

平成 22 年度 入学者選抜学力検査問題

英 語

注 意 事 項

- 1 試験開始の合図があるまで、問題冊子及び解答用紙の中を見てはいけません。
- 2 解答用紙は、2 枚あります。
- 3 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚れ等に気がついた場合は、手を挙げて監督者に知らせてください。
- 4 試験開始後、すべての解答用紙に受験番号、志望学部及び氏名を記入してください。受験番号の記入欄はそれぞれ 2 箇所あります。
- 5 解答はすべて解答用紙の指定された解答欄に記入してください。
- 6 問題冊子の余白は適宜使用してください。
- 7 各問題の配点は 200 点満点としたときのものです。
- 8 試験終了後、問題冊子は持ち帰ってください。

I Read the following text and answer the questions in English. (配点 60)

On the first day of school I awoke with a sick feeling in my stomach. It did not hurt, it just made me feel weak. I heard my mother and father talking in the kitchen.

“Today is Antonio’s first day at school,” my mother said.

“Antonio goes to school, today, huh?” my father said.

“Yes. And you must talk to him. He must know the value of education and what he can become.”

“He will be all right.”

“Ay! My man of learning!” my mother smiled when I entered the kitchen. She swept me in her arms and before I knew it she was crying on my shoulder. “My baby will be gone today,” she sobbed.

I left home with my sisters, but somehow lost them at Main Street where it seemed as if a million kids were shouting, pushing, crying their way to school. I got to the school doors but was too afraid to enter. It was then that I felt a hand on my shoulder. I turned and looked into the eyes of a strange red-haired boy. He spoke English, a foreign tongue.

“First grade,” was all I could answer. He smiled and took my hand, and with him I entered school and arrived at Miss Maestas’ class. I told her I didn’t speak English. In Spanish, she asked my name. “Do you want to write, Antonio?” She gave me a crayon and some paper and I sat in a corner alone and wrote. By noon I could write my name, and when Miss Maestas discovered that, she was very pleased. She took me to the front of the room and spoke to the class, pointing at me. The other boys and girls laughed and pointed at me. I did not feel so good.

At lunchtime, all the students had sandwiches and laughed at my small jar of beans and green chili wrapped in tortillas* that my mother had packed for me. I gathered my lunch and slipped out of the room. The strangeness of the

school and the other children made me very sad. I did not understand them. I went to the back of the school building and, standing against the wall, I tried to eat. But I couldn't. A huge lump seemed to form in my throat and tears came to my eyes. I yearned for my mother and at the same time I understood that she had sent me to this place where I was an outcast*.

The pain and sadness seemed to spread to my soul, and I wanted to run away, to hide, to run and never come back, never see anyone again. But I knew that if I did I would shame my family name and that my mother's dream would crumble. I knew I had to grow up and be a man, but oh it was so very hard.

But no, I was not alone. Down the wall near the corner I saw two other boys who had sneaked out of the room. They were George and Willy. They were big boys. We banded together and in our union found strength. We found a few others who were like us, different in language and custom, and part of our loneliness was gone. Although many a meal was eaten in complete silence, we felt we belonged. We struggled against the feeling of loneliness that gnawed at* our souls and we overcame it; that feeling I never shared again with anyone, not even with Jose, and Bones, or the Kid and Chico.

(Adapted from *Bless Me, Ultima* by Rudolfo Anaya, 1972.)

*Notes

tortilla: a piece of thin flat bread made from corn and eggs

outcast: someone who is not accepted by a group

gnaw at: to make someone feel worried or frightened

Questions

1. Why did Antonio's classmates laugh at his lunch? Answer within eight words.
2. What was Antonio's mother's dream?

3. Why did the children who ate outside feel they belonged?
4. What was Antonio's biggest problem on the first day of school?
 - (a) He had a stomachache.
 - (b) He got lost on his way to school.
 - (c) He couldn't enter because the doors were locked.
 - (d) He felt isolated.
5. What did a strange red-haired boy most likely say to Antonio?
 - (a) "You're at the wrong school."
 - (b) "Who's your sister?"
 - (c) "Are you a new student?"
 - (d) "I'll take you to school."
6. Which of the following words or phrases is similar to the underlined word "crumble" in meaning?
 - (a) grow
 - (b) remain
 - (c) fall apart
 - (d) come true

