

平成16年度 大阪市立大学第2次試験

英語問題

注意事項

- 1 問題冊子は、監督者が「解答始め」の指示をするまで開かないこと。
- 2 問題冊子は全部で7ページである。解答用紙は1枚である。脱落のあった場合には申し出ること。
- 3 解答用紙の所定欄に、氏名、受験学部、受験番号（左右2か所）を忘れずに記入すること。
- 4 解答は、すべて解答用紙の所定欄に記入すること。
- 5 解答以外のことを書いたときは無効とすることがある。
- 6 入学願書の「受験外国語」欄で英語を選択した者のみ解答すること。
- 7 机上に各自の「受験票」と「大学入試センター試験受験票」を出しておくこと。
- 8 問題冊子は持ち帰ること。

第1問 次の英文を読んで設問に答えよ。

The average income in the United States has risen more than 40% since 1972. Every year, researchers have asked, "How happy are you with your life?" In spite of having more money, safer cars, and homes that have doubled in size, our answers reveal no change in satisfaction over this period. Similarly, the average person in Japan has become more than three times richer since 1958, and the Japanese too report no increase in happiness. So we are much richer, ^①yet we are no happier.

The conclusion appears obvious but also puzzling. Deep, long-term happiness does not come from material circumstances. Although acquiring money, TVs, and cars makes us happy, having them does not. ^②

In addition to cash, many other factors have surprisingly little effect on happiness. For example, Midwesterners overwhelmingly cite cold winters as a source of displeasure and imagine that Californians are happier. While Californians do love their sunny climate, however, they report themselves no happier than Midwesterners. ^③

Don't you believe it? Perhaps some people are lying, saying they are happy when they are actually miserable or vice versa*. Should we trust these self-reported levels of happiness? Because happiness is difficult to judge from the outside, there are few facts available beyond simply asking people how they feel. ^④ One of these apparently imperfect measures of happiness—or, more accurately, unhappiness—is suicide.

If money made us happy, people in poor countries might be expected to kill themselves more than people in rich countries. They don't. ^⑤ Take Japan, for example, one of the richest countries in the world, where gleaming bullet trains whisk* people to high-tech jobs. In 1998 Japan had one of the highest suicide rates in the world, slightly behind that of Finland, another rich country.

In the affluent* United States, more than thirty thousand people killed themselves last year, and five hundred thousand more ^⑥were treated at hospitals for suicide attempts. More young people in the United States die of suicide than from AIDS, cancer, and heart disease combined.

A materialistic view of happiness ^⑦might also predict that in any country, the poor kill themselves more often. Wrong again. Suicide is the third leading cause of death for American teens, but among the richer kids who go to college, suicide is the number two killer. ^⑧ Similarly, African-Americans, who are poorer overall, commit suicide at significantly lower rates than

other Americans.

Suicide is only the tip of the depression iceberg*. Twenty-five million Americans suffer a major depression every year. Rich people and rich countries have never had more material abundance*. Yet, more of us than ever before are depressed and suicidal. ⑨

(注) vice versa*: The opposite of what has just been said is also true
whisk*: take (someone) very quickly affluent*: wealthy
iceberg*: an extremely large mass of ice floating in the sea
abundance*: a large quantity of something

問1 下線部①、④、⑥を日本語に訳せ。

問2 下線部②を acquiring と having の意味の対比がよくわかるように日本語に訳せ。

問3 下線部⑤を、省略されている内容を補って日本語に訳せ。

問4 下線部⑦はどのような見方か。20字以内の日本語で説明せよ。ただし句読点は字数に含めない。

問5 下線部⑧はどのような意味か。10字以内の日本語で説明せよ。ただし句読点は字数に含めない。

問6 下線部③の意味としてもっとも適したものを(a)～(d)から選び、記号で答えよ。

- (a) カリフォルニアの住民は、中西部の住民と比べて自分たちの方が幸せだ、とはまったく思っていない。
- (b) カリフォルニアの住民は、中西部の住民と同じように自分たちも不幸せだ、とは思っていない。
- (c) カリフォルニアの住民は、中西部の住民と同じように自分たちはちっとも幸せでない、と思っている。
- (d) カリフォルニアの住民は、中西部の住民と比べて自分たちは不幸せだ、と思っている。

