

# 平成 20 年度入学試験問題

## 外国語（英語）

### 注意事項

- 1 この問題冊子は、試験開始の合図があるまで開いてはならない。
- 2 問題冊子は、全部で8ページある。(落丁・乱丁、印刷不鮮明の箇所などがあつた場合は申し出ること。)
- 3 解答は、すべて解答用紙の指定された箇所に記入すること。
- 4 受験番号は、各解答用紙の指定された2箇所に必ず記入すること。
- 5 解答時間は、教育学部学校教員養成課程教科教育コース英語教育専修が100分、教育学部(学校教員養成課程教科教育コース英語教育専修を除く)およびその他の学部は90分である。解答すべき問題(○印)および解答用紙の枚数は、下表のとおりである。

受 験 者	解答すべき問題(○印)				解答用紙 の枚数
	I	II	III	IV	
人文学部	○	○	○		3
教育学部(学校教員養成課程教科教育コース英語教育専修を除く)	○	○	○		3
教育学部(学校教員養成課程教科教育コース英語教育専修)	○	○	○	○	4
法学部	○	○	○		3
経済学部	○	○	○		3
理学部	○	○	○		3
医学部	○	○	○		3
歯学部	○	○	○		3
工学部	○	○	○		3
農学部	○	○	○		3

教育学部学校教員養成課程教科教育コース英語教育専修のリスニングテストは、試験開始70分後に約15分間実施する。

- 6 下書きは、問題冊子の余白を使用すること。
- 7 問題冊子は、持ち帰ること。

## I

〔全学部受験者用〕 次の英文を読んで、下の問いに日本語で答えなさい。

During my most recent wolf lecture tour, I did several programs in partnership with Kent Weber, director of an organization called “Mission: Wolf,” founded to educate people about wolves and to care for wolves born in captivity. I presented my slide show on wild wolves and then Kent explained the purpose of his organization. The climax of each event was the appearance (a) of one of Kent’s tame wolves. As the audience responded to the charismatic appeal of the wolf, Kent explained why wolves belong in the wild, not in cages in people’s backyards.

After one of our joint appearances, Kent told me a startling story about the gift of a wolf. He often brings wolves to elementary schools and sometimes speaks to groups of kids as large as five hundred. In some cases, he will allow a tame wolf to run free in the auditorium. The wolf will circle the entire room several times, running at top speed. As the wolf runs, the school children go crazy with excitement.

Kent began to notice that when a wolf was allowed to run free in such situations, it would almost always pick one child to greet and make friends with. It usually was just one kid out of the several hundred in the auditorium. Curious as to why the wolves were picking out certain children, Kent began to ask teachers if there was anything special about the ones the wolves chose.

The teachers were astonished at the behavior of the wolves. They told Kent that the boys or girls selected by the wolves were always the worst outcast<sup>S</sup> in school, the kids everyone else picked on. The wolves had decided to make friends with those outcasts.

I’ve been around wolves for eighteen years, and have learned many things about them, but I am not certain why Kent’s wolves behaved that way with those kids. If I had to guess, I would say that they may have sensed that (b) those children weren’t being taken care of as well as the other kids in the (c)

room. Wild and captive wolves love to take care of pups, their own or orphaned ones. Wolves automatically want to care for helpless, defenseless young creatures. Perhaps to the wolves, those kids were the equivalent of abandoned, orphaned pups, and they wanted to care for them.

Whatever the reasons for the wolves' behavior, I can imagine no greater gift, from a wolf to a person. Imagine what it must be like for a young child to be a total outcast in his or her school, to be picked on by all the other kids. Then imagine what it would be like to be sitting in a huge auditorium, surrounded by hundreds of people who don't like you, when a wolf is set free and races around the room, finally stopping beside you. At first, the wolf's approach would likely be interpreted as just one more unfair attack, but then the wolf clearly shows that he is friendly and greets and licks your face and hands.

Such an experience, such a gift, would change a child's life forever. Whatever unfair or negative things might later happen in their lives, they will  
(d) never forget that once a wolf picked them, out of all the kids in the entire school, to make friends.

(Adapted from Rick McIntyre, "The Gift of a Wolf" in *American Nature Writing 1995*)

1. (a)の内容を句読点を含め、40字以内で述べなさい。
2. (b)の内容を句読点を含め、70字以内で具体的に述べなさい。
3. (c)を和訳しなさい。
4. (d)を和訳しなさい。

**II**

〔全学部受験者用〕 次の英文を読んで、下の問いに日本語で答えなさい。

While most video games are made for entertainment, some are developed with a more serious purpose. *3rd World Farmer* was developed by a group of students from the University of Copenhagen in Denmark for the purpose of letting others experience what it is like to be a farmer in a Third World country.