II 次の英文を読んで設問に答えなさい。(配点 60)

English must be currently the world's most broadly studied language, as befits*, perhaps, a language which is not only one of the most widely spoken in the world but also the main medium of international communication. As a result⁽¹⁾ we now know a great deal about both the form and the function of English in the many countries of the world in which it is used. Less broadly studied, however, has been the way in which English sometimes functions as a cultural symbol — in other words, not as a system of signs, but as a sign in itself. One of the few scholars who has focused on this aspect of English is Haarmann: his research in Japan shows how English is used symbolically in Japanese television advertisements, with no expectation that viewers will understand what they see or hear. The recent development of advertisements in Russia and other countries of the former Soviet Union also shows English being used in this way: advertisers presumably assume that Russian viewers or readers will associate⁽²⁾ the Roman alphabet and the English language with a particular set of implied messages, rather than that they will understand the particular English words or phrases that they see. In situations of this kind we are witnessing what has been called 'language display',⁽³⁾ where a language is used not in order to communicate linguistically*, across linguistic borders, but to lay claims to the attributes* associated symbolically with speakers of that language.

The question that then arises, of course, is which attributes English represents when it is used in this way. Does it symbolise certain characteristics that seem typical of speakers in one of the countries in which English is spoken as a native language, such as the USA? Or does the status of English as an international language allow it to act instead as a symbol of international appeal? Haarmann's analysis of Japanese television commercials found that when English was used in a visual setting that was clearly British or American, it might evoke* a stereotype of that country; in general, however, the stereotyped reactions did

not derive from an association with a country where the majority of the population speaks English as a native language, but instead from a more general association of the English language with ideas of modernity and social advance. Most Japanese have little sustained direct experience of foreign cultures, but the use of English in TV commercials, together with other foreign languages (mainly French), makes them feel that they are members of a modern, ‘global’ society. Haarmann claims that the use of English in television advertisements in Japan does not, as might at first be thought, reflect the influence of America or of Europe in Japan, but is, instead, a special Japanese way of using the English language.⁽⁴⁾

(Adapted from “English as a cultural symbol: the case of advertisements in French-speaking Switzerland” by J. Cheshire and L.-M. Moser, 1994.)

*注

benefit: ふさわしい

linguistically: 言語的に

attribute: 特性

evoke: 心に呼び起こす

1. 下線部(1)を日本語に訳しなさい。
2. 下線部(2)を日本語に訳しなさい。
3. 下線部(3)の ‘language display’ という用語はどのような言語の使われ方を指しているのか、90字以内の日本語で説明しなさい。
4. 下線部(4)の ‘a special Japanese way of using the English language’ とは具体的にどのような内容を指しているのか、本文の内容に即して60字以内の日本語で説明しなさい。

III Answer the Questions based on the Information and the Conversation below.

(配点 45)

Questions

1. Fill in the blanks (1)–(5) in the Conversation with the appropriate English expressions.
2. Choose the correct answer from (a)–(c) to fill in the boxes (i)–(iii) in the Conversation.
 (a) Eastern Asian (b) Southern Asian (c) Western Asian

Information

Millennium Development Goals: 2007 Progress Chart

The chart shows progress as of June 2007, based on data for selected indicators of the Goals. The assessment is based on an analysis of trends between 1990 and the latest year for which data are available.

Goal 1 End extreme poverty

Target	Regions			
	Rate & Trend	Eastern Asia	Southern Asia	Western Asia
Reduce extreme poverty	Current rate of achieving the target	Moderate poverty	Very high poverty	Low poverty
	Trend toward meeting the target by 2015	○	⇒	×

Goal 2 Achieve primary education for all

Target	Regions			
	Rate & Trend	Eastern Asia	Southern Asia	Western Asia
Primary schooling for all	Current rate of achieving the target	High enrollment*	High enrollment	Moderate enrollment
	Trend toward meeting the target by 2015	△	⇒	△

