

人間社会学部

試験問題冊子

(A日程 1月28日)

英 語

注 意

- ① 試験監督者の指示があるまで、問題冊子を開かないこと。
- ② 問題冊子に落丁、乱丁があった場合は、試験監督者に申し出ること。
- ③ 試験監督者が試験開始の指示をしたら、ただちに解答用紙の所定欄に受験番号を記入し、マークすること。
- ④ 解答は全て解答用紙に記入すること。
- ⑤ マーク式解答欄および裏面の記述式解答欄の指定された箇所以外は使用しないこと。
- ⑥ 試験終了後、問題冊子は持ち帰ること。

英 語

注意 この試験には、問題がⅠ～Ⅶまでの全44問ある。解答はすべて、各問の□内に示された番号または記号に応じて、解答欄の該当箇所に正解を記入せよ。尚、解答欄とは、この試験で使用するマーク式解答欄 1 ～ 40、および記述式解答欄 A ～ D のことである。

Ⅰ

A 次の問1～3に示された下線部(1)～(4)について、発音が同じものの組み合わせを①～④の内から1つずつ選べ。

問1 1

He's now dealing with the problem I've dealt with before. He'll come up with some effective countermeasures to break through it.

- ① (2)―(3) ② (1)―(4) ③ (2)―(4) ④ (1)―(3)

問2 2

The ancient statue in the city was carved out of precious stone.

- ① (2)―(3) ② (2)―(4) ③ (1)―(3) ④ (1)―(4)

問3 3

The knowledge allowed us to grow the plant in such a crowded area.

- ① (1)―(4) ② (2)―(4) ③ (1)―(3) ④ (2)―(3)

B 次の問1～2の対話文に示された①～④の部分の内、問1では他の3つと比べて最も強調して発音されるものを、問2では、他の3つと比べて最も弱く発音されるものを1つずつ選べ。

問1 4

A: That department must have been pretty hard to enter.

B: Not really. You can get in with average grades.

問2 5

A: Do you have anything to declare, sir?

B: Nothing, sir.

A: Are you here on business?

C 次の問1～3に示された単語①～④の内、第1アクセント（最も強く発音される部分）の位置が、他の3つの場合と異なるものを1つずつ選べ。

問1

- ① ex-pla-na-tion ② ex-pe-ri-ence ③ ma-te-ri-al ④ va-ri-e-ty

問2

- ① com-pli-cate ② con-cen-trate ③ con-trib-ute ④ es-ti-mate

問3

- ① of-fi-cer ② sem-i-nar ③ vil-lag-er ④ an-nounc-er

II

A 次の問1～3の会話文は、連続した対話となっている。空欄に入れるべき最も適切な英文を、下の①～④の内から1つずつ選べ。

問1

A:

B: Yes. We study English for ten years or so. Normally, we start studying it when we enter a junior high school and continue it until graduation from university.

- ① Is English a selective subject in Japan?
② Is English regarded as a good subject in Japan?
③ Is English ready for education in Japan?
④ Is English a compulsory subject in Japan?

問2

A: Wow, it's a huge amount of time. But, to tell you the truth, the speaking ability of most of the Japanese people is poor.

B: That's because the emphasis in English learning at school is on grammar and reading.

- ① I wonder why...
② It's no wonder why...
③ Why not?
④ How soon?

問3

A: Are you against the present system?

B: I'm not sure, but

- ① there may be some room for improvement.
- ② there cannot be any space for education.
- ③ there will be good chance for education.
- ④ there isn't any time for class.

B 次の問1～4では、a. b. 2文の空欄に共通の1語が入る。空欄に入れるべき適切な語を、下の①～④の内から1つずつ選べ。

問1

a. You need to () for a nurse.
(看護師を呼ぶには、ベルを鳴らしてください)

b. I'll give you a () tonight.
(今夜、電話するから)

- ① phone ② call ③ ring ④ bell

問2

a. This problem () a lot to me.
(この問題は私にとって非常に重要だ)

b. They don't have any () of transportation.
(彼らには交通手段がまったくない)

- ① meant ② means ③ meaning ④ mean

問3

a. She couldn't () her son's innocence.
(彼女は息子の潔白を証明できなかった)

b. The rumor about her will () to be true.
(彼女に関する噂は真実だと判明するだろう)

- ① demonstrate ② turn ③ prove ④ evidence

問4

a. Is that land still ()?
(その土地はまだ僕のものか?)

b. They are now developing a new ().
(彼らは新しい鉱山を開発中だ)

- ① belonging ② mine ③ owner ④ own

Ⅲ

A 次の問1～10の空欄に入れるべき適切なものを、下の①～④の内から1つずつ選べ。

問1 I never thought that she for us.

