





## 英 語 問 題

## 注意事項

- 1 問題用紙は、10 ページある。
- 2 解答用紙に印刷されている受験番号が正しいかどうか、受験票と照合し確認する。
- 3 解答用紙の所定の欄に氏名を記入する。
- 4 解答は、すべて解答用紙の所定の欄にマークするか、または所定の欄に記述する。
- 5 解答は、必ず鉛筆又はシャープペンシル(いずれも HB・黒)で記入する。
- 6 訂正は、消しゴムできれいに消し、消しくずを残さない。
- 7 解答用紙は、汚したり折り曲げたりしないこと。また所定以外のところには、記入しない。
- 8 問題に指定された数より多くマークしない。
- 9 解答用紙は、持ちかえらない。
- 10 問題用紙は、持ちかえる。
- 11 試験時間は、60 分である。

(マーク記入例)

良い例	悪い例
	  





I つぎの英文を読み、あとの問いに答えなさい。

“Were it left to me to decide whether we should have a government without newspapers, or newspapers without a government,” wrote Thomas Jefferson over two centuries ago, “I should not hesitate a moment to prefer the latter. But I should mean that every man should receive those papers and be capable of reading them.” What Jefferson did not foresee was a literate reader dispatching  
(A) the newspaper to the bottom of the birdcage, its political news unread even by the bird. Nor could he suppose that his great-grandchildren’s great-grandchildren would search some major newspapers in vain for an ( 1 ) of extended political argument, a transcript of speech or a published debate.

The last century had its share of shortened messages but the newspaper was not their home. Bites of information and slogans ( 1 ) on street and parade banners, and campaign messages. Newspapers were made of longer stuff. Though they were often one-sided, the papers of Jefferson’s day contained substance.

Nor could Jefferson foresee the reader who today eagerly reads the sports page, comics, and advice columns, and then turns away satisfied ( 2 ) digested any information about the state of the nation or the world. More astonishing to him would be the fact that nearly everyone does receive television, a medium not confined to the literate, yet few elect to watch what political  
(B) substance is found there.

I do not mean to re-create Jefferson’s America. Jefferson was as concerned about the lack of public interest then, as we are now. The fact that the public wasn’t reading political materials concerned him. And Jefferson’s world included slaves, women, and landless men who were not allowed to vote ( 3 ) some of them were well-educated. Moreover, as the *Federalist Papers*’ fears of dictatorship remind us, some of the public debate that did reach the ordinary citizen fell short of the ideal.

Still, those who sought substance could find it. They located it not simply on the printed page but in themselves. In the meeting in which the Constitution was discussed, the founders spoke their own thoughts in their own ( 3 ), engaged the ideas of others, and were engaged. Of such engagement our government was forged.

Today the ( 八 ) for substance is more easily defeated. Shortened forms of communication are all around us today. Our cultural literacy has eroded. So too has our ability to conceive speeches that ( 4 ) a reconsideration of who we have been and what it has meant. It is difficult to reconceive where we are going or ought to go. Our ability to create reasoned, informed public agreement has declined. <sup>(C)</sup> The great modern exercises of the old eloquence — George Marshall framing the Marshall Plan, Winston Churchill warning about the descending of an Iron Curtain, and John Kennedy arguing for arms limitation — stand ( 5 ) because of the lack of interesting rhetoric.

None of this means that it is either possible or desirable to ( 二 ) the new. John Kennedy at Berlin, Barbara Jordan at the Democratic convention, and Ronald Reagan at Normandy were eloquent in ways that looked and sounded good on television. And their eloquence served the country well.

If these are the best instances of TV rhetoric, then the worst must be the 1968 Republican advertisement that visually connected Democratic presidential nominee Hubert Humphrey with war, social unrest, and poverty. By putting these unrelated images side-by-side, the advertisement made an argument that if expressed verbally would have ( ホ ) disbelief or ridicule. As a silly comical song played in the background, the image of Humphrey smiling was contrasted with soldiers fighting in Vietnam.

