

# 久留米大学 一般

平成 25 年 度

## 英 語

時間 90 分


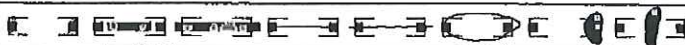
問 題 : 6 ページ

解答用紙(記述用) : 1 枚

- 注 意
1. この中には上記の物が入っている。試験開始後確認すること。
  2. 解答は記述用の解答用紙とマークシート(別途配布)に記入のこと。
  3. マークシート記入に当っては下記の **解答記入上の注意** をよく読むこと。
  4. 解答用紙(記述用 1 枚とマークシート 1 枚)のみ回収する。

### 解答記入上の注意

- (1) 問いの文中に「マークせよ」とある場合は、解答用紙(マークシート)の所定箇所にマークすること。
- (2) (1)以外の場合は、解答用紙(記述用)の所定箇所に記入すること。
- (3) マークは HB 黒鉛筆でていねいにすること。HB 黒鉛筆以外は使用しないこと。

良い例	
悪い例	

- (4) マークを訂正する場合は、消しゴムで完全に消し、消しくずを残さないこと。
- (5) マークシートを汚したり、折り曲げたりしないこと。万一汚したり、折り曲げたりしたときは監督者に申し出ること。

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英 語 (全6の1)

1 次の英文を読んで、下記の問いに答えよ。

Like gambling, drugs, and alcohol, video and computer games can be habit forming. Playing them constantly can cause a variety of behavioral problems. These include loss of personal control, social withdrawal, dishonesty (lying to family and friends), and the inability to ( a ) fantasy from reality. Addicted gamers can even resort to criminal activity to support their addiction. There's also the problem of aggression: some studies contend that playing violent video games is directly linked to violent behavior in the real world.

But there's another side to the story, too. Games have great potential as learning and healing tools. For instance, First Things First, an experimental curriculum being tried out in several schools in the United States, presents high school math as a series of levels that encourage students to master basic concepts, as they would in a game, before advancing to the next level. The program has been highly successful: participating students have scored impressive ( b ) in statewide tests, with some improving as much as 40%. And in the field of mental health, game playing (using puzzle-solving games in particular) is effective in decreasing the symptoms of Post Traumatic Stress Disorder (PTSD). Patients experience fewer flashbacks and nightmares and feel far less anxiety overall.

A recent article in *The New York Times* asks if games might not have other important functions as well. Is there some way the skills, determination, optimism, and confidence games develop can be used to make us better people and solve real-world problems? Games are designed to produce instantaneous feedback and continual ( c ). Though players may fail over and over, they remain motivated to keep going. Effort is rewarded, not just success. Short-term goals lead to long-term achievement. To make work, school, and other social institutions as ( d ) as games, the *Times* suggests, we need to emulate these basic gaming assets: "One of the most profound transformations we can learn from games is how to turn the sense that someone has 'failed' into the sense that he or she 'hasn't succeeded yet.'"

It seems that when used effectively games can instill a sense of productivity and purpose in our lives. Games can work to build a strong social fabric and create a ( e ) of meaning in society, making each member feel like part of a much bigger picture.

英 語 (全6の2)

1 本文の空所( a )~( e )に入れるのに最も適切な語を、下記の(1)~(4)からそれぞれ1つずつ選び、その番号をマークせよ。

- |                    |                 |                 |                   |
|--------------------|-----------------|-----------------|-------------------|
| (a) (1) extinguish | (2) diminish    | (3) distinguish | (4) establish     |
| (b) (1) increments | (2) increases   | (3) intervals   | (4) interjections |
| (c) (1) judgment   | (2) development | (3) rejection   | (4) encouragement |
| (d) (1) elective   | (2) deductive   | (3) attractive  | (4) proactive     |
| (e) (1) score      | (2) sense       | (3) scent       | (4) scene         |

2 本文の内容と最もよく適合するものを下記の(a)~(h)から4つ選び、その記号をマークせよ。

- (a) There are no negative consequences from enjoying computer games for extended periods of time.
- (b) Computer games are now being implemented as instructional tools in schools.
- (c) The field of mental health is reserved for advanced-level computer competitions.
- (d) Our ability to function effectively in society may be enhanced through playing games.
- (e) Video games can bring people together and give us a feeling of belonging in society.
- (f) Modern problems are exclusively the result of watching too much electronic media.
- (g) Games emulate real life by demonstrating that one can never receive instantaneous feedback.
- (h) Research has indicated a relationship between video games and players' motivation levels.

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英 語 (全6の3)

- 2 次の英文が完成した文章になるように、その文意に沿って、(1)～(3)の(a)から(g)をそれぞれ並べ替えよ。そして、1番目、3番目、6番目にくるものを1つずつ選び、その記号をマークせよ。

Paradoxes of consequences have long fascinated students of human behavior. What (1) (a) may have (b) we do (c) we intend (d) as human actors (e) outcomes (f) from those (g) quite distinct). The maxim, "private vices, public benefits," one way of expressing this phenomenon, became the mainstay of classical economics. The pursuit of naked self-interest, in the context of a competitive market, supposedly serves the ends of the community as a whole.

In recent years, theories of paradoxical consequences have been strongly influenced by game theory, which indeed is (2) (a) its name (b) while (c) away many (d) often true to (e) in providing puzzles (f) enough to (g) intriguing) an hour. Consider a situation in which individual participants, each making rational decisions in respect of their interests, (3) (a) actually run (b) produce (c) counter (d) consequences (e) which (f) those interests (g) to).