- ① will sing ② has sung ③ may sing ④ would sing

問2 Things by the time you come back to Japan.

- ① would change ② had changed ③ cannot have changed ④ will have changed

問3 She is not the trustworthy woman she be.

- ① used to ② was used to ③ had to ④ had better

問4 , but I can't. I'm sorry.

- ① I wish I can ② I wish I will ③ I wish I could ④ I wished I would

問5 He has no friend here.

- ① talking with ② having talked with ③ to talk with ④ in talking with

問6 It's arguing about it with me, for I won't change my mind.

- ① no use ② no time ③ any reason ④ some reason

問7 This textbook is like the one two years ago.

- ① used ② having used ③ to use ④ using

問8 I how to operate the device.

- ① managed learning ② managed to learn ③ succeeded to learn ④ succeeded learning

問9 The poverty that boy to crime.

- ① caused ② drove ③ made ④ left

問10 She was a girl jewel-like eyes and beautiful hair.

- ① with ② in ③ at ④ on

B 次の問1～5において、日本文の意味に合うように、下の①～⑤の語句を並べ換えて空所を補い、文を完成させよ。但し、解答は3番目に入るものの番号のみをマークせよ。尚、文頭に置かれる語もすべて小文字で記してある。

問1 どんなに暑くても、課長はネクタイを締めている。

Our manager wears a tie, 26 .

- ① be ② hot ③ may ④ however ⑤ it

問2 彼女の好きにさせようじゃないか。

Why don't we 27 ?

- ① she wants ② her ③ as ④ let ⑤ do

問3 彼の年齢を考えると、いわゆる『スーパーマン』だ。

Considering his age, 28 "a superman".

- ① what ② is ③ call ④ he ⑤ you

問4 こんな寒い日には、温かいスープが一番だ。

29 on such a cold day.

- ① hot soup ② is ③ nothing ④ like ⑤ there

問5 その事件について君が知っていることを教えてくれ。

Tell me 30 .

- ① about ② you ③ the incident ④ know ⑤ what

IV 次の英文A, Bを読み、下の問1～5に答えよ。問1～3はAに、問4～5はBに関する設問である。尚、解答は各問に記されている①～④の内から1つずつ選べ。

A. Thoughts and Feelings

Psychology is a very important subject which we can study at university. Our everyday knowledge of psychology is what we know and experience about ourselves. This is what we are going to think about now. The ancient Greeks were very much interested in what we were thinking. Why do we think the way we do? The most famous Greek teacher, Socrates believed that the answer could be found by asking a series of questions. He was only partly right.

I have a problem and I cannot find the answer. I feel worried, I feel sad, and I have very little control over my emotions. Will thinking help me? Yes. But if you keep on thinking too much, the problem can get worse and you may become confused. The alternative may be to do nothing, and simply let the mind and the emotions find the answer. Usually, the emotions will slow down, giving more space for other ideas to show themselves. We do not have to think too hard. We wait until we understand the problem.

(Various Sources)

B. Grammar and Communication

Many years ago, a student in junior high school would learn the sounds of English. Then she would begin to learn how to construct the sentence, and learn such things as SVO (Subject, Verb, and Object). The basic English sentence begins with the subject followed by a verb. Often with an object after the verb such as “I like bananas.” When the student had understood the basic pattern, she could then learn more complicated patterns like “I am going into town to buy some bananas.” The idea of learning by the grammar method is that the student goes step by step.

In modern language education, much greater attention is now paid to communication. A student has to learn how to communicate, by asking questions like “Please could you tell me where...?” The student learns how to communicate in English with people who don’t speak her language. She learns how to speak an everyday English. Grammar, of course, still has to be learned. It is the basis of any language, and English is no different.

問 1 What do most of us understand about psychology? 31

- ① What we learn about ourselves as human beings
- ② What we learn from observing the animals living around us
- ③ What we have learned from the ancient Greeks
- ④ What we have learned only in books

問 2 Was Socrates right about asking questions to help us understand ourselves? 32

- ① Yes, absolutely correct.
- ② Yes, but not completely.
- ③ No, completely incorrect.
- ④ No, never wrong.

問 3 What should we do if we have a problem? 33

- ① Act immediately and do something.
- ② Start thinking and don’t stop.
- ③ Take a rest from thinking.
- ④ Make yourself feel sad.

