

英 語

1 ～ 6 ページ

注 意

1. 試験開始の合図があるまで、この問題冊子を開いてはいけません。
2. 試験開始後、ただちにページ数を確認し、落丁や印刷の不鮮明なものなどがあれば申し出なさい。
3. 解答は、別に配られる解答用紙（1～2ページ）の所定の場所に記入しなさい。
4. 解答時間は75分間です。
5. 受験番号を、問題冊子と解答用紙の所定欄に記入しなさい。
6. 解答指示が「日本語」と「英語」の場合があるので間違えないように注意しなさい。
7. 試験終了後、解答用紙のみを提出しなさい。問題冊子は持ち帰りなさい。

受験番号	
------	--

1 Read the following essay, *Life and Work*, and answer the questions below in Japanese.

When people are young and busy earning their daily bread, there is no time to consider what life is all about. They will, however, have to think about it seriously when they retire and have no work to do for a living. Today, many retirees are wealthy and healthy. With much leisure time they soon begin to reflect on their past and understand in their own way what the goal of life should be.

Many of them complain that they have spent a third of their time doing what they were obliged to do for a living. Now that there is no work to do but plenty of spare time to kill, how to spend the rest of their life becomes a serious problem. They would like to keep themselves busy doing something which satisfies them. They may even be willing to do any kind of work by paying to do it. They now understand that life is a process of passing time, and that work is a useful means of killing time. How they have approached their work becomes important. They feel they should have done it with pleasure. This realization is accompanied by a need to consider personal happiness after retirement. It is often said life without happiness isn't worth living. They understand the goal of life is the pursuit of happiness. Work is a means of pursuing happiness in life and accordingly any occupation deserves respect since different people pursue happiness in different ways.

This has always been partly true, even among the ancient Greeks. Before an upper class developed, men had to work hard in order to live. When they had workers and slaves to do their daily work for them, they had plenty of leisure time to kill and then gained weight which had to be reduced. So physical exercises were needed. Then they started doing what they had once done but called it by a different name — something later called sports, as their upper-class life did not allow them to call it work.

The ancient Greeks gathered together to talk as a way of passing time for pleasure. What they discussed took the form of knowledge, which later became the study of philosophy. They studied it in order to defeat others in discussion. This was one of their ways of pursuing happiness. Today, people also study but young people study for their future jobs. Today's retirees, however, think they need to study because they want to make their lives happy. In order to lead a happy life, they think people should be free from fears caused by ignorance. For example, when someone is in an unfamiliar big city they can feel fearful. So they will study the city before going there. Ignorance can make one feel timid, narrow-minded, and intolerant of people who have different ideas or make mistakes.

Questions:

1. According to the author, what was the function of work before retirement for many retirees?
2. From the retiree's point of view, (a) what is life and (b) how should it be lived, now that they are still healthy and wealthy?
3. Why did the ancient Greeks (a) start sports, and (b) why did they call these activities "sports"?
4. For what reason (a) do young people study now, and (b) what might people be like if they don't study?

2 Try to read the following passage about Margaret Mead, and fill in the blanks with suitable words so that the passage will be complete. Write the letters corresponding to each correct answer on the answer sheet.

Margaret Mead was a famous American anthropologist whose work was to study people. She went to Samoa, an island in the South Seas, where she investigated the fashionable topic of adolescence (the period of growing up after childhood).

At the time, American psychologists and educators believed that adolescence was a period of unavoidable emotional tension, determined by biological (1), and therefore occurred all over the world. Mead, on the other hand, was convinced that the way people behave depends on the culture and environment in which they are reared. She became completely involved in the life of the Samoan women and children, learned their language, participated with women in their daily (2), and won their friendship and confidence. Through her (3), she found that in Samoa girls made the transition to (4) without apparent difficulties, and stormy (5) was unknown.

- | | | | | |
|----------------|---------------|-------------------|--------------|---------------|
| a. adolescence | b. adulthood | c. anthropology | d. childhood | e. conviction |
| f. factors | g. confidence | h. investigations | i. tasks | j. island |

3 Choose the most appropriate answers for the blanks in the following dialogues. Write the letters corresponding to each correct answer on the answer sheet.

1. (At home)

A: Can I possibly stay at Mary's house tonight?

