

平成 21 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 18 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〕 類人猿(ape)とヒトの子供について書かれた次の英文を読んで、下の問いに日本語で答えなさい。

Only ten years ago researchers were unanimous in their agreement that pointing was unique to humans. Even now many stand by that claim. In fact, apes and many species of monkeys that are much more distantly related to humans do point as well, though they typically do so with their whole hand. (Scholars of gesture complain that pointing with the hand has been treated as a second-class kind of pointing, even though it is common in many human groups.) Usually, apes make this gesture only for humans, not between themselves. They point at objects and alternate their gaze between the object that is pointed at and the human they are pointing for. The animals learn how to point without explicit training, and simply pick it up from humans.

Although there is only one anecdotal report of a bonobo's pointing with its index finger in the wild, some apes have been shown to do so in captivity. William D. Hopkins, a researcher at the Yerkes National Primate Research Center at Emory University, and his colleague David Leavens, a professor of psychology at the University of Sussex, showed a videotape at the gesture conference of a chimpanzee pointing. In the video, Leavens is in a white lab coat and a surgical mask while a chimpanzee stands eating on the other side of a wall of wire mesh. When the ape drops some food through the mesh, it points its index finger through the wire to indicate the food and looks at Leavens, who picks it up and returns it.

At the Leipzig conference Mike Tomasello of the Max Planck Institute was skeptical that apes could point and, if they did, that it actually meant anything. But he began to wonder about it and later said, "Many of the aspects of language that make it such a uniquely powerful form of human cognition and communication are already present in the humble act of pointing."

Tomasello had already discovered in previous experiments that apes know what other apes are seeing, and it was clear that they gesture easily and creatively for one another. More recent experiments have shown that

chimpanzees will cooperate with one another in situations where collective help is needed (in order to get food, for example), and in quite simple tasks they'll also assist without the prospect of a reward — like picking up a dropped object and handing it to someone. While the Hopkins and Leavens video showed they are capable of pointing, why, Tomasello asked, do apes point only for humans and not one another? The answer he arrived at is both simple and far-reaching: it is because humans respond. Apes don't point referentially for other apes, because they will be ignored.

Human children learn to point at a very young age. Tomasello and his colleagues have videotaped many instances of children spontaneously pointing in a helpful manner. In one experimental setup, a very young child was placed on her mother's lap. Mother and child sat across a desk from a woman stapling papers together. The woman left the room for a moment, and while she was away a man entered, took the stapler, and placed it on a cupboard behind the desk. When the woman returned she made a great show of looking for the stapler. The infant watched her for a while, and then, unprompted, pointed to where the stapler had been moved so the woman could find it. In other examples, a child and adult played together until for some reason (the ball dropped, the toy fell) the game stopped. Without prompting, the child looked at the adult and pointed to the problem, clearly requesting that the game begin again. In other cases, the child pointed at an object or proffered it merely to show it to the adult in order to elicit a reaction.

(Adapted from Christine Kenneally, *The First Word*, 2008)

〔注〕 bonobo アフリカ中央部に生息する小型のチンパンジー

1. (a)を和訳しなさい。
2. ホプキンス(Hopkins)とレヴズ(Leavens)が見せたビデオの内容を句読点を含め、100字以内で述べなさい。
3. (b)を和訳しなさい。(‘Tomasello’は「トマセッロ」と表記しなさい。)
4. 人間の子供の‘pointing’についてホッチキス(stapler)を使った実験内容を句読点を含め、100字以内で述べなさい。

II [全学部受験者用] 子供の成長に仲間集団(peer group)が及ぼす影響について
書かれた次の英文を読んで、下の問いに日本語で答えなさい。

I do not deny that parents are important people in a child's life. If a good relationship with a parent is formed in childhood, it is likely to be maintained. ^(a) Parents don't stop being important merely because one has reached adulthood. But relationships with parents leave no permanent marks on the personality. Research has shown, counterintuitively, that the way someone behaves with his father does not predict how he will behave with his boss. Likewise, the way someone behaves with her siblings does not predict how she will behave with her friends. Children who fight with their siblings like cat and dog are fully capable of having serene relationships with friends. Though parents and siblings play a major role in the relationship system, it is a limited one.

For the socialisation system — the one that motivates children to fit in — the important people are peers. But it's not a matter of peer pressure. Children don't have to be pushed to conform; they want to.

They learn to behave in a way that's appropriate to their culture by observing their peers. They can't just imitate their parents because parents are adults, and children aren't expected to behave like adults. A child who behaved like an adult would appear abnormal. So the way children become socialised, according to my theory, is by figuring out what kind of people they are — child or adult, male or female — and then observing how that kind of person behaves. ^(b) A little girl gets an idea of appropriate little-girl behaviour by observing other little girls. This kind of learning goes on largely at an underground level; it never reaches the conscious mind. That's why people's intuitions about how they became socialised are likely to be wrong.