問7 下線部⑨の意味としてもっとも適したものを(a)～(d)から選び、記号で答えよ。

- (a) だが、現代は鬱^{うつ}症状を示し自殺願望をもつ人がもっとも多い時代である。
- (b) 今後、気持ちが落ちこみ自殺を志願する人がますます増えていく。
- (c) 現代は以前のどの時代よりも閉塞^{へいそくてき}的であり、自殺者がもっとも多い。
- (d) しかし、以前より人口が増えて、鬱^{うつ}症状の人も自殺者も増えている。

第2問 次の英文を読んで設問に答えよ。

If you ask a man and a woman sitting in a room together whether it's the same room, they will probably think you're crazy. "Of course it's the same room!" they will answer. But the truth is, it's not the same room. Even when they're looking at exactly the same thing, men and women see two different realities. Then they end up arguing over which room is real and which one is not!

Everyone knows what perceptions are. They are "what we take in". What people forget is that our perceptions are ① [dʒʌst] perceptions. They are not reality. ② How we see things depends on what we learned as children or from our environment. I think of perceptions as filters because they shape realities and block out other versions. Of course, men and women filter reality in very different ways. So it's almost as if we live in entirely different realities. And like the couple in the room, we end up arguing over (ア) perception is the real one.

A story from a real couple, Harry and Jane, shows how this happens. When Harry talks about their early courting* days, he recounts* all the problems he encountered trying to get to his first meeting with Jane's parents. "I was late, then the car broke down," he says. "But I got there. And I won her!" Harry remembers their courting as a series of snapshot episodes that happened (イ) he was trying to achieve his goal: winning Jane's hand in marriage. That's Harry's filter.

Jane doesn't talk about any of the details of Harry's journey to her parents' house. When Jane thinks of the couple's courting days, she remembers what happened when Harry got to her parents' house. She remembers who sat (ウ) at the dinner table, how her parents reacted and the look on Harry's face when he got there. "I remember that your shirt collar was dirty. And you ate like a slob*." It was amazing that my parents let me marry you!" she says. That's Jane's filter.

Harry doesn't remember any of these things. But Jane thinks these are

the most important details. She has no idea (エ) Harry even remembers what happened to him on his way to meeting her parents. For her, it's beside the point.

There's nothing surprising about the fact that Harry and Jane have different versions of their courtship* story. Men typically remember events in a very factual manner. For example, Harry remembers the exact time he left to go to Jane's parents' house and (オ) long it took to get there. Men also tend to think in terms of achieving specific goals. All of Harry's ^③ [ə'tɛnfən] was focused on what he had to do in order to get to his destination and win Jane's hand. It was a challenge to get there and the car broke down. That's what he remembers.

Women, on the other hand, remember things in an interconnected way. They tend to focus on relational aspects of situations. Jane remembers how the whole process of Harry and her parents getting to know each other unfolded. ^④ She also recalls the finer details of everyone's interactions with one another, as well as the expressions on her parents' faces when they saw Harry.

(注) courting* < court: for a man and a woman to have a romantic relationship with each other before they get married recount*: say what happened slob*: someone who is lazy and untidy
courtship*: the process of courting

問1 下線部①、③の発音記号を英単語で表記せよ。

問2 下線部②、④を日本語に訳せ。

問3 (ア) ~ (オ) に入るもっとも適切な語を(a)~(h)から選び、記号で答えよ。
ただし、同じものを二度以上用いてはならない。

(a) whether (b) why (c) where (d) who (e) while (f) how
(g) that (h) whose

第3問 次の英文を読んで設問に答えよ。

Patrick Reilly was the manager of a company that made washing powders, among other things. The company employed several scientists, whose job was to try to find new and better kinds of products, including washing powders.

Patrick did not know very much about science himself, but he used to meet his scientists regularly. He always enjoyed it and took a great interest in what they were doing.