B: (1)

2. (At a conference)

A: What's up? You're sweating and trembling.

B: I am a bit nervous. (2)

3. (At a supermarket)

A: Two bottles of mineral water. That's three dollars.

B: (3)

4. (In a dormitory)

A: Do you mind if I watch the football?

B: (4)

5. (At a ticket office)

A: Two tickets to Nagoya, please.

B: (5)

- a. No. Turn it on. It doesn't worry me.
- b. Maybe you should check with your father.
- c. Sorry, I only have a hundred-dollar note.
- d. Exciting. I like sweet things.
- e. Do you want one way or return?
- f. That was a terrible thing to do.
- g. I'm just going to make a speech.
- h. Let me see. I think I can come.
- i. Yes, please throw it outside.

4 Choose the most appropriate words to replace the underlined words in each of the following sentences. Write the letters corresponding to each correct answer on the answer sheet.

1. I'm going to take part in the discussion with you.
2. Kids need role models to look up to.
3. I can't catch on to what he's saying. Is he talking about a kind of religion?
4. We should stand up for what we believe in, no matter how other people criticize us.
5. I can't call to mind the exact day when we first met.

- | | | | | |
|-------------|-----------|---------------|---------|------------|
| a. continue | b. defend | c. gain | d. join | e. respect |
| f. remember | g. steal | h. understand | | |

5 Combine the two sentences into one and write them on the answer sheet. Be sure to use the parenthesized words.

(Ex.) He had a girl friend. He always went to school with her. (whom)

→ He had a girl friend, with whom he always went to school.

1. He was driving his car fast. I was surprised at the high speed. (how)
2. He was reading a story. His children surrounded him. (with)
3. This is the most interesting book. I have never read such a book. (ever)
4. Some people are very proud. They refuse charity. (so)
5. I had a thrilling life in Paris. I think I could write a story about it. (such)

6 Put the following Japanese sentences into English and write them on the answer sheet. Be sure to use the parenthesized words.

1. どちらの駅で降りるのですか。(at)
2. 誰が電話をしてこようとも、私は留守だと言ってくれ。(matter)
3. 今夜のパーティ、楽しみにしているよ。(looking)
4. その番組は見るほどのことはありますか。(worth)
5. 誰が当選すると思いますか。(election)

7 Read the following article “Albert Schweitzer” and answer the questions below in English.

Albert Schweitzer, a German theologian, musician, and philosopher, was born in 1875. He received the 1952 Nobel Peace Prize, for founding the Lambarene Hospital in Gabon, a nation of west central Africa.

Schweitzer’s philosophy was based on his idea of reverence for life which he believed to be his greatest single contribution to humankind. His view was that Western civilization was in decay because it was gradually abandoning its ethical foundations. It was his firm conviction that respect for life is the highest principle. Respect for life, resulting from contemplation on one’s own conscious will to live, leads individuals to live in the service of other people and of every living creature. He was much respected for putting his theory into practice in his own life.

Schweitzer considered his work as a medical missionary in Africa to be his response to Jesus’ call to become “fishers of men” but also to make up for the historic guilt of European colonizers. But he was sometimes accused of being colonialist in his attitude towards Africans. For instance, he thought Gabonese independence came too early, without adequate education. He said that no society could go directly from a primitive state to an industrial state without establishing education systems and institutions. Chinua Achebe has criticized Schweitzer for saying, “The African is indeed my brother but my junior brother.”

Schweitzer spent most of his life in Lambarene in what is now Gabon, in Africa. After his medical studies in 1913, he went there with his wife to establish a hospital near an already existing mission post. He treated and operated on literally thousands of people. He took care of hundreds of patients with leprosy and treated many victims of the African sleeping sickness.

In 1914, World War I began and since Schweitzer was a German on French territory, he and his wife were taken captive and temporarily confined to their house. In 1917, they were interned in France. After the war, he lectured about his philosophy on culture and ethics and became widely known. This also served as a means to raise money for the hospital in Lambarene, for which he had already emptied his own pockets.

Questions:

1. According to Albert Schweitzer’s theory, what did he think people should believe in?
2. Why were Albert Schweitzer’s activities restricted during World War I?
3. Why did Albert Schweitzer think that Gabonese independence came too early?
4. How did Albert Schweitzer raise money for his hospital?