Peers are important in a different way for the status system. Children are not only motivated to conform to their peers: they are also motivated to be better than their peers. But better in what way? To figure out where their efforts are most likely to yield success, children have to learn about their own strengths and weaknesses. They obtain this self-knowledge by comparing themselves, or by being compared, with their peers. A child doesn't have to know more than his father to consider himself smart, but he has to know more than the other kids his age.

All this goes on in the world outside the parental home. But parents have some control over that world, too. By deciding where they will live and where

their children will go to school, parents determine who their children's peers will be. If they move to Canada, their children's peers will be Canadian. Such decisions have lasting effects. Though the parents will retain their British accent, their children will soon acquire the accent of the peers they go to school with. Accents are an informative indicator of socialisation, because (unlike most behaviours) they aren't influenced by genes. When children resemble their parents in liking to read or behaving aggressively or being religious, the strands of genetic, parental and cultural influences are hard to separate. With accents we can separate them. Accents are part of a culture (or subculture) and children get their culture from their peers.

Peers are important all through childhood. But the term "peer group" is usually applied to teenagers. In adolescence, young people sort themselves out into different groups within a school or neighbourhood on the basis of their interests, abilities or ethnic groups. Some groups are composed mainly of kids who couldn't find another group to accept them. Adolescent peer groups clearly have a short-term influence on the behaviour of their members. Whether they have a long-term one is difficult to judge because most of the characteristics that distinguish the members of these groups were present well before the groups were formed.

Do parents have any power to determine which peer group within a school their teenager will join? It's theoretically possible — music lessons, tennis lessons or clothing might make a difference — but I haven't seen any convincing evidence. Most studies done on adolescent peer groups are of little value because the research method provides no way of distinguishing environmental effects from the effects of genes. My guess is that parents generally have little or no influence. Even teenagers who would like to follow their parents' advice may be powerless to do so because in many cases it isn't the kid who selects the peer group; it's the peer group that selects the kid.

(Adapted from *The Times*, August 9, 2007)

1. (a)を和訳しなさい。
2. (b)を和訳しなさい。
3. (c)の“peer group”は思春期にはどのように形成されると説明されているか、句読点を含め、60字以内で述べなさい。
4. (d)について筆者の推測とその理由を句読点を含め、120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。

旅行のガイドブックは、実に楽しい読み物である。ちょっと想像力を働かせ
^(a)れば、それを読んでいるだけで旅行気分を味わえる。ただ、あまり丁寧に書か
れているものは、実際の旅には向いていない。旅の不安や緊張感から解放され
るのはいいのだが、同時に、小さな冒険の思**^(b)**いがけない楽しみもなくなってし
まうからである。

〔出典〕 田口孝夫, 山本雅男著『記号としてのイギリス』南雲堂(一部変更)

問題 B. 次の 3 項目から一つを選び、それが人々の生活をどのように変えたかについて 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。)

・ television (テレビ) ・ Internet (インターネット) ・ cellphone (携帯電話)

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。

IV リスニング問題 (正) スクリプト

問題 A

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

1

A: My back pain has been getting worse and worse.

B: I guess you need to go to the doctor now. You shouldn't put it off any longer.

2.

A: What time does the post office close?

B: It's open until 6 on weekdays, but it closes at 4 on Saturdays.

3.

A: How do you like your new apartment?

B: The kitchen is a little too small. Otherwise, it's a comfortable place to live.

4.

A: Are you going to the soccer game at the stadium this Saturday?

B: Well, it depends on the weather. If it's cold, I'll stay home and watch the game on TV.

5.

A: Could you tell me where the nearest subway station is?

B: Sure. Go down this street for two blocks. It's in front of the building that has an entrance decorated with flowers.

問題 B. Listen to an English teacher talk about her class and answer the questions in Japanese.

Welcome to English Speaking I. Today I am going to talk about what we will do in each class, and how your final grade will be determined.

Firstly, each class is made up of several different activities. The first thing you will have in each class will be a review quiz. This quiz will have several questions about important words and phrases from the previous class. Next we will listen to and practice the dialogue in the textbook. Make sure you listen carefully to your CD before the class and fill in the blanks in the dialogue printed in the textbook. For the practice of the dialogue, you will be divided into pairs. The last thing you will do in the class is have a brief discussion. As preparation for this discussion activity, be sure to read the article at the end of each unit and think of your opinion about the discussion points before each class.

As for your final grade, I am going to take three things into account. First, the review quizzes make up 30 percent of your evaluation. Don't be late for classes, or your final score will be badly affected. Second, I am going to ask you to write and submit three reports on the discussions by the end of the semester. These three reports will make up 30 percent of your final grade. Lastly, the final test will make up 40 percent of your final grade.

Questions:

1. What kind of questions will there be in the review quiz?
2. What are the students asked to do to prepare for the discussion before each class?
3. What is the second thing that this teacher is going to consider for the students' final grade?