

弘前大学 一般

平成 25 年度入学試験問題(前期)

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、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付している。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。

In Eritrea, a small country in northeast Africa, approximately 80 percent of the population is illiterate. (1) That percentage is even higher for women. As in many developing countries, most Eritreans have traditional ideas about the role of women. They believe that women should stay home and take care of the family and should not try to get an education or look for a job.

These beliefs are one of the factors that prevent Eritrea and other developing countries (A) improving their economic situation. (2) Experience in many countries has shown that educated women have fewer children and have more opportunities for improving their lives and the lives of their families. In Eritrea, in fact, there is great need for improvement. It is one of the poorest countries in the world, partly because of the dry climate and difficult farming conditions and partly because of thirty years of war with Ethiopia. For many Eritrean families, getting enough food is a daily problem.

To deal (B) these problems, the Eritrean government, together with the World Food Program, has (3) a new program that offers food as a reward for learning. In primary schools, where there are many more boys than girls, all the children receive food packages to take home to their families. However, with the new program, the girls receive 50 percent more food than the boys. This way, parents are encouraged to send their daughters to school rather than keeping them at home.

Another government program that aims (C) educate women is Food for Training. Managed by the National Union of Eritrean Women, this program offers food rewards (also from the World Food Organization) to women and older girls who are willing to join the program. Because of the war with Ethiopia, many women are bringing up their families (D) their own. They often live in refugee camps, with no home or land (E) their own and no way to earn money. Most of these women are illiterate and have no skills

they can use to find a job. They spend most of their day looking for food and preparing it for their families.

The Food for Training program helps the teenagers and women change their lives. If they agree to join the program, they receive a large package of food each month. In return, the women are required to attend free literacy classes for two hours every day. When Food for Training started with classes in two regions of Eritrea, 5,000 girls and women joined in the first two months. (4) It is especially popular with teenage girls, age fourteen to sixteen, who have never had a chance to go to school before.

The organizers of Food for Training also plan to offer other kinds of courses for women, using the same system of food rewards. In these courses, they will teach women job skills and crafts such as basket weaving. These women will not only learn to read and write. They will become aware of what is going on in their country, and they will be able to (5) have a voice in their future.

(Adapted from Beatrice S. Mikulecky & Linda Jeffries, *More Reading Power*, New York: Longman, 2004)

設問 1 (A) から (E) の中に適語を一語ずつ入れなさい。

設問 2 下線部(1)の理由を日本語で説明しなさい。

設問 3 下線部(2)を日本語に訳しなさい。

設問 4 下線部(3)の a new program について答えなさい。

a) a new program とはどのようなものか、日本語で具体的に説明しなさい。

b) a new program の効果を日本語で説明しなさい。

設問 5 下線部 (4) を, It が何を指すかを明らかにしながら 日本語 に訳しなさい。

設問 6 下線部 (5) の, 「将来において, ひとつの声を持つ」(直訳の一例) とは, 具体的に何を意味するのか, 日本語 で説明しなさい。

2 次の英文の中にある(1)から(5)の日本語を英語に訳しなさい。

Melissa is an exchange student from the state of Maine in the United States. It is July 26, 2012. Melissa and her Japanese friend, Rikako, are sitting in the school cafeteria talking about the hot weather and their exams.

Rikako: Have you finished your exams?

Melissa: Not yet. I've got one tomorrow and two more next week. How about you?

Rikako: I've got one tomorrow, too. But I have to write a paper this weekend and I've got two exams next week.

Melissa: Wow! It sounds like you're going to be pretty busy. How do you manage to study in this heat? (1) メインはこんなに蒸し暑くならないわ。

Rikako: You're right! It is hard to study in this heat. Speaking of the heat, do you have any dinner plans tomorrow?

Melissa: No. My exam ends at five-thirty and I don't have any plans after that. What did you have in mind? And, by the way, (2) この暑さと夕食にはどういう関係があるの。

Rikako: Well, tomorrow is "*Doyou-no-ushi-no-hi*," and we eat eel on that day to help survive the summer heat! So, maybe we should go out for eel.

Melissa: Eel? You eat eel? That sounds disgusting.

