
trait 特性 gene 遺伝子 procreate (子孫を)つくる
beholder 見る人 ABC アメリカのテレビ局
gauge 測る pedestrian 歩行者 résumés 履歴書
iron out 取り除く noticeable 顕著な tryout 適性検査
criteria 基準 innate 生まれながらの
Judith Langlois ジュディス・ラングロイス(アメリカの心理学者)

設問 1 なぜ下線部(1)のように言えるのか。根拠となる事例を2つ挙げ、それぞれ150字程度の日本語で具体的に説明しなさい。

設問 2 下線部(2)の this conventional wisdom を日本語で具体的に説明しなさい。

設問 3 下線部(2)の More recent studies の内容を 150字程度の日本語で具体的に説明しなさい。

4 Many people claim that Japanese like to group together. Do you think this is true? Justify your conclusion with specific examples in an essay of about 100 words in English.