

2009年度一般入試前期A日程（2月4日実施）

# 英 語 問 題

## 注 意 事 項

1. 試験開始の合図があるまで、問題用紙を開いてはいけません。
2. 問題は、**8ページ**です。どのページも切り離してはいけません。試験時間中に、印刷の不鮮明や落丁・乱丁等気づいた場合は、手を挙げて知らせてください。
3. 解答は、すべて解答用紙の所定欄に、問いの指示にしたがって記入してください。
4. 解答用紙には、黒の鉛筆(シャープペンシル可)を使用し、はっきりと丁寧に記入してください。ボールペン、万年筆、サインペンなどを使用してはいけません。また、答えを訂正する場合は、消しゴムで完全に消してから記入しなおしてください。
5. 解答用紙を破ったり、汚したりしないように注意してください。
6. 試験開始までに、監督者の指示にしたがって、解答用紙にあなたの氏名(カタカナ)および受験番号を記入してください。
7. 問題用紙は、試験終了後、持ち帰ってください。

(以下余白)

I 次の文を読んで、あとの問いに答えなさい。(~~~~~のついた語句は文末に注があります。)

A proposal by a government panel that English be made a required subject in elementary school has rekindled an old debate in the nation's educational community. Japan's English-language education has been one of the country's most miserable failures in the postwar era. The vast majority of Japanese can barely communicate in this international language, despite many years of study. <sup>(1)</sup>

**A** students to English at an early age could be a step toward improving the situation. In fact, about 90% of elementary schools in Japan already offer some form of English-language education, usually once or twice a month through activities like singing songs or playing games in English or learning simple English phrases and expressions.

In a report released last month, the panel said all elementary school children in the higher grades of elementary school should be given such instruction about once a week. While the basic idea is good, there are some issues that **B**. One is the concern shared by many educators that English classes at an early stage of schooling could have a negative effect on children's skills in Japanese, especially reading and writing, which have shown signs of **C** in recent years. Deteriorating native-language proficiency is certainly a serious problem, but English and Japanese skills are not mutually exclusive. <sup>(2)</sup> <sup>(3)</sup>

As the panel points out, an English-language course can be a beneficial part of education to develop general communication skills that also contribute to the enhancement of proficiency in one's native language. In addition, it is hard to imagine that an hour a week learning English will do any serious harm to children's Japanese. But it would **D** a vast sum of money to hire at least one native English speaker for each of the some 23,000 elementary schools nationwide. Another question that will be raised if English is made compulsory at elementary school is whether children's performance should be graded. Grading should probably be avoided to ensure that young children are not discouraged from learning English. <sup>(4)</sup> <sup>(a)</sup>

Making English a required course at elementary school, however, can only be a first step in the effort to raise people's command of the language. English-

language education at the high school level requires serious review and improvement as well.

(The Nikkei Weekly)

注 rekindle : 再燃させる

deteriorating : 低下させる

mutually exclusive : 互いに他を排斥する

問1 〃線 (1) ~ (4) の意味に最も近いものを、それぞれの中から1つずつ選び、記号を書きなさい。

- |                                     |                                      |                                 |                                 |
|-------------------------------------|--------------------------------------|---------------------------------|---------------------------------|
| (1) <input type="radio"/> often     | <input type="radio"/> only           | <input type="radio"/> seldom    | <input type="radio"/> sometimes |
| (2) <input type="radio"/> announced | <input type="radio"/> completed      | <input type="radio"/> conducted | <input type="radio"/> related   |
| (3) <input type="radio"/> diverse   | <input type="radio"/> harmful        | <input type="radio"/> minor     | <input type="radio"/> plus      |
| (4) <input type="radio"/> call for  | <input type="radio"/> concentrate in | <input type="radio"/> favor for | <input type="radio"/> lead to   |

問2 空欄  ~  に入れるのに最も適当なものを、それぞれの中から1つずつ選び、記号を書きなさい。

- |   |   |   |   |
|---|---|---|---|
| A. <input type="radio"/> Expanding        | <input type="radio"/> Explaining            | <input type="radio"/> Exploring             | <input type="radio"/> Exposing          |
| B. <input type="radio"/> must be adjusted | <input type="radio"/> need to be considered | <input type="radio"/> require collaboration | <input type="radio"/> should be ignored |
| C. <input type="radio"/> decline          | <input type="radio"/> difficulty            | <input type="radio"/> improvement           | <input type="radio"/> recovery          |
| D. <input type="radio"/> earn             | <input type="radio"/> gain                  | <input type="radio"/> rent                  | <input type="radio"/> require           |

問3 〃線 (a) を日本語に訳しなさい。

問4 次の文を読んで、本文の内容と合っているものには○、合っていないものには×の記号を書きなさい。

- (1) After the war, Japan's English education was poor.
- (2) Japanese students are eagerly waiting to have monthly activities in English.
- (3) Some educators fear that early-age English education may damage students' Japanese proficiency.
- (4) The panel suggests introducing English classes at all grades of elementary school to be taught once a week.
- (5) Japanese people must think about how English should be taught not only at elementary school level but also at high school level.

