

## 平成22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 ㊶ から ㊸ までの4問題が印刷されていて、9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. 解答用紙と下書き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. 提出した解答用紙以外は、すべて持ち帰ること。

- 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。)

Is love an art? Then it requires knowledge and effort. Or is love a pleasant sensation, which to experience is a matter of chance, something one “falls into” if one is lucky? This little book is based on the former premise\*,<sup>(1)</sup> while undoubtedly the majority of people today believe in the ( A ).

Not that people think that love is not important. They are starved for it; they watch endless numbers of films about happy and unhappy love stories, they listen to hundreds of trashy songs about love — yet hardly anyone thinks that there is anything that needs to be learned about love.

This peculiar attitude is based on several premises which either singly or<sup>(2)</sup> combined tend to uphold\* it. Most people see the problem of love primarily as<sup>(3)</sup> that of *being loved*, rather than that of *loving*, of one’s capacity to love. Hence the problem to them is how to be loved, how to be lovable. In pursuit of this aim they follow several paths. One, which is especially used by men, is to be successful, to be as powerful and rich as the social margin\* of one’s position permits. Another, used especially by women, is to make oneself attractive, by cultivating one’s body, dress, etc. Other ways of making oneself attractive, used both by men and women, are to develop pleasant manners, interesting conversation, to be helpful, modest, inoffensive.\* Many of the ways to make oneself lovable are the same as those used to make oneself successful, “to win friends and influence people.” As a matter of ( B ), what most people in our culture mean by being lovable is essentially a mixture between being popular and having sex appeal.

A second premise behind the attitude that there is nothing to be learned about love is the assumption that the problem of love is the problem of an *object*, not the problem of a *faculty*. People think that to *love* is simple, but that to find the right object to love — or to be loved by — is difficult. This

attitude has several reasons rooted in the development of modern society. One reason is the great change which occurred in the twentieth century with respect to the choice of a “love object.” In the Victorian age, as in many traditional cultures, love was mostly not a spontaneous\* personal experience which then might lead to marriage. On the contrary, marriage was contracted by convention — either by the respective families, or by a marriage broker, or without the help of such intermediaries\*; it was concluded on the basis of social considerations, and love was supposed to develop once the marriage had been concluded. In the last few generations the concept of romantic love has become almost universal in the Western world. In the United States, while considerations of a conventional nature are not entirely absent, to a vast extent people are in search of “romantic love,” of the personal experience of love which then should lead to marriage. This new concept of freedom in love must have greatly enhanced\* the importance of the *object* as against the importance of the *function*.

(From Erich Fromm, *The Art of Loving*, 1956)

【注】

- premise: a base for developing other ideas  
uphold: support (a decision, etc.) against attack  
margin: limit  
inoffensive: unlikely to offend anyone  
spontaneous: happening or done without being planned or organized  
intermediary: a person or organization that tries to help two other people or groups to agree with each other  
enhance: heighten, strengthen

設問 1 下線部(1)の内容を日本語で説明しなさい。

設問 2 下線部(2)の内容を日本語で説明しなさい。

設問 3 下線部(3)を日本語に訳しなさい。

設問 4 人に愛されるようになるために(a)主に男性によって用いられる方法, (b)主に女性によって用いられる方法, (c)男性と女性によって用いられる方法について, それぞれ日本語で説明しなさい。

設問 5 下線部(4)の内容を日本語で説明しなさい。

設問 6 ( A )と( B )に適語を入れなさい。

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

Sam: Hey, Joe! What's up?

Joe: Not much, Sam. What's up with you?

Sam: Aw, I just got my grades. Not good news.

Joe: Seriously? ( 1 )

Sam: Yeah, but I had some hard courses. No more easy classes for me.

Joe: But your overall grades aren't too bad, are they?

Sam: No, I'm not in danger of flunking out\* or anything. It's just going to be hard to get into graduate school\* if my next set of grades isn't 4.0 or close.

Joe: Why don't you ( 2 )? You know more and more graduate schools and professional schools are only counting the best grade you got in a class.

Sam: Yeah, I thought about that, but you know how ( 3 ). My parents say they aren't going to pay for a fifth year of college.

Joe: Wow, that's rough. Where were you thinking about graduate school?

Sam: Well, medical school's pretty well closed now.

Joe: Yeah, it's pretty competitive to get in there.

Sam: But I think I might have a chance at getting into law school.

Joe: ( 4 )?

Sam: Why not? I've gotten pretty good grades in History and Political Science. Plus I can convince people I'm right about almost anything.

Joe: Yeah, I heard that! Why don't you start your career by challenging some bad grades?