問 1. ( イ ) ~ ( ホ ) に入る最も適切な語または語句を選びなさい。

- |     |                 |                      |
|-----|-----------------|----------------------|
| (イ) | 1. existed      | 2. explored          |
|     | 3. controlled   | 4. combined          |
| (ロ) | 1. with nothing | 2. without something |
|     | 3. with having  | 4. without having    |
| (ハ) | 1. survival     | 2. search            |
|     | 3. plan         | 4. preparedness      |
| (ニ) | 1. disrespect   | 2. delight           |
|     | 3. dispose      | 4. deliver           |
| (ホ) | 1. envisioned   | 2. eradicated        |
|     | 3. created      | 4. chosen            |

問 2 前後の文脈、内容から判断して( 1 ) ~ ( 5 ) に入る適切な英単語(一語)を書きなさい。ただし、最初の一文字は解答欄に与えられている。再度、その文字を書く必要はない。

問 3. 下線部 What Jefferson did not foresee was a literate reader dispatching  
(A)  
the newspaper to the bottom of the birdcage, its political news unread even  
by the bird. とはどのような意味か。最も適切なものを選びなさい。

1. Jefferson had a clear vision that people would spend the day without reading newspapers at all, as far as political issues are concerned.
2. Jefferson failed to predict that even literate readers in the media age would not bother with political news in the newspaper.
3. Jefferson correctly argued that many people prefer watching birds to catching them when political programs are broadcast.
4. Jefferson never realized that anyone would want to be involved in political scandals because they may be arrested.

問 4. 下線部 political substance とは何か。最も適切な説明を選びなさい。

(B)

1. political debate about factions
2. policy proposals with high-sounding rhetoric
3. political argumentation about social issues
4. policy analysis about historical precedents

問 5. 下線部 Our ability to create reasoned, informed public agreement has declined. とあるのはなぜか。最も適切な理由を選びなさい。

(C)

1. Indeed, educational institutions have lost their incentive to teach the art of public persuasion in the age of new media.
2. People have lost interest in eloquence in the face of too many political scandals
3. People have come to believe that politicians are not telling the truth because the media have reported how untrustworthy they are.
4. We have lost eloquent speakers who are good at satisfying political accountability.

問 6. この文章に合う最も適切なタイトルを選びなさい。

1. Reconciling the Modern Age with the Future
2. The Rebirth of Rhetoric in the Media Age
3. The Need for Political Interviews
4. Reforming the Political Argumentation

## II つぎの英文を読み、あとの問いに答えなさい。

Language offers a means by which we can express what we think, know, and feel, and is a bridge between thought and expression. Imagine how difficult it would be to express a thought without first conceiving it in words. Once formulated, words enable us to hold events in our minds and to think and talk about them long after they have occurred. We also use language to imagine events that have never happened. This descriptive and creative ability joins us to one another as human beings through communication and enables us to form societies and cultures. For these reasons, language is very much a human activity that defines us as a species.

The impulse to communicate is one of the most basic and fundamental human needs. The sheer pleasure of expressing thoughts through language, and our sense of how the language we use shapes the thoughts we express, allows us to create our identities. To imagine a single day without language or being able to communicate would be a threatening prospect for most people. For a human being the loss of language is the same as losing his or her central identity. As Ludwig Wittgenstein stated, "The limits of my language are the limits of my world."

Language has an artistic function and allows us to re-live or recreate our lives. It is responsible for some of the world's greatest literary masterpieces. Would D. H. Lawrence have written and rewritten his novel *Sons and Lovers* so many times if the process had not offered him the chance to work through his deepest thoughts and feelings? The same might be said of James Joyce's revisions of *A Portrait of the Artist as a Young Man*. This expressive function of language is intimately connected to its artistic uses. Accomplished practitioners derive great satisfaction from skillful crafting of texts. Beyond the personal expressive dimension of language, people communicate to share information



about the world and to compare and contrast their observations with those of others

Because language is a form of communication that uses symbols to share ideas, insights, and feelings, it is capable of shaping and reshaping others' perceptions of the world. At this level, the effect of language depends on the intent with which it is used—to manipulate or inspire. This use of language might be called its political and moral dimension. Here we enter the field of rhetoric, where the use of language is always calculated in terms of probable effect on others. This is perhaps the most sophisticated use of language in that it is not used simply to express private feelings or to serve as an exact and faithful record of sense impressions of the world, but rather is employed with the explicit intent to persuade others to accept our symbols of reality as reality itself. Language has an infinite ability to create a sense of solidarity among like-minded individuals or the deepest hatreds of which the human species is capable

Although as human beings we have this marvelous natural ability, considerable conscious effort is required to transform it into a fully formed, competent mastery of both spoken and written forms of language. How best to do this is the concern—some might say obsession—of college English teachers. One of the most useful and successful methods that has proved to make the writing process more manageable involves looking at it as a sequence of steps. Briefly, you perform specific tasks at each stage in order first to discover what you want to say, then to gather information to support and test the authenticity of your idea, decide what pattern of organization would best suit the idea, and choose appropriate strategies of style and rhetoric to express your idea in a clear, colorful form your readers can easily grasp.