Rikako: What? You've never tried eel? You're in Japan. (3) 少なくとも一度ぐらいはウナギを食べてみなくちや。

Melissa: Well, OK. But you said "*ushi*." I thought *ushi* was cow.

Rikako: That's a good point. It is the character for cow or ox. But, actually, I have no idea why they call it "*ushi-no-hi*." (4) 私を知っているのは、それが古くからの慣習ということだけよ。 So, shall we go out for

eel tomorrow night? Like I said, they say it's a great hot weather high-energy food. It'll give us the strength we need to study for those exams next week.

Melissa: But, is it expensive? (5) 今, ちょっと手持ちのお金が足りないのよ。

Rikako: Come to think of it, you're right! Eel is really expensive now. The baby eels they capture in the wild to raise in the eel ponds are in short supply. But, don't worry. I just got my monthly allowance from my father. It'll be my treat!

3

次の英文を読み、下の設問に答えなさい。

Attachment, our connection to other human beings, begins at an early age and is a fundamental human necessity. Babies need to form primary attachments to their mothers or other caregivers in order to develop normally and later function properly in society. Studies of children who did not experience strong primary attachments have shown that these children often develop (1) psychological and physical illnesses. Much of the original work leading to attachment theories is credited to British psychologist, psychiatrist and psychoanalyst, John Bowlby. After World War II, Bowlby had many occasions to study (2) (are / babies / from / happens / mothers / separated / their / to / what / who).

People with mild attachment issues often turn inward. Those with poor attachment frequently have abnormal eating habits and new evidence has been discovered pointing to the relationship between mother and child as a key factor in patients with eating disorders. Masayuki Yamaoka, an expert on eating disorders in Japan, uses what he calls (3) “Reparenting Therapy” to treat patients. His method is to bring adult women with eating disorders back together with their mothers and have them “re-parent” the patients. According to his research, attachment problems occur when, for example, the mother has other ill family members to take care of or is sick herself. In those cases, the baby sends signals to the mother seeking nurturing and care, but the mother does not offer the proper response. Yamaoka has the mother fix this with her adult daughter by walking together hand in hand, bathing together, etc. There has been much interest in Yamaoka’s research from doctors and psychologists treating eating disorders abroad, but many of Yamaoka’s methods are tied to Japanese culture and customs.

(4) People suffering from the most severe form of attachment problems are said to have a condition called Reactive Attachment Disorder (RAD). People

with RAD can pose a danger to society. It is believed that Adolf Hitler and Edgar Allan Poe suffered from RAD and were never treated or given any kind of help for the condition. Helen Keller, on the other hand, is considered to have had RAD because she was isolated by her own illness. However, she received professional help and family support to overcome her mental issues.

People with RAD may not have a conscience. The disorder keeps them from fully participating in society, so they do not care what happens to others. They often love blood, fire and destruction. They usually start out by being cruel to animals and may then work their way up to crimes against humans. Unfortunately, people with RAD can be very charming on the surface. In other words, they may seem very friendly at first, but in many cases it eventually becomes clear that they are anything but friendly.

The obvious answer to prevent attachment issues is to make sure that babies get the attention and nurturing they require. More and more research shows that this attention is necessary even during pregnancy. The signals between mother and baby start before the baby is even born. Sometimes it is not possible for a mother to take care of her baby after birth, so a strong substitute caregiver becomes essential. In conclusion, (5) strong caregiving may not only mean a brighter future for a child, but may actually stop that child from becoming a major threat to society.

設問 1 下線部(1)に psychological and physical illnesses とあるが、このような illnesses にならないようにするために、どのようなことが重要だと筆者は述べているか、日本語で説明しなさい。

設問 2 (2)の()内の語を並べかえて、意味の通る文にしなさい。

設問 3 下線部 (3) の “Reparenting Therapy” について答えなさい。

a) “Reparenting Therapy” とはどのようなものか、日本語で説明しなさい。

b) “Reparenting Therapy” の具体例を 2 つ 日本語で書きなさい。

設問 4 下線部 (4) で述べられている RAD の症状を、150 字以内の日本語で具体的に書きなさい。

設問 5 下線部 (5) を 日本語に訳しなさい。

4 If you could have dinner with a famous person, past or present, who would it be? Why? Answer in about 70 English words.