

英 語

注 意 事 項

- 1 「解答始め」の合図があるまでこの冊子は開かないこと。
- 2 この冊子は9ページである。
- 3 学部名と受験番号を、必ず2枚の解答用紙のそれぞれに記入すること。
- 4 解答は、必ず解答用紙の指定された所に記入すること。

1 次の英文を読んで、後の設問に答えなさい。

Mr. Donald Keene, a prominent scholar of Japanese literature and Columbia University professor, has decided to make Japan his permanent home and has begun the process of becoming a naturalized Japanese citizen, it was reported recently. In an interview with NHK, the 88-year-old Japanologist said that now that Japan has suffered tremendously from the March 11 earthquake and tsunami, he would like to express his "faith (*shinnen*)" in Japan, which he stated he loves. He went on to say, "I married a woman called Japan."

Mr. Keene has a residence in Tokyo and spends about half a year annually in Japan. (A) to become a Japanese citizen is an expression of the strong solidarity he shares with the Japanese people at a most difficult time—especially with those in ⁽²⁾ northeastern Japan who have lost their loved ones, property or communities in the disasters, and those who are living in the shadow of the nuclear crisis at Tokyo Electric Power Co.'s Fukushima No. 1 nuclear power plant. His decision should give every Japanese citizen a feeling of joy and encouragement, especially (B) so many foreigners left Japan in the wake of the disasters.

Mr. Keene read *The Tale of Genji* in translation while at Columbia, studied Japanese in the U.S. Navy and served as an intelligence officer in the Pacific region during World War II. (C)

For their part, Japanese should take a cue from Mr. Keene's love for Japan ⁽³⁾ by developing a greater appreciation of Japanese culture and tradition (without becoming insular), making efforts to protect Japan's natural environment and building a society in which the socially weak are never abandoned.

(Excerpted from *The Japan Times*, April 23, 2011)

(注) intelligence officer : (軍隊や政府の)情報局員

solidarity : 結束, 連帯 in the wake of : の結果として

insular : 島国根性の

2. 次の英文はアメリカの歌手マドンナの伝記の一部である。これを読んで後の設問に答えなさい。

Madonna was just five when her mother died on December 1, 1963, and the impact this loss had on her is almost certainly immeasurable. She lost her mother at a time when, as a young girl, she was forming her personality, her ideals. She needed a mother then, and she would need her evermore.

One theory about childhood loss is that the earlier the age the more profound the influence and the longer lasting the impact: Five is a formative age.⁽¹⁾ A child of five could easily feel victimized by events, and maybe even think that he or she should have been able to influence them in some way. Certainly, the anger Madonna would feel at losing her mother would be extremely difficult for a five-year-old to handle. Some people never reconcile themselves to such a loss at so early an age, at least not without a great deal of therapy.

After she became famous, Madonna would say, "We are all wounded in one way or another by something in our lives, and then we spend the rest of our lives reacting to it or dealing with it or trying to turn it into something else." For Madonna, the anguish of losing her mother "left me with a certain kind of (A) and an incredible longing for something." She has also said, "If I hadn't had that emptiness, I wouldn't have been so driven. Her death had a lot to do with me saying — after I got over my heartache — I'm going to be really (B) if I can't have my mother. I'm going to take care of myself."

As they grew older, Madonna and her sisters would feel deep sadness as the vivid memory of their mother began drifting farther from them. They'd study pictures of her and would come to think that she resembled Anne Sexton, the 1960s Pulitzer Prize-winning poet who wrote about depression and suicide in books like *To Bedlam and Part Way Back* and *Live or Die*. This may have led to Madonna's intense interest in poetry.

Not only did the young Madonna learn to take care of herself, she also cared for her brothers and sisters. As the oldest girl, she was happy to take on the maternal role with her siblings. In fact, her brother Martin remembers that Madonna not only fed the younger children but she always made sure that they were properly dressed for school. "I didn't resent having to raise my (2) brothers and sisters as much as I resented the fact that I didn't have my mother," Madonna confirmed. Actually, she didn't have to raise her siblings alone since her father did hire a series of housekeepers ... all of whom eventually ended up quitting rather than having to endure the behavior of the unruly Ciccone brood. Madonna and her siblings invariably rebelled against anyone brought into the home ostensibly to take the place of their beloved mother. If it meant she could keep other women out of her father's life (and have him to herself), Madonna was happy to continue in the role of surrogate mother. "Like all young girls," Madonna would say, "I was in love with my father and I didn't want to lose him. I lost my mother, but then I was my mother ... and my father was mine."