One day one of them was in Patrick's office, talking about plans for the future, when he said to Patrick, "I suppose you know Sir James White. He was my professor at the university where I studied, and now he's one of the world's greatest and most honoured biologists."

"(ア)," Patrick answered, "but I've never actually met him. What about him?"

"Well," said the scientist, "he's discovered some new type of system that might be very useful to us for improving our manufacture of soap powders. I read an article about it yesterday in one of the scientific journals I take every month. You ought to meet him."

"(イ)," Patrick answered. "What do you think of inviting him to dinner one evening and suggesting that we might be able to offer him a job as an adviser?"

"(ウ)," the scientist replied. "That would be an excellent decision."

"Is he single or married?" Patrick asked.

"Oh, he's married," the scientist answered. "His wife's a very important biologist too. I knew her before they married."

"(エ)," Patrick said. "I'll give him a call and try to arrange it. A nice, quiet family dinner would be best, I think, and I hope you'll come and bring your wife too."

"(オ)," the scientist answered. "My wife knew Lilian White too, at the time when she was beginning to become known, and I'm sure she'd enjoy seeing her again. She looked up to her a lot when they worked together."

Patrick got his secretary to ring Professor White's office at the university to give him the invitation, and they managed to find a date on which they would both be free for dinner.

"It'll be a small family affair," Patrick said. "I propose to invite two of my scientific staff members with their wives. One of them was a student of yours. And I hope Lady White will be able to come too."

"Thank you," the professor answered. "I'm sure she'll be delighted to."

Patrick had a son of sixteen, who had finished his O-level* examinations and was studying for his A-levels*. While everybody was having a drink before dinner, the boy chatted to the professor. "What do you do?" the boy asked.

"I study biology," the professor answered.

"Oh?" the boy answered proudly. "Well, I finished biology last July."

(注) O-level*: Ordinary level A-level*: Advanced level

問1 空所 (ア) ~ (オ) に入るもっとも適切な表現を(a)~(e)から選び、記号で答えよ。ただし、同じものを二度以上用いてはならない。

- (a) All right
- (b) I agree
- (c) I'd like to
- (d) Oh, yes, I know
- (e) We'd love to

問2 本文の内容に当てはまるものを(a)~(i)から二つ選び、記号で答えよ。

- (a) Patrick recently employed several scientists because he wanted them to come up with new scientific ideas.
- (b) Sir James White, who had taught one of the scientists working at Patrick's company, was a leading biologist.
- (c) There were at least two scientists in Patrick's company who had studied under Professor White's guidance.
- (d) Sir James White decided to join Patrick's company to give advice on the development of new soap powders.
- (e) If Patrick had put more money into the research and development of new washing powders, his company would have made a huge profit.
- (f) One of the scientists in Patrick's firm was no less important as a biologist than Sir James White was.
- (g) Young as she was, Lilian White made a great contribution to the advancement of biology.
- (h) Patrick's secretary called Professor White and arranged the date for dinner.
- (i) Three couples were invited to Patrick's house.

問3 最後のところでパトリックの息子はどのような勘違いをしたのか。30字前後の日本語で説明せよ。ただし句読点は字数に含めない。

第4問 次の文章を読んで設問に答えよ。

It was well over 40 years ago. After I had entered the Ministry of Foreign Affairs, I was given an opportunity to study at an American university. In one of my classes I had to write a paper. I worked very hard, reading a lot of books. At last I finished and submitted the paper, which I found satisfactory. But ① _____ . Disappointed, I went through the pages of the paper, and at the end found a comment by the professor who had graded it. I vividly recall his comment even today. It was: "What is your opinion?"

② 実はこれは、日本の教育システムの基本に関わる重要な点である。勉強とは先生の教えを記憶することではなく、自ら考えることである。 ③ 多くの日本人にとって必要なことは、たとえ少数意見であっても、自らの意見をはっきり言い表すことである。

問1 下線部①にふさわしい英文を10単語前後で書け。

問2 下線部②、③を英訳せよ。