

入学試験問題



総合科目 I

(配点 100 点)

平成 24 年 3 月 13 日 16 時 00 分—18 時 00 分

注意事項

- 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 この問題冊子は全部で 15 ページあります。
落丁、乱丁または印刷不鮮明の箇所があったら、手をあげて監督者に知らせなさい。
- 3 解答には、必ず黒色鉛筆(または黒色シャープペンシル)を使用しなさい。
- 4 2 枚の解答用紙が渡されるが、解答は、問題ごとにそれぞれ所定の解答用紙に記入しなさい。青色刷りの解答用紙が第 1 問用、茶色刷りの解答用紙が第 2 問用である。所定の解答用紙に記入されていない解答は無効となる。
- 5 各解答用紙の指定欄に、それぞれ受験番号(表面 2 箇所、裏面 1 箇所)、氏名を記入しなさい。指定欄以外にこれらを記入してはいけません。
- 6 解答は、必ず解答用紙の指定された箇所に記入しなさい。
- 7 解答用紙の解答欄に、関係のない文字、記号、符号などを記入してはいけません。また、解答用紙の欄外の余白には、何も書いてはいけません。
- 8 この問題冊子の余白は、草稿用に使用してもよいが、どのページも切り離してはいけません。
- 9 解答用紙は、持ち帰ってはいけません。
- 10 試験終了後、問題冊子は持ち帰りなさい。

第1問 次の文章を読み、後の設問に答えなさい。

My wife Jai was already in the hall — an unexpected full house of 400 — and as I hopped on stage to check out the podium and get organized, she could see how nervous I was. While I busied myself arranging my props, Jai noticed that I was making eye contact with almost no one. She thought that I couldn't bring myself to look into the crowd, knowing I might see a friend or former student, and I'd be too overwhelmed by the emotion of that eye contact.

There was a rustling in the audience as I got myself ready. For those who came to see just what a man dying of pancreatic cancer*¹ looked like, surely there were questions: Was that my real hair? (Yes, I kept all my hair through chemotherapy*².) Would they be able to sense how close to death I was as I spoke? (My answer: "Just watch!")

Even with the talk only minutes away, I continued puttering at the podium, deleting some slides, rearranging others. I was still working at it when I was given the signal. "We're ready to go," someone told me. I wasn't in a suit. I wore no tie. I wasn't going to get up there in some professorial tweed jacket with leather elbow patches. Instead, I had chosen to give my lecture wearing the most appropriate childhood-dream garb I could find in my closet.

Granted, at first glance I looked like the guy who'd take your order at a fast-food drive-through. But actually, the logo on my short-sleeved polo shirt was an emblem of honor because it's the one worn by Walt Disney Imagineers — the artists, writers, and engineers who create theme-park fantasies. In 1995, I spent six months as an Imagineer. It was a highlight of my life, the fulfillment of a childhood dream. That's why I was also wearing the oval "Randy" name badge given to me when I worked at Disney. I was paying tribute to that life experience, and to Walt Disney himself, who famously had said, "If you can dream it, you can do it."

I thanked the audience for coming, cracked a few jokes, and then I said, "In

case there's anybody who wandered in and doesn't know the back-story, my dad always taught me that when there's an elephant in the room, introduce it. If you look at my CT scans, there are approximately ten tumors*³ in my liver, and the doctors told me I have three to six months of good health left. That was a month ago, so you can do the math."

I flashed a giant image of the CT scans of my liver onto the screen. The slide was headlined "The Elephant in the Room," and I had helpfully inserted red arrows pointing to each of the individual tumors.

I let the slide linger, so the audience could follow the arrows and count my tumors. "All right," I said. "That is what it is. We can't change it. We just have to decide how we'll respond. We cannot change the cards we are dealt, just how we play the hand."

In that moment, I was definitely feeling healthy and whole, the Randy of old, powered no doubt by adrenaline and the thrill of a full house. I knew I looked pretty healthy, too, and that some people might have trouble reconciling that with the fact that I was near death. So I addressed it. "If I don't seem as depressed or morose as I should be, sorry to disappoint you," I said, and after people laughed, I added, "I assure you I am not in denial. It's not like I'm not aware of what's going on."

I continued, "My family — my three kids, my wife — we just moved. We bought a lovely house in Virginia, and we're doing that because that's a better place for the family to be down the road." I showed a slide of the new suburban home we'd just purchased. Above the photo of the house was the heading: "I am not in denial."

My point: Jai and I had decided to uproot our family, and I had asked her to leave a home she loved and friends who cared about her. We had taken the kids away from their Pittsburgh playmates. We had packed up our lives, throwing ourselves into a tornado of our own making, when we could have just cocooned in Pittsburgh, waiting for me to die. And we had made this move because we knew

that once I was gone, Jai and the kids would need to live in a place where her extended family could help them and love them.

I also wanted the audience to know that I looked good, and felt OK, in part because my body had started to recover from the energy-draining chemotherapy and radiation my doctors had been giving me. I was now on the easier-to-endure palliative chemotherapy*4. “I am in phenomenally good health right now,” I said. “I mean, the greatest contradiction you will ever see is that I am in really good shape. In fact, I am in better shape than most of you.”

注：

*1 pancreatic cancer：すい臓癌

*2 chemotherapy：化学療法

*3 tumor：腫瘍

*4 palliative chemotherapy：緩和的化学療法

[設問]

- (1) 下線部分を和訳しなさい。
- (2) (a) Explain the phrase “the elephant in the room” as used in the above passage, and (b) give an example unrelated to this text in which the use of this phrase would be appropriate. Write a total of 100 to 150 words in English. As much as you can, avoid copying from the given text.
- (3) If you had been in the audience for the beginning of Randy’s speech as described in the above passage, how would you have reacted, and why? Answer in English in 100 to 150 words. As much as you can, avoid copying from the given text.