(Partially excerpted from *Madonna: An Intimate Biography* by J. Randy Taraborrelli)

(注) driven : 衝動に駆られる

Anne Sexton : アン・セクストン(アメリカの詩人)

Pulitzer Prize : ピューリッツァー賞(優れた作家やジャーナリストなどに与えられる賞)

resent : 腹を立てる siblings : 兄弟, 姉妹

Ciccone brood : チッコーネ(マドンナの姓)の子供たち

invariably : 変わることなく ostensibly : うわべだけで

surrogate : 代理の

設 問

- (1) 下線部(1)にある“a formative age”とは子供が何を形成する年代か、日本語で2点答えなさい。
- (2) 前後の文脈から判断して、空欄(A)と(B)に入る最も適切な単語を、以下のそれぞれの選択肢から選んで、記号で答えなさい。
- (A) : (a) happiness (b) quarrel
(c) loneliness (d) satisfaction
- (B) : (a) strong (b) disappointed
(c) married (d) dependent
- (3) マドンナが詩に興味を持ったきっかけは何と考えられるか、日本語で答えなさい。
- (4) マドンナの家で家政婦(housekeeper)の勤務が長続きしなかったのはなぜか、日本語で具体的に答えなさい。
- (5) 下線部(2)を和訳しなさい。
- (6) マドンナが“surrogate mother”として弟や妹に対して行ったことを、日本語で具体的に2点挙げなさい。

試験問題は次に続く。

3 以下の会話の()に入る最も適切な語句を選び、番号で答えなさい。

(1) A: When did the fire break out?

B: () the room when it broke out.

- | | |
|------------------------|-------------------------|
| 1. Scarcely I left | 2. Scarcely did I leave |
| 3. Scarcely I had left | 4. Scarcely had I left |

(2) A: Your hair needs cutting.

B: Yeah, I know. I need to go to a barber to have it ().

- | | |
|-----------|--------------|
| 1. cut | 2. cutting |
| 3. to cut | 4. being cut |

(3) A: How did the newcomers live with their neighbors?

B: They lived on friendly () with most of them.

- | | |
|---------------|----------------|
| 1. conditions | 2. locations |
| 3. terms | 4. connections |

(4) A: Are the new models the same as before?

B: Not at all. They () a good deal from last year's.

- | | |
|--------------|-----------------|
| 1. differ | 2. difference |
| 3. different | 4. differential |

(5) A: What happened to the man?

B: The rock struck him on the head and he was () as a result of this.

- | | |
|------------------|--------------|
| 1. injured | 2. unselfish |
| 3. conscientious | 4. sensible |

(6) A: How often do you play tennis?

B: Every () day.

- | | |
|------------|----------|
| 1. one | 2. other |
| 3. another | 4. each |

- (7) A: What should I do with this book?
B: Give it to () wants it.
- | | |
|----------------|------------|
| 1. anyone that | 2. whom |
| 3. those who | 4. someone |
- (8) A: What became of him after that?
B: He left the country for ().
- | | |
|---------|------------|
| 1. ill | 2. away |
| 3. good | 4. through |
- (9) A: John always looks depressed.
B: He should go somewhere for a () of air.
- | | |
|-----------|---------|
| 1. change | 2. help |
| 3. turn | 4. need |
- (10) A: Is your grandfather still alive?
B: I wish he ().
- | | |
|----------|---------------|
| 1. is | 2. were |
| 3. would | 4. would have |

4 次のAとBの会話を読み、下線部(1)～(4)を英語に直しなさい。

A：海外で日本の文化に出くわすとき、がっかりすることが多いよ。

(1)
B：例えば、どんな例があるの？

A：日本の寿司は今どこの国でも食べられるよね。でも、見かけはほとんど同じ
(2)
でも、素材は大きく変わっている。アボカドが入っていたりするもの。

B：ぼくはそれも日本の文化の一つだと思うよ。味が違っても、日本文化が海外
(3)
で受け入れられている証拠だよ。

A：そうかな。あそこまで変わってしまうと、もはや日本独特ではないよ。

(4)
B：じゃ、今から一緒に寿司屋に行って、実際に食べながら考えてみようよ。

5 次の設問に英語で答えなさい。

What would you do to make your hometown more attractive to international tourists? Give two recommendations and your reasons for choosing them. (80-100 words)