

# 平成17年度入学試験問題

## 英 語 英 語 II リーディング ライティング

### (注 意 事 項)

1. 問題冊子は指示があるまで開かないこと。
2. 問題冊子は9ページ、解答紙は5枚である。「始め」の合図があったらそれぞれを確認すること。
3. 解答紙それぞれの2箇所に受験番号を記入すること。
4. 解答はすべて解答紙の所定の欄に記入すること。
5. 経済学部経済工学科の配点は、表示されているものの $\frac{3}{2}$ 、農学部については $\frac{5}{4}$ です。

英 語 Ⅱ  
英 語  
リーディング  
ライティング

[ 1 ] 次の英文を読み、設問に答えなさい。(45点)

The hardest part of my job as a teacher is getting people to tell the truth.

“I liked your story a lot,” my students say to one another during our creative writing classes. “I thought it was very good.”

Later in my office, they often confess, “I didn’t like that story at all. The plot was unoriginal and predictable. The dialogue was bad. People talked like they were characters from a soap opera.”

I don’t know how to bridge the gap between the polite lies people tell one another and the harsh criticisms they make in private. What I want is something between these two extremes: courteous and constructive criticism. <sup>(1)</sup> That’s the hardest thing for my students to give — or for me to encourage — <sup>(2)</sup> because all of us have been trained since childhood to tell polite lies to save other people’s feelings.

“Don’t be personal and negative,” we’ve been taught. “If you don’t have something nice to say, don’t say anything.”

The format I use for our writing workshops reinforces our polite habits. I ask the students to start the group discussions with what they liked about the story, what they considered to be its strengths. After a few minutes, I repeat the “strengths” people have pointed out, and only then do I feel ready to ask, “Is there anything in the story that you were confused by? Any parts you felt should have been developed more or cut out? Anything you might do differently if it were your story?” <sup>(3)</sup> My questions are answered at first with a few tentative comments; but after the ice is broken, almost everyone pitches in, offering opinions in animated <sup>(1)</sup> (though polite) conversations. Our discussion follows the same polite pattern we use to criticize others — starting with, “I like so-and-so and we get along, but. . .”

This is the standard format that many writing teachers use, and it isn’t necessarily bad. It sets a friendly tone. Having agreed that the story has

merits, the class feels less inhibited about pointing out the few things that need improvement, and the writer can hear the criticism without feeling personally attacked. But the scenario does not work well when we discuss stories that need more than a little improvement. After spending the first few minutes on the story's supposed strengths, nobody feels ready to admit, "I'm afraid that the whole concept is wrong. Maybe you should put this story aside and do something different." Unfortunately, that is sometimes the only honest thing we can say.

問 1. 下線部(1) polite lies の反対の意味を表す語句を、本文中から抜き出して書きなさい。(5点)

問 2. 下線部(2) That が何を表すか、日本語で述べなさい。(7点)

問 3. 下線部(3)を日本語に訳しなさい。(12点)

問 4. 下線部(4)を、the scenario の内容を明らかにして、日本語に訳しなさい。(15点)

問 5. 下線部(ア)~(ウ)の語の意味に最も近いものを、それぞれについて1~4の中から1つ選び、その番号を記入しなさい。(6点)

(ア) confess:

1. communicate    2. disclose    3. discuss    4. reply

(イ) animated:

1. comical    2. deliberate    3. energized    4. indispensable

(ウ) inhibited:

1. hyperactive    2. insensitive    3. populated    4. reserved

[ 2 ] 次の英文を読み、設問に答えなさい。(45点)

Modern science tries to answer questions about origins using carefully tested data and rigorous logic. Though many pioneering scientists, like Newton, were Christians who believed deeply in the existence of a deity, they also felt the Deity was rational, so their task was to uncover the underlying laws by which the Deity had created the world. This meant trying to explain the world as if there were no deity. Modern science, unlike most other traditions of knowledge, tries to explain the universe as if things happened without intention or purpose.