Ⅱ 次の文を読んで、あとの問いに答えなさい。(~~~~~のついた語は文末に注があります。)

With their talking cats and wandering *samurai*, Japanese comics are enjoying huge sales in France's booming comic market. For generations, comic books A a part of French culture and, up until recently, the French were brought up on home-produced comics like Asterix and Tintin.

These days, comic books are B more than ever. Last year, for example, more than 4,000 new comic book titles appeared on the shelves of France and French-speaking countries such as Belgium and Switzerland. This is three times the number of new comic books produced since 2000.

However, there has been a change in the kind of comics that the French are reading. In recent years, characters with names like Takashi and Mamoru are becoming as familiar as the heroes of traditional French comics. This is due to the fact that 40 percent of the sales of comic books in France today are translations of Japanese *manga*. As an example of the growing C of these Japanese comics, this year's International Comics Festival in Angoulême will have a special showroom just for Japanese comic books, with debates and showings of Japanese *anime* films as well.

According to Nicolas Finet, the organizer of the Festival, *manga* have fundamentally changed the nature of the French comic market, and have put pressure on their European and U.S. rivals to respond to the challenge. With readers moving away from more traditional Franco-Belgian comics, some French-speaking authors are learning from their Japanese counterparts. In 2005, a number of French artists formed a new European *manga* group in Paris, called Eurasiam, and the first homegrown *manga* started to appear last year. Indeed, Vanyda, an artist from Belgium, won the U.S. magazine, *Publishers' Weekly's* best *manga* award for 2006.

So what is the appeal? Well, many *manga* make D use of real-life tempo. Visually they are very striking, and many have epic stories that unfold over several volumes. "Manga's just cooler" was the comment of one twenty-year-old student who was looking through the Japanese titles in a Paris bookstore. It also seems that *manga* cater for a wider range of people than traditional French comic

books: from businessmen and housewives, to grandparents and teenage girls, who are now the fastest growing section of the comic market in Europe.

(Adapted from an article in *The Japan Times*)

注 Asterix : アステリック (フランスで生まれたマンガ)

Tintin : タンタン (フランスで生まれたマンガ)

Franco-Belgian : フランス・ベルギーの

問1 〃線 (1) ~ (4) の意味に最も近いものを、それぞれの中から1つずつ選び、記号を書きなさい。

- |   |  |                                     |                                  |
|---|--|-------------------------------------|----------------------------------|
| (1) <input type="radio"/> bombing         | <input type="radio"/> generous         | <input type="radio"/> mythical      | <input type="radio"/> prospering |
| (2) <input type="radio"/> bears           | <input type="radio"/> causes           | <input type="radio"/> comes from    | <input type="radio"/> results in |
| (3) <input type="radio"/> been pressed by | <input type="radio"/> frustrated       |                                     |                                  |
| <input type="radio"/> influenced          | <input type="radio"/> taken power from |                                     |                                  |
| (4) <input type="radio"/> appearance      | <input type="radio"/> attraction       | <input type="radio"/> entertainment | <input type="radio"/> rescue     |

問2 空欄  ~  に入れるのに最も適当なものを、それぞれの中から1つずつ選び、記号を書きなさい。

- |                                    |                                  |                                    |                                  |
|------------------------------------|----------------------------------|------------------------------------|----------------------------------|
| A. <input type="radio"/> are       | <input type="radio"/> had been   | <input type="radio"/> have been    | <input type="radio"/> were       |
| B. <input type="radio"/> appearing | <input type="radio"/> buying     | <input type="radio"/> producing    | <input type="radio"/> selling    |
| C. <input type="radio"/> popular   | <input type="radio"/> popularity | <input type="radio"/> popularizing | <input type="radio"/> population |
| D. <input type="radio"/> basic     | <input type="radio"/> dangerous  | <input type="radio"/> simple       | <input type="radio"/> skillful   |

問3 次の文を読んで、本文の内容と合っているものには○、合っていないものには×の記号を書きなさい。

- (1) Asterix and Tintin were produced at people's homes in France.
- (2) Japanese comic books are so popular that they get a special exhibition at an international comics festival in France.
- (3) French comic producers think Japanese comics are not as interesting as their own.
- (4) Eurasiam is a group of Japanese comic writers living in Europe.
- (5) The readers of Japanese *manga* are more varied than those of traditional French comics.