Sam: Hey, ( 5 ). I'll talk to the professors first, though. I might need their recommendations.

【注】

flunk out: to have to leave a school or a college because your grades are not good enough

graduate school: a part of a college or university where you can study for a second or future degree

設問 (1)~(5)には、次の(A)~(E)の日本語に相当する英文のいずれかが入る。解答欄〔a〕には(A)~(E)の記号を記入し、解答欄〔b〕には対応する英文を書きなさい。

- (A) 授業料(tuition)がどんどん上がり続けている
- (B) それは悪くない考えだ
- (C) また幾つかのコースを取り直したら
- (D) 君は前の学期とても良く勉強した
- (E) 君は良い弁護士になれると思うかい

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

A teacher in New York decided to honor each of her seniors in high school ( 1 ) telling them the difference they each made. Using a process developed by Helice Bridges of Del Mar, California, she called each student to the front of the class, one at a time. First she told them how the student made a difference to her and the class. Then she presented each of them ( 2 ) a blue ribbon imprinted with gold letters which read, "Who I Am Makes A Difference."

Afterwards the teacher decided to do a class project to see what kind of impact recognition would have on a community. She gave each of the students three more ribbons and instructed them to go out and spread this <sup>(a)</sup> acknowledgment ceremony. Then they were to follow up on\* the results, see who honored whom and report back to the class in about a week.

One of the boys in the class went to a junior executive in a nearby company and honored him ( 3 ) helping him with his career planning. He gave him a blue ribbon and put it on his shirt. Then he gave him two extra ribbons, and said, "We're doing a class project on recognition, and we'd like you to go out, find somebody to honor, give them a blue ribbon, then give them the extra blue ribbon so they can acknowledge a third person to keep this acknowledgement ceremony going. Then please report back to me and tell me what happened."

Later that day the junior executive went in to see his boss, who had been noted, ( 4 ) the way, as being kind of a grouchy\* fellow. He sat his boss down and he told him that he deeply admired him ( 5 ) being a creative genius. The boss seemed very surprised. The junior executive asked him ( 6 ) he would accept the gift of the blue ribbon and would he give him permission to put it on him. His surprised boss said, "Well, sure."

The junior executive took the blue ribbon and placed it right on his boss's jacket above his heart. As he gave him the last extra ribbon, he said, "Would you do me a favor? Would you take this extra ribbon and pass it on by honoring somebody else? The young boy ( 7 ) first gave me the ribbons is doing a project in school and we want to keep this recognition ceremony going and find out how it affects people."

That night the boss came home to his fourteen-year-old son and sat him down. He said, "The most incredible thing happened to me today. I was in my office and one of the junior executives came in and told me he admired me and gave me a blue ribbon for being a creative genius. Imagine. He thinks I'm a creative genius. Then he put this blue ribbon that says 'Who I Am Makes A Difference' on my jacket above my heart. He gave me an extra ribbon and asked me to find somebody else to honor. As I was driving home tonight, I started thinking about whom I would honor with this ribbon and I thought about you. I want to honor you.

"My days are really hectic\* and when I come home I don't pay a lot of attention ( 8 ) you. Sometimes I scream at you for not getting good enough grades in school and for your bedroom being a mess, but somehow tonight, I just wanted to sit here and, well, just let you <sup>(b)</sup>\_\_\_\_\_ that you do make a difference to me. Besides your mother, you are the most important person in my life. You're a great kid and I love you!"

The startled boy started to sob and sob, and he couldn't stop <sup>(c)</sup>\_\_\_\_\_. His whole body shook. He looked up at his father and said through his tears, "I was planning on committing suicide tomorrow, Dad, because I didn't think you loved me. Now I don't need to."  
<sup>(d)</sup>

(From Helice Bridges, "Who You Are Makes a Difference" *Chicken Soup for the Soul*, 1993)

【注】

follow up on: take further action on

grouchy: bad-tempered and often complaining

hectic: very busy

設問 1 下線部(a)の this acknowledgment ceremony とはどのような儀式のことを言うのか、日本語で答えなさい。

設問 2 (b)と(c)に入るのに適切なものを下から選び番号で答えなさい。

(b): (1) know            (2) to know            (3) knowing

(c): (1) cry            (2) to cry            (3) crying

設問 3 下線部(d)が完全な文となるように、Now I don't need to の後に続けて文を補いなさい。

設問 4 ( 1 )から( 8 )の中に適語を一語ずつ入れなさい。

- 4 地球温暖化(global warming)を防止するために、自分でできる身近な対策を100語(words)程度の英語で述べなさい。