The Christian view of the universe owed much to the ideas of the Greek philosopher Aristotle. Though some Greeks had argued that the earth orbited the Sun, Aristotle placed the earth at the center of the universe and surrounded it with a series of transparent spheres, each revolving at a different speed. The spheres held the planets, the Sun, and the stars. This model sounds quaint today, but it was given a rigorous mathematical basis by \*Ptolemy in the second century A.D., and in this form it proved good at predicting planetary motions. Christianity added the further idea that this universe had been created perhaps 6,000 years ago by God, in the course of five days. In sixteenth — and seventeenth — century Europe, the Ptolemaic story began to break down. Copernicus gave some powerful reasons for thinking that the earth revolved around the Sun, and the \*heretical monk Giordano Bruno argued that stars were suns and that the universe was probably infinite in extent. In the seventeenth century, scientists such as Newton and Galileo explored many of the implications of these ideas, while retaining as much as they could of the biblical creation story.

During the eighteenth century, the Ptolemaic view of the universe finally collapsed. In its place, there emerged a new picture of a universe operating according to strict, rational, and impersonal laws that could, in principle, be

discovered by science. God may have created it, perhaps in time; perhaps, in some sense, out of time. But then he left it to run almost entirely according to its own logic and rules. Newton assumed that both time and space were absolutes, providing the ultimate frames of reference for the universe. It was widely accepted that both might be infinite, and thus the universe had neither a definable edge nor a time of origin. In this way, God was moved further and further away from the story of origins.

\*Ptolemy : プトレマイオス (紀元 2 世紀の Alexandria の天文・地理・数学者)

\*heretical : 異端の

問 1. 下線部(1)を日本語に訳しなさい。(10 点)

問 2. 下線部(2) these ideas の内容を 3 つ日本語で述べなさい。(12 点)

問 3. 下線部(3)を日本語に訳しなさい。(13 点)

問 4. 次の英文 1 ~ 6 の中から, 本文の内容と一致するものを 2 つ選び, その番号を記入しなさい。(10 点)

1. Christianity is founded on the teachings of Aristotle.
2. One of the reasons Ptolemy's view of the universe lasted over the centuries is that it was fairly accurate for determining future movements of the planets.
3. Copernicus and Bruno were punished for suggesting improvements to the Ptolemaic view of the universe.
4. Galileo and Newton aggressively worked against Copernicus and Bruno to defend the biblical creation story.
5. Despite advances in the study of the universe that ran counter to the biblical story of creation, Newton still believed in God.
6. As the eighteenth century progressed, God was completely removed from the minds of all scientists studying the origins of the universe.

[ 3 ] 次の英文を読み、設問に答えなさい。(45点)

I have a friend who broke off relations with her in-laws for several years: “I told them that if they talked about me in a certain insulting way again, I would stop speaking to them. They did it, and I kept my word.” I asked how she knew they’d talked about her. She said, “My husband’s cousin Judy told me.”

Her response made me wonder which family member had set out to hurt her. It’s conceivable that her in-laws believed their critical remarks wouldn’t cause her pain, since she wasn’t present to hear them. Perhaps the person my friend should have aimed her anger at was cousin Judy. Had she done so, she would have been following the advice of an Arab proverb. <sup>(1)</sup> Roughly translated, it tells us, “The one who repeats an insult is insulting you.”

Saying something critical about someone is fundamentally different from saying the same thing to the person directly. In fact, it isn’t the same thing at all. If Sally tells you that Mary thinks you need to lose weight, you have no way of knowing how this came up between Sally and Mary. Maybe, as you probably assume, Mary originated the judgment. <sup>(2)</sup> But perhaps Sally offered the opinion first, and Mary simply agreed, in order to be nice to Sally. And Sally may have quoted Mary in order to express her own opinion while turning your anger toward Mary.

Hearing criticism secondhand is like being shot by a gun with a silencer. <sup>(3)</sup> The wound is intensified by the shock of being struck by an attacker who is nowhere in sight.