Ⅲ 次の各文の ( ) の中に入れるのに最も適当なものを、それぞれの中から1つずつ選び、記号を書きなさい。

- (1) ( ) do you think about my new car?  
㉠ What                      ㉡ Where                      ㉢ Which                      ㉣ Who
- (2) The director is popular because she shows interest in all of her ( ) progress.  
㉠ workers'                      ㉡ worker's                      ㉢ workings'                      ㉣ works'
- (3) David has ( ) a lot of weight recently, so he is eating less.  
㉠ gone down                      ㉡ increased by                      ㉢ made up                      ㉣ put on
- (4) It was ( ) day on Saturday that we decided to have a barbecue party.  
㉠ so nice                      ㉡ so the nice                      ㉢ such a nice                      ㉣ such nice
- (5) I have to brush ( ) my Spanish before my company sends me to South America to work.  
㉠ down                      ㉡ of                      ㉢ on                      ㉣ up
- (6) For five years in a row the United Nations has chosen Canada as the best place in the world ( ).  
㉠ live                      ㉡ living                      ㉢ to be lived                      ㉣ to live
- (7) A secretary who wants a raise needs ( ) his or her skills.  
㉠ improvement                      ㉡ improving                      ㉢ to be improved                      ㉣ to improve
- (8) Moving to the United States from my native land forced me to ( ) some difficult adjustments.  
㉠ do                      ㉡ make                      ㉢ put                      ㉣ take
- (9) Three years ago, I ( ) an assignment by a British broadcasting company to work on a documentary film.  
㉠ gave                      ㉡ giving                      ㉢ was given                      ㉣ was to give
- (10) There is a quiet little park in the community ( ) my family and I live.  
㉠ what                      ㉡ when                      ㉢ where                      ㉣ which

IV 次の日本語と英文を対照させつつ、あとの問いに答えなさい。

日本語の起源が何であるのかについては、言語学者も今なおはっきりしてはいません。  
(a) 古代に中国語を知るまで日本語には書き言葉がありませんでした。日本より遙かに文化が進んでいた中国に学ぶため、古代の日本人は、中国の文字、漢字を取り入れたのです。漢字は、もとは象形文字から発達した表意文字で、例えば「川」という漢字は、3本の縦線で水の流れを表しています。漢字は5万以上も存在すると言われ、日本で一般に使われているのはおよそ3千字、義務教育期間に習う漢字は1945字です。また、日本語には2種類の表音文字があります。漢字のみに頼ることによって起こる不便さを改善するために、9世紀に漢字を簡略化して作られたものです。ひらがな、カタカナは46文字ずつあり、それぞれが1つの音を表しています。  
(b)

Linguists

(a) Japanese did not have a ( ) form of their language until they encountered Chinese in ancient times. In ( ) to learn from China, a culturally-advanced nation, ancient Japanese adopted Chinese characters. Kanji are ideograms which were originally derived from pictograms; for example, the kanji meaning "river" consists of three ( ) lines which look like streams of water. There are said to be more than 50,000 Chinese characters, 3,000 of which are commonly used, and 1,945 of them are taught during the period of ( ) education in Japan. And Japanese has two sets of phonetic characters, hiragana and katakana, which were created by simplifying kanji in the 9th century to lessen the inconvenience of using kanji alone. Both hiragana and katakana (A) (B) (C) (D), (E) (F) (G) (H).  
(b)

(松本美江『英語で紹介する日本と日本人』)

問1 ——— 線 (1) ~ (4) の英訳として、最も適当なものを、それぞれの中から1つずつ選び、記号を書きなさい。

- |                  |                 |              |              |
|------------------|-----------------|--------------|--------------|
| (1) ㉠ write      | ㉡ writer        | ㉢ writing    | ㉣ written    |
| (2) ㉠ exchange   | ㉡ order         | ㉢ purpose    | ㉣ way        |
| (3) ㉠ broken     | ㉡ horizontal    | ㉢ vertical   | ㉣ watery     |
| (4) ㉠ colloquial | ㉡ complementary | ㉢ compulsory | ㉣ consistent |

問2 〃 線 (a) を英訳しなさい。

問3 〃 線 (b) の英訳を完成させるために、空欄 (A) ~ (H) に当てはまるように、次の語を並べ替えなさい。ただし、解答は、空欄 (A) と (E) に入るものの記号だけを書きなさい。

- ㉞ characters      ㉟ each      ㊱ 46      ㊲ have      ㊳ represent  
㊴ single      ㊵ syllables      ㊶ which