

# 平成 21 年度入学者選抜学力検査問題

(前期日程)

## 英 語

### (注 意)

- 1 問題紙は指示のあるまで開かないこと。
- 2 問題紙は本文 9 ページであり、答案用紙は 3 枚である。
- 3 答えはすべて答案用紙の指定のところに記入すること。
- 4 問題紙と下書き用紙は持ち帰ること。

I 次の英文は、Are books with adult themes suitable as school textbooks? という問いに対して、ある人が自分の意見を述べたものです。この人の意見を100字程度の日本語(句読点を含む)で要約しなさい。

If we are discussing books with themes that are controversial—gender, race, religion, and politics—then my answer is most definitely yes. If the subject is complex, then teachers should discuss it with children.

The whole point of schooling children is to educate. Education happens through discussion, debate and so on. There is no point in trying to protect children from the big bad world of adults, because one day they will become adults themselves. The more children understand the topics in the books they read, the more they will be able to navigate the adult world when they reach it.

Another belief of mine is that children should grow up forming their own opinions. As a parent, I am ready to admit that my beliefs and principles are not universal. As children my sister and I regularly attended church every week with our mother. Despite this, my parents allowed us to make our own decisions regarding religion. Due to this, I made my own choice that I do not believe in God. Introducing complex situations in which people have different ideas and opinions will help children become mature and responsible adults, if the material is introduced in a manner appropriate to their age. Books with controversial themes are useful as teaching material in schools.

Adult life is about choices. When you are a child, you do not have many choices because your parents legally make decisions for you. When you become an adult, you are immediately faced with choices about where to live, which college or university to attend, what kind of job to get, or when to get married and have children. For a young adult to understand how to make choices, it is best that he or she has had some experience at making them as a child. Saying that a child cannot read a text because it involves a controversial subject takes away the child's ability to make decisions about complex issues. However, if

such books are made available and are then discussed, the child can practice making up his or her own mind about the ideas raised in the books they read. Encouraging children to read and think about adult issues helps them become responsible adults.

Ⅱ 次の英文を読んで設問に答えなさい。

### Teaching a dog to play Frisbee

A New York friend who takes his golden retriever to Central Park each weekend to play Frisbee tells me the world seems to be full of people who have given up on trying to teach their dog this game. This is a pity. <sup>(1)</sup> Playing Frisbee is an excellent way to exercise a big dog in the city. The Frisbee is a much slower and a more exciting target than a simple ball, more like real prey perhaps, encouraging the dog into leaps and fancy catches that are fun for the owner, too. And playing Frisbee allows the owner to stand in one place while the dog gets its exercise, running around and chasing the Frisbee.

What people complain of is that their dog, when encouraged, will leap for the Frisbee and try to grab it as it is waved around, but when they throw it, the dog just stands there and watches it go. Or the dog chases and grabs it, but never brings it back.

There are two training points in this game: <sup>(2)</sup> The first is that the distance the dog goes after the Frisbee must be gradually made longer. The second is about the chain of action, in which the dog chases the Frisbee, then the dog catches the Frisbee, and then the dog brings the Frisbee back for another throw. Each action must be trained separately, and the last behavior in the chain, bringing back the Frisbee, must be trained first.

You can teach the dog to bring back the Frisbee over very short distances — indoors, even — with something easy to hold: an old sock, maybe. Hunting dogs almost do it automatically. Other breeds, such as bulldogs and boxers, may have to be carefully trained to drop or give back the item, since they tend to prefer playing tug-of-war.

When the dog will carry things and give them up to you as directed, you go on to teaching it to catch the Frisbee.

空欄(3)

When he has the idea how to catch the Frisbee, you can start training the first step in the chain of action, the chase, by tossing the Frisbee up and out from you a few feet so the dog has to move off after it, to get it. And now you are on your way to having a great Frisbee dog.

As the distance grows longer, the dog needs to learn to watch the Frisbee and place himself well for the catch. This takes practice, so it might take a couple of weekends to get the dog going out twenty-five feet or so. A fast dog will eventually be able to get under and catch a Frisbee as far as you can throw it—the star Frisbee dog Ashley Whippet could catch a Frisbee thrown the length of a football field. Dogs seem to enjoy showing off their performance. A brilliant run or a terrific over-the-shoulder four-legs-off-the-ground catch that brings cheers from spectators also makes the dog shine all over. Nevertheless, after that catch the dog brings the Frisbee back because that is what gives him (4)( ), whether it is praise from you or another toss of the Frisbee.

(Karen Pryor, *Don't Shoot the Dog* (2002) より。一部変更。)

問 1 下線部(1)に This is a pity. とありますが, thisは何を指しているか, 解答欄(a)に30字以内の日本語で書きなさい。また著者はなぜそのことが残念だと述べているか, 解答欄(b)に40字以内の日本語で説明しなさい。

問 2 下線部(2)にある two training points について, 調教方法の具体的な内容をそれぞれ解答欄(1)(2)に述べなさい。(1), (2)は, 日本語で解答すること。

問 3 文中の空欄(3)にあてはまるよう、以下の①から④の文を正しく並べ替え、その番号を解答欄の左から順に書きなさい。

- ① Now that you have the dog's attention, you let him take it and have him give it back a few times, praising him madly for returning it, of course.
- ② When he gets used to jumping for it, then you toss it into the air and show your happiness when he catches it.
- ③ Then you hold it in the air, let him have it when he leaps for it, and make him give it back.
- ④ First you get the dog all excited about the Frisbee, waving it around his face.