第2問 次の文章を読み、後の設問に答えなさい。

Why a language becomes a global language has little to do with the number of people who speak it. It has much more to do with who those speakers are. Latin became an international language throughout the Roman Empire, but this was not because the Romans were more numerous than the peoples they conquered. They were simply more powerful. And later, when Roman military power declined, Latin remained for a millennium as the international language of education, thanks to a different sort of power — the religious power of Roman Catholicism.

There is the closest of links between language dominance and cultural power. Without a strong power-base, whether political, military, or economic, no language can make progress as an international medium of communication. Language has no independent existence, living in some sort of mystical space apart from the people who speak it. Language exists only in the brains and mouths and ears and hands and eyes of its users. When they succeed on the international stage, their language succeeds. When they fail, their language fails.

This point may seem obvious, but it needs to be made at the outset, because over the years many popular and misleading beliefs have grown up about why a language should become internationally successful. It is quite common to hear people claim that a language is ideal, on account of its perceived aesthetic qualities, clarity of expression, literary power, or religious standing. Hebrew, Greek, Latin, Arabic, and French are among those which at various times have been praised in such terms, and English is no exception. It is often suggested, for example, that there must be something inherently beautiful or logical about the structure of English, in order to explain why it is now so widely used. “It has less grammar than other languages,” some have suggested. “English doesn’t have a lot of endings on its words, nor do we have to remember the difference

between masculine, feminine, and neuter gender*¹, so it must be easier to learn.”

Such arguments are misconceived. Latin was once a major international language, despite its many inflectional endings*² and gender differences. French, too, has been such a language, despite its nouns being masculine or feminine; and so — at different times and places — have the heavily inflected Greek, Arabic, Spanish, and Russian. Ease of learning has nothing to do with it. Children of all cultures learn to talk over more or less the same period of time, regardless of the differences in the grammar of their languages.

A language does not become a global language because of its intrinsic structural properties, or because of the size of its vocabulary, or because it has been a vehicle of a great literature in the past, or because it was once associated with a great culture or religion. These are all factors which can motivate someone to learn a language, of course, but none of them alone, or in combination, can ensure a language’s world spread. Indeed, such factors cannot even guarantee survival as a living language — as is clear from the case of Latin, learned today as a classical language by only a scholarly and religious few. Correspondingly, inconvenient structural properties (such as awkward spelling) do not stop a language achieving international status either.

A language becomes an international language for one chief reason: the political power of its people — especially their military power. The explanation is the same throughout history. Why did Greek become a language of international communication in the Middle East over 2,000 years ago? Not because of the intellects of Plato and Aristotle. The answer lies in the swords and spears wielded by the armies of Alexander the Great. Why did Latin become known throughout Europe? Ask the armies of the Roman Empire. Why did Arabic come to be spoken so widely across northern Africa and the Middle East? Follow the spread of Islam, carried along by the force of the Moorish armies from the eighth century. Why did Spanish, Portuguese, and French find their way into the Americas, Africa, and the Far East? Study the colonial policies of the

Renaissance kings and queens, and the way these policies were implemented without mercy by armies and navies all over the known world. The history of a global language can be traced through the successful expeditions of its soldier/sailor speakers. And English has been no exception.

But international language dominance is not solely the result of military might. It may take a militarily powerful nation to establish a language, but it takes an economically powerful one to maintain and expand it. This has always been the case, but it became a particularly critical factor early in the twentieth century, with economic developments beginning to operate on a global scale, supported by the new communication technologies — telegraph, telephone, radio — and fostering the emergence of massive multinational organizations. The growth of competitive industry and business brought an explosion of international marketing and advertising. The power of the press reached unprecedented levels, soon to be surpassed by the broadcasting media, with their ability to cross national boundaries with electromagnetic ease. Technology, in the form of movies and records, fueled new mass entertainment industries which had a worldwide impact. The drive to make progress in science and technology fostered an international intellectual and research environment which gave scholarship and further education a high profile.

Any language at the center of such an explosion of international activity would suddenly have found itself with a global status. And English was in the right place at the right time. By the beginning of the nineteenth century, Britain had become the world's leading industrial and trading country. By the end of the century, the population of the USA (then approaching 100 million) was larger than that of any of the countries of western Europe, and its economy was the most productive and the fastest growing in the world. British political imperialism had sent English around the globe during the nineteenth century, so that it was a language "on which the sun never sets." During the twentieth century this world presence was maintained and promoted, almost single-

handedly, through the economic supremacy of the new American superpower.
And the language behind the US dollar was English.

注：

*¹ neuter gender : (文法用語で)中性

*² inflectional endings : 語尾変化

[設 問]

- (1) 全体の議論を 200~250 字の日本語で要約しなさい。句読点も 1 字に数える。
- (2) Explain in 100 to 150 words in English what the author means by the underlined statement that “English was in the right place at the right time.” As much as you can, avoid copying from the given text.
- (3) Suppose that your task is to determine whether the globalization of a language, as explained in the above passage, is similar to the globalization of (i) a particular team sport, or (ii) a particular genre of music, or (iii) a particular style of cooking. Choose an example from one of these three categories. What would you do to accomplish your task? Answer as specifically as possible in 100 to 150 English words. As much as you can, avoid copying from the given text.