When you get a faint idea that someone is about to tell you something that was said about you, it’s typical to feel your ears \*perk up even as your heart sinks. The wiser move — if you can manage it — is to stop the speaker at that point: “I’d rather not hear what Herman said, since he’s not here. Let’s stick to what you think.” If you can’t head off an insult, you can at least ask, “Why

are you telling me this?" or "How do you think your telling me this will make me feel?"

\*perk up : (聞耳を)立てる

問 1. 下線部(1)を, done so の表す内容を明らかにして, 日本語に訳しなさい。

(10 点)

問 2. 下線部(2) the judgment は具体的にはどのようなことを表すか, 日本語で述べなさい。(7 点)

問 3. 下線部(3)を日本語に訳しなさい。(14 点)

問 4. 間接的に自分の悪口を聞いた時, どのように対処すべきだと筆者は述べているか, 2つ簡潔に日本語で述べなさい。(14 点)

[ 4 ] 次の英文を読み、設問に答えなさい。(35点)

Instead of being who they really are, some people feel a need to be who they think they should be. They become something like an actor within their family, playing a role designed to fit people's expectations and needs. Unfortunately, trying to play a role means denying who you really are, and hiding this reality from your loved ones. Your loved ones will benefit far more from really knowing you than they would from even the best acting you can do.

\* \* \* \* \*

Amy grew up with an abusive mother and a generally absent father. "I never smiled. I always sucked my thumb," she recalls. "I just wasn't happy." When she turned eleven, the state children's services office came in and took her out of the house. Her maternal grandparents lived more than a thousand miles away and had rarely seen her, but they agreed to take care of Amy, and she was placed in their custody.

"As a young child, I wished that I was able to jump into my mother's arms, and that she would wrap her arms around me with love," Amy says. "When I moved in with my grandparents, I received that love.

"I just loved the environment there, because it was so different from what I had grown up in," she says. But she always worried. "I didn't want to do anything to mess it up."

Her fears led her to never talk about the worst of her upbringing. "I was afraid that they would reject me, that I was bad, that they would blame me for what happened and for my mother's problems."

Amy remained quiet for almost a year. Then one day her grandmother took her for a walk and told her that she was safe here, would always be safe here, and that she could trust them with anything. Her grandmother told Amy about some of the tough times she had as a child. And for the first time Amy let loose with every memory she had, crying on her grandmother's shoulder,

and through two boxes of tissues.

But confiding made her feel so much closer to her grandparents. “I could not be closer to them. If they gave birth to me themselves, I couldn’t be any closer.”

Now “we share, we’re open, and we’re honest. We are real, and it is a great gift they have given me.”

問 1. 下線部(1)を日本語に訳しなさい。(10 点)

問 2. Amy にまつわる話を 100 語程度の英語で要約しなさい。ただし、本文中の語句を用いてもよいが、文をそのまま引用しないこと。(25 点)

〔5〕 次の文章を読み、下線部(1)、(2)を英語に訳しなさい。(30点)

人間として生きていく上で大切にしなければならぬことは数多くある。しかし、それらのなかで特定の何かが、ある時代、ある文化において特に強調されるということがある。たとえば、かつては忠義などということが、極端に強調されたことがあった。ところで、最近の傾向としては、「自立」ということが大いにも<sup>(1)</sup>てはやされているように思われる。新聞や雑誌を見ても、自立のすすめを説いているものによくお目にかかる。親も子も、男も女も、老いも若きもそれぞれが自立しなくてはならない。そして、どうすれば自立できるかということが論じられている。

自立は大切なことであり、自立ということがあまりもてはやされなかったわが国で、特にその点について考えていこうとすることにも、私は賛成である。ただ、少し気になるのは、その自立の中身である。最近の論調のなかには、親が子から離れ、子が親から離れ、老人はその家族から離れることが自立であるとするような感じを受ける。離れることも大切だが、<sup>(2)</sup>離れるだけなら、それは孤立に陥ることはあっても、自立にはならないと思う。