

# 平成 22 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 10 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〕 以下はモーリタニア(アフリカの旧フランス植民地)からの留学生が書いた英文である。全文を読んで、下の問いに日本語で答えなさい。

Ever since my