問 4 Would the English teacher today use the same grammar method as before? 34

- ① The teacher would use exactly the same method.
- ② The teacher would use English communication only.
- ③ The teacher would still teach grammar, but in a different way.
- ④ The teacher would make grammar practice more difficult.

問 5 What do you think is the result of a more communicative way of teaching English? 35

- ① Students are able to speak English with greater difficulty.
- ② Students are able to speak English with more confidence.
- ③ Students always speak English with no sense of grammar.
- ④ Students will need to speak English without having to think.

V 次の英文を読み、下の問1～5に答えよ。尚、解答は各問に記されている①～④の内から1つずつ選べ。

Photographing Animals

A recent magazine article shows black-and-white photos taken by a professional photographer from Finland, northern Europe. This photographer specializes in taking photographs of animals — any kind of animal but not human beings. He travels around the world with his camera, taking pictures of every kind of creature, not lions or tigers or crocodiles, but the kind of animal you and I can see in our backyard.

The animal photographer is very low-profile. He doesn't want to be famous or recognized. He even insists that his now famous photographs should be kept at a modest price. But for a famous photographer, his pictures are not very expensive. They start at around 600 US dollars (about 60,000 Japanese yen), not an expensive price for his photographs of animals which have become well-known for their technical quality and their sharpness of image. But more than just their quality of technique, his pictures of animals are especially joyful and even humorous. Of course, no animal wants to be joyful or funny. Animals just behave in their own way.

One photograph of a frog shows this Finnish photographer's great talent for making an image out of ordinary animal behavior. The frog swims alone in a pond. The frog's eyes are just above the surface of the water. The eyes of this swimming frog look straight ahead. You know when you look at the picture that if you were a fly on the water, he would eat you. The frog is funny to humans, but dangerous to any other small living creature that comes close to him. So the cute green frog is shown as he really is.

Another picture shown is of four dogs in the winter snow. In the background, there are farm buildings. Two dogs watch quietly as one dog stands on top of a big Russian snowmobile. He is the top dog, he is the boss. The fourth dog walks away, perhaps he wants to get away from the dominant dog. Everything about this picture tells us so much about this society of dogs.

The photographs uncover the secret life of animals that we humans usually don't see. They suggest how little we, as human beings, know about the secret lives of the small and medium-sized animals we always thought we knew — but we don't know at all.

(The Economist)

問1 What do you think is the best description of what this photographer does?

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- ① He takes photographs of animals in unusual places.
- ② He takes secret photographs of animals in zoos.
- ③ He takes photographs of animals as they really are.
- ④ He takes unusual photographs of animals on farms.

問2 Which of the four statements below would be true about the photographer?

37

- ① He is ambitious and wants to be very successful.
- ② He is not interested in money or being a famous photographer.
- ③ He lives his life without earning any money at all.
- ④ He is an unusual photographer who avoids contact.

問3 His photographs of animals can be described as...? 38

- ① frightening
- ② terrible
- ③ hidden
- ④ realistic

問4 What does his photograph of the frog seem to tell you? 39

- ① It seems to tell us that hat this frog is just what we see in animation films.
- ② It seems to tell us that this frog is very different from any other kind of frog.
- ③ It seems to tell us that this frog is seen smiling for the camera in the pond.
- ④ It seems to tell us that this frog is shown just as it is, swimming in the pond.

問5 Which dog is the top dog in the picture? 40

- ① The one who is walking away from the others
- ② The one who is in an elevated position
- ③ The one who decides to stay with his friend
- ④ The one who is not there in the picture

Ⅵ 次の問1・2の英文を和訳せよ。

問1 A

The company has recently succeeded in developing two kinds of recognition devices: one for the home and the other for medicine.

ヒント： develop 開発する
recognition devices 認識装置
medicine 医学

問2 B

It is pointed out that only a tiny fraction of our brain is used. The other parts go to waste.

ヒント： tiny fraction ごく一部
waste 無駄

Ⅶ 次の問1・2の日本語を英訳せよ。

問1

あれこれと空想することは、脳を活性化するのに役立つ。

ヒント： (あれこれと) 空想する daydream
Aが～するのに役立つ help A (to) V～
～を活性化させる activate～

問2

誰かを一生愛することは、誰かを一生憎むことと同じぐらい難しい。

ヒント： 誰かを一生愛する love someone forever
同じぐらい～ as～as
～を憎む hate～