*enrollment: the act of officially joining a school

Meanings of the symbols

○	Target already met or very close to being met
⇒	Target expected to be met by 2015 if current trends do not change
△	Target not expected to be met by 2015
×	No progress, or getting worse

Selected countries and territories from each region:

Eastern Asia	Southern Asia	Western Asia
Hong Kong (PRC)	Afghanistan	Cyprus
Japan	Cambodia	Israel
Mongolia	India	Jordan
People's Republic of China	Indonesia	Kuwait
South Korea	Thailand	Lebanon
	East Timor	Saudi Arabia
	Sri Lanka	Turkey
		Palestinian Territories

(Adapted from “MDG Report 2007 Progress Chart” by the United Nations, 2007.)

Conversation

Mina: Hi, what's that you're looking at?

Alan: Data about the MDGs that I downloaded from the Internet for my Social Studies class assignment.

Mina: MDGs? (1) _____?

Alan: Millennium Development Goals. They're international development goals set by the United Nations in 2000 that aim to help the world's poorest people raise their living standards by the year 2015. Actually, there are eight of them.

Mina: Oh, I see. So, these are (2) _____ of the eight goals.

Alan: Yes. The chart shows the progress being made in Asia. It provides data about the current rate of achieving the target and the (3) _____ each target.

Mina: It seems that at this point, the (i) region has no hope of reaching its poverty goal.

- Ⅳ 由美子は現在大学4年生です。高校時代に留学した際、Oak House という寮に住んでいましたが、その時の友人 Nancy から下のような e メールメッセージを受け取りました。後に示す「由美子の考えていること」にある①～⑤のポイントをおさえて、Nancy への返事として適切な内容のメッセージを英語で書きなさい。各ポイントは「由美子の返事」の①～⑤に対応させて解答すること。(配点 35)

Date: Fri, 12 Feb 2010 17:39:26 +0800

To: "Indira"; "Anna"; "Rosa"; "Yumiko"; "Angela"; "Mijong"; "Siti"

From: "Nancy Wong" nancywong@friendsmail.com

Subject: OH Reunion

Dear friends,

Last week, Anna, Rosa and I got together.

We're hoping to have a 5th anniversary reunion of the former Oak House residents.

We thought Singapore would be the best place as many of us are here.

The best time would be when Angela comes over from Germany to attend her sister's wedding at the end of March. So, for our reunion, we're thinking of the weekend of 27/28 March.

If you can stay in Singapore for a few days, Rosa is suggesting the following two activities:

1. "The Lion King" is being performed at The Esplanade Theater. Do you want to go? The cheapest ticket available for the Sunday night show is 85 dollars. The most expensive one is 320 dollars but we don't need that one. The good seats are about 200 dollars. If you want to attend, please let me know and tell me which ticket you want so that I can book it for you.
2. How about going for a walk on Saturday or Sunday morning? If you're keen on doing this, bring your walking shoes.

What do you think? I hope to hear from you!

Nancy

由美子の考えていること

- ① 飛行機の予約が取れたから、まずはそのことを連絡しなくては。
- ② この便のシンガポール到着が夜遅いから、誰かに空港へ迎えに来てくれるように頼んでおこう。
- ③ 私の乗る便(3月25日夜9時着, YU1677便)の情報を正確に伝えなくては。
- ④ Rosaの一つ目の提案に関しては、まだ学生なので100ドル以上の席は無理だけれど、ぜひ『ライオンキング』は見に行きたい。
- ⑤ 二つ目の提案に関しては、一週間前に怪我をした足が痛いので長距離を歩くのは難しいだろう。理由を書いたうえで私はこれには不参加だということを伝えよう。

由美子の返事

Date: Sat, 27 Feb 2010 15:48:14 -0800
To: "Nancy Wong" nancywong@friendsmail.com
From: "Yumiko Yamaguchi" yumikoy@campus.net.jp
Subject: Re: OH Reunion

Dear Nancy,

Thank you for organizing the reunion. I'm coming!

①

May I ask you a favor related to my arrival?

②

③

You've also asked me what I think about Rosa's two suggestions.

④

⑤

I'm looking forward to seeing you soon!

Love,

Yumiko