問 4 空所(4)には1語入ります。次の(1)～(4)の語群の中で、3語とも空所(4)にふさわしい単語からなる語群を選び、その番号で答えなさい。

- (1) ( encouragement, reward, pleasure )
- (2) ( friendship, sympathy, peace )
- (3) ( happiness, leisure, satisfaction )
- (4) ( information, reputation, reliability )

Ⅲ 次の会話文を読んで設問に答えなさい。

Cathy: You have been living in Japan for a while now, haven't you?

John: Yeah, I guess it would have to be close to ten years now.

Cathy: Wow! That's a long time. I've only been in Japan six months, so everything that I see, hear, taste, and smell is wonderfully strange and new. But I would guess that you are no longer surprised by many cultural differences.

John: Sure. You know, I sometimes even forget that I'm living in a foreign country, Japan. Maybe it's better to say that I used to live in a foreign country named Japan, but now I just live in Japan.

Kaoru: Lived in a foreign country named Japan? ( ① )

John: OK, I will explain it. For instance, I am no longer surprised to find hot cans of coffee in vending machines. Canned coffee, and on top of that, heated too. Unbelievable! At first, I even took pictures to send home to my family.

Cathy: Yeah, me too. On really cold days in Kanazawa, I like to buy two cans of hot coffee at the same time. Then I place one can in each of my coat pockets to warm both my left and right hands simultaneously.

Kaoru: ( ② )

John: Heated cans, the person who thought of that must be a genius! Still, you know sometimes it even gets to the point that despite my not being born and raised in Japan, I sometimes forget that I am not Japanese.

Cathy: Oh, I don't have that happen to me.

John: Even with my natural blond hair and minimal ability to speak Japanese, it simply slips my mind that I must stick out as a *gaikokujin*.

Kaoru: Certainly, you don't look anything like a Japanese from the outside, but ( ③ )

John: Thank you, I'll take that as a compliment. I imagine though that it isn't so easy being Japanese. In comparison, I think it's naturally easy for Americans to be American. Yet in Japan, things seem to be a little more complicated, at least as to what it means to be Japanese.

Cathy: Yes, come to think of it, most of my Japanese friends wear blue jeans, eat at McDonalds, and baseball continues to be the national sport of Japan. Nonetheless, these aren't things that I would typically consider to be Japanese.

John: I hear you loud and clear. Take the Japanese language for example. It seems that it is facing extinction from an increasing amount of loan words from other foreign languages.

Kaoru: While listening to you, I fear that ( ④ )

Cathy: Absolutely.

John: Often people laugh when I explain that upon arriving in Japan I was sadly disappointed to find that only a small minority of the population wear what could be called traditional clothing.

Kaoru: ( ⑤ )

John: Well, not just Kimono, but the kimono is a primary example. In actuality there is a whole range of Japanese clothing which has been abandoned in place of western fashion. Those things that we find particularly appealing about Japan aren't necessarily popular with the Japanese themselves. Kaoru, what do you think?

Kaoru: ( ⑥ )

John: Oh, I see. So you can say that the Japanese people still keep their Japanese identity.

問 1 本文中の( ① )から( ⑤ )には会話文が入ります。会話の流れにそつた適切な文を解答欄①～⑤に英語で自由に書きなさい。(ただし、1語のみの解答は避けること。)

問 2 本文の最後で、John が Kaoru に意見を求めています。Kaoru の立場に立つて、( ⑥ )に適する会話文を30語程度の英語で書きなさい。ただし、コンマやピリオドなどの記号は語数に含めません。

IV 次の新聞記事を読んで設問に答えなさい。

経験とは、自分がこらむってきたことから学ぶ能力という意味をもっているのである。

『空間の経験』(山本浩訳)  
イーファー・トゥアン

**けたのことば**  
岡井 隆

「経験豊かな人というのは、今までに身の上に多くのことがあった人のことである」などと言われると「経験」から学ぶことが足りなかったと後悔したり、力不足だったことを歎きたくもなる。「経験するとは学ぶこと」だといつトゥアン(中国生まれの地理学者)の言葉を噛みしめたい。

(「北陸中日新聞」2008年5月2日朝刊3面より。)

問1 あなたの今までの人生で、あなたが経験したことを一つ選び、その経験の内容について、「いつ」「どこで」「何を」経験したのか、第三者に分かるように、英語で具体的に書きなさい。

問2 問1で説明した経験から、あなたが学んだことを、50語程度の英語で書きなさい。ただし、コンマやピリオドなどの記号は語数に含めません。