Acting on the belief that players invest in game characters whose fate they control, the developers created a simulation of a farm in Africa owned by a poor family. The initial game design fashioned a scenario that never allowed you to overcome the poverty. <sup>(a)</sup> Frederik Hermund, one of the designers of the game, explained that they started with that design choice “to stress the need for real life action.” But Hermund and his team of designers decided to modify the initial game because they found that “some players were slightly traumatized by a totally unwinnable game, and because we wanted to show some ways out of poverty.”

The simulation starts with a husband and wife, two children, \$50, and a plot of land with a hut. You play the game by making decisions on a yearly basis that include whether to use your land for crops or livestock, send the children to school, have more children, spend money on medicine, invest in infrastructure (buy a shovel, plow, or tractor) or your community, and more.

<sup>(b)</sup> While making these decisions sounds complicated, it is not. The decisions are presented in a straightforward manner, and, once they are made, the simulation moves you forward a year and informs you what has happened to the family and its farm as a result of your decisions.

By playing *3rd World Farmer*, you will experience many occurrences that aren't a part of farming in the United States, including civil war where both sides plunder your resources, raids by guerrilla forces and theft from refugees. The game presents an endless series of setbacks, including drought and

disease.

The graphics are primitive; the game mechanics are too repetitive (you have to drag and drop a lot); the pages are static without animation; and some of the events are unrealistic (you can raise elephants as livestock). But the simulation is thought-provoking. Playing the game will teach kids the importance of investing in infrastructure, political leadership, insurance and community projects like health clinics, schools, roads and communication. Kids experience the problems instead of just reading about them.

Because the game presents yearly information in an annual-report format, this game is best played by teens and adults, although younger players can benefit from it if they play with someone older. Parents need to estimate their <sup>(c)</sup> child's ability to accept that their African farm family will probably die the first few times the game is played.

*3rd World Farmer* is a game that can be a great catalyst for discussion about some of the issues facing Africa and other Third World farmers. And for kids motivated to help, the website of the game provides links to international organizations dealing with world hunger including The World Food Programme and UNICEF.

(Adapted from Jinny Gudmundsen, "'3rd World Farmer' teaches of hardships" in *USA Today*, posted on August 16, 2007)

〔注〕 plunder 略奪する catalyst きっかけ

1. (a)がその後変更された理由を句読点を含め、80字以内で述べなさい。
2. (b)を和訳しなさい。
3. (c)を和訳しなさい。
4. 筆者は *3rd World Farmer* を高く評価しているが、いくつかの弱点も指摘している。その弱点を句読点を含め、80字以内で述べなさい。

**Ⅲ**

〔全学部受験者用〕 次の問題A, Bに答えなさい。

問題A. (a), (b)を英訳しなさい。

日本を旅したフランス人が、「何回も年齢を聞かれるから、いっぺんに100歳も年を取った気がする」とぼやいていた。外国では、ふつう、日常会話で「おい<sup>(a)</sup>くつですか」と聞くことはない。相手が何歳だろうと気にならないからである。

ところが、日本には話し相手の年齢がわからないと落ち着かない人が多い。<sup>(b)</sup>年功序列が徹底しているから、どう接してよいかわからなくなるのだ。

〔出典〕『英語で話す「雑学ニッポン Q&A」』講談社インターナショナル(一部変更)

問題B. 大学の英語の教員を読み手に想定し、高等学校までの授業の中で、好きな教科と苦手な教科を1つずつ挙げ、その理由を、60語程度(about 60 words)の英語で書きなさい。解答欄末尾の所定の箇所に語数を「(60 words)」のように記すこと。(ただし、ピリオドやコンマなどの句読点は語数に含めません。)

**IV** は次ページ

**IV**

〔教育学部学校教員養成課程教科教育コース英語教育専修受験者用〕

リスニングテスト

**注意事項**

- ・リスニングテスト中は、質問をすることはできません。
- ・机、椅子などを動かしたり、物音を立てたりしないようにしてください。
- ・風邪をひいている人は、咳をするのをなるべく我慢してください。
- ・問題は、AとBの2題あります。
- ・問題Aも問題Bも2回読まれます。
- ・1回目と2回目の間に20秒程度の空白があります。
- ・問題Aと問題Bの間に、同じく20秒程度の空白があります。
- ・テープを聴きながら、問題冊子の空欄にメモをとってもかまいません。

問題A. Listen to the tape and fill in the blanks with the words you hear.

1.

A: There's a new film playing at the cinema. Do you want to go?

B: Yes, I'd like that. ( )

2.

A: Do you still have my keys?

B: No. Don't you remember? ( )

3.

A: Have you finished reading the new Harry Potter book?

B: Yes. I finished it yesterday, ( )

4.

A: Bob, I haven't seen you in weeks. What have you been up to?

B: Well, ( )

5.

A: Excuse me. Could you tell me the time, please?

B: Yes. ( )

問題B. Listen to the tape and answer the questions in Japanese.