1. Usually words are NOT used to help us to
  - a. express ideas
  - b. remember things
  - c. work with our hands
  - d. talk to others
  
2. For most people communicating is something that
  - a. they avoid doing as much as possible
  - b. helps form their identity as a person.
  - c. is too difficult for them to do.
  - d. makes them feel uncomfortable.
  
3. For most people losing the ability to use language
  - a. would be no problem for a day
  - b. would be a useful intellectual exercise.
  - c. would mean fewer problems in communicating.
  - d. would result in a loss of identity.
  
4. Words are absolutely essential for human beings
  - a. to communicate basic needs.
  - b. to show affection to pets.
  - c. to release our inner tensions.
  - d. to express what we want to say
  
5. The artistic function of language always works when
  - a. people share information
  - b. comparing observations.
  - c. literary works are created
  - d. authors make corrections to books.

6. Generally when we use language symbols to manipulate others, we
- persuade others to accept our ideas.
  - help others to learn the alphabet.
  - encourage others to take the opposite opinion to ours.
  - force others to do what they do not want to do.
7. The intent of rhetoric is usually to
- share private feelings and thoughts.
  - get others to think or act in a certain way
  - give a factual picture of a certain situation
  - make others balance the issues logically.
8. College English teachers are concerned with finding a way for students to
- make a conscious effort to attend the class
  - limit their natural abilities.
  - gather and present information randomly.
  - learn to write using a logical plan
9. What is the third step in the systematic writing process?
- Choose the most effective style to express what you want to say
  - Find out what ideas you want to communicate to your readers
  - Select the appropriate organization for your theme
  - Bring together the information you need for the project
10. Choose the most appropriate title for this passage.
- The Use of Language
  - How to Write an Essay
  - The Loss of Language
  - Language as Literature

Ⅲ つぎの英文を読み、1～5の文が入るそれぞれ適切な箇所を(a)～(h)から選び、会話を成立させなさい。

1. Though small, as you pointed out, we are an international company.
2. It is essential that you have expert skills in the language at every level
- 3 I love them, so I'm sure I could sell them to others
- 4 It was really tough but I got through the course
5. As you know we are looking for a young graduate to be a trainee in our sales division.

Mariko is a student who is about to graduate from university. She is looking for a job. This is a part of an interview she took at a food company called Cordial Mints with the human resources manager, Lily Tan.

Lily: Please take a seat.

Mariko: Thanks, and thank you for seeing me today

Lily: No problem. (a)

Mariko: Well, I shall be graduating in March and I am looking for a career in sales.

Lily: Yes, but why our company? (b)

Mariko: Your firm caught my eye because I think I could make a real contribution here. You are small but growing fast and I want to grow with you.

Lily: That makes sense. But as you know we are in a very competitive field and your commitment to our line of products will be essential if you are to be successful. (c) Do you think you can give your all to selling our line-up?

Mariko: I personally have enjoyed sucking on your Cordial Mints for many years, ever since I was in Junior High in fact. I still buy them and

consume them every day. (d) I couldn't imagine a more fulfilling job than joining your sales force

Lily: That's good to hear. Now let's move on to find out how you see yourself fitting in with our team. (e) Do you know anything else about us?

Mariko: I do. Your headquarters and main factory are in Britain and you have offices in other European countries as well as the United States. Your main Asian branch is in Singapore but you have just opened an office here in Tokyo. The language of the company is English.

Lily: Right. (f) In this regard I see you have excellent English scores and that you spent a year abroad. Can you tell me something about that?

Mariko: Yes, I'd be glad to. My university offers study abroad programs to its students of varying lengths and different types. I chose a one-year program at Sheffield University in Britain.

Lily: What did you get out of it?

Mariko: (g) A lot. Before joining Sheffield, I attended a summer program at Cambridge. It gave me a taste for more serious work and that led to Sheffield. I've never studied so hard in my life. (h) Apart from a huge leap in my English ability, it taught me self-reliance, an ability to think for myself, and the confidence to state my opinions.