英 語 (全6の4)

3 次の文章の下線部(A)の和訳と下線部(B)の英訳を解答欄に記入せよ。

There is no great harm in the air of patronage with which our times, in their self-satisfied enlightenment, address the great who were of old; but we do use droll adjectives! If these great ancients show the simplicity of perfect art, we call them *naïve*, particularly when their irony eludes us; <sup>(A)</sup> if they tickle our fancy, they are *quaint*; if we find them altogether satisfactory, both in form and substance, we adorn them with the epithet *modern*, which we somehow think is a superlative of eminence. *Naïve, quaint, modern*, — a singular vocabulary! Add *convincing*, and the critic has done his best, or his worst.

<sup>(B)</sup> それというも、素朴なのはわれわれのほうだからである。風変わりであることと技巧的であることは、両立しえないものである。 And as for modernity, what we mistake for that, is the everlasting truth, the enduring quality that consists in conformity to changeless human nature. "The ancients," said a wise man, "never understood that they were ancients."

英 語 (全6の5)

4 次の英文(1)～(5)の空欄(ア)～(オ)に入れるのに最も適切な語を、下記の(a)～(d)の中からそれぞれ1つ選び、その記号をマークせよ。

- (1) It is said that approximately 60% of Americans have private (ア) insurance.  
 (a) health (b) healthful (c) healthy (d) healthily
- (2) Some "catch & (イ)" anglers use barbless hooks because they are easier to remove from the fish.  
 (a) carry (b) release (c) snatch (d) take
- (3) In the final play-off, our team came from (ウ) to capture the championship.  
 (a) behind (b) back (c) against (d) contrary
- (4) TV companies are fighting hard to win the competition for (エ) ratings.  
 (a) audition (b) auditor (c) audit (d) audience
- (5) The problem of (オ) care for their grandfather weighed heavily on the family.  
 (a) nursling (b) nursing (c) nursery (d) nurse

5 次の英文(1)～(5)の下線部1～4の中で、英語の表現として最も不適切なものをそれぞれ1つ選び、その番号をマークせよ。

- (1) Fermat wrote that his proof of this assertion<sub>1</sub> was "marvelous" but that he did not have enough space<sub>3</sub> in the book margin to be written it.<sub>4</sub>
- (2) In the 19<sup>th</sup> century, scientists realized that the fossilizing bones found throughout the world<sub>3</sub> were the ancient relics of extinct animals.<sub>4</sub>
- (3) While the discoveries of nanoscientists offer great potential,<sub>1</sub> care should also be taken to ensure<sub>3</sub> that they do not cause great harm<sub>4</sub> as well.
- (4) This pacemaker-accumulator model is resembling an hourglass, in which grains of sand fall from the upper chamber<sub>3</sub> and accumulate in the lower one.<sub>4</sub>
- (5) In no meantime,<sub>1</sub> the human race's need for a non-polluting energy<sub>3</sub> supply has grown only<sub>4</sub> stronger.

英 語 (全6の6)

6 次の(1)~(10)の下線部に補充するのに最も適切なものを、それぞれ下記の(a)~(d)の中から1つずつ選び、その記号をマークせよ。

- (1) Thanks to the crash barrier in the middle of the motorway, cars are \_\_\_\_\_ from hitting those on the other side in the event of an accident.  
 (a) distracted (b) protracted (c) directed (d) prevented
- (2) It doesn't matter what position you hold in society; everyone is \_\_\_\_\_ to the same laws.  
 (a) object (b) subject (c) controlled (d) restricted
- (3) As I was a stranger in that country, I was not \_\_\_\_\_ with some of their customs and didn't understand why people were laughing at me.  
 (a) addicted (b) attracted (c) acquainted (d) acquired
- (4) You can have that car in any color you want. In fact, you have a \_\_\_\_\_ of 24 different ones.  
 (a) choice (b) choosing (c) number (d) shade
- (5) The theater was \_\_\_\_\_ to display in the entrance some of the excellent newspaper reviews the play had received.  
 (a) deluded (b) developed (c) demanded (d) delighted
- (6) At long last the storm is starting to look like it's going to \_\_\_\_\_.  
 (a) let in (b) let down (c) let up (d) let go
- (7) That's better! I've got a clearer \_\_\_\_\_.  
 (a) sighting now (b) view now (c) vision now (d) scene now.
- (8) He's one of those people who can't bear being seen to be wrong for fear of \_\_\_\_\_.  
 (a) improving looks (b) changing appearance (c) losing face (d) seeking revenge
- (9) There are a lot of people standing in the car park and they're \_\_\_\_\_.  
 (a) sailing their ships about (b) waving their arms about  
 (c) turning their cars about (d) moving their spaces about
- (10) Sorry, I don't mean to be rude, but I'm \_\_\_\_\_.  
 (a) looking to recreate (b) hoping to ruminate (c) trying to concentrate (d) thinking to cogitate

7 次のA~Eのそれぞれ4つの単語の中から、下線部の発音が他のものと異なるものをそれぞれ1つ選び、その番号をマークせよ。

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|---------------------------|-----------------------|--------------------------------|----------------------|
| A. 1. bew <u>ild</u> er   | 2. f <u>in</u> ite    | 3. sub <u>l</u> ime            | 4. conc <u>i</u> se  |
| B. 1. ex <u>a</u> sperate | 2. er <u>a</u> dicate | 3. <u>a</u> ffluent            | 4. st <u>a</u> le    |
| C. 1. ob <u>str</u> uct   | 2. succ <u>u</u> mb   | 3. pr <u>u</u> dent            | 4. vul <u>g</u> ar   |
| D. 1. p <u>o</u> tent     | 2. gr <u>o</u> ss     | 3. chr <u>o</u> nic <u>l</u> e | 4. und <u>e</u> rgo  |
| E. 1. dis <u>cr</u> edit  | 2. the <u>s</u> is    | 3. <u>e</u> xile               | 4. met <u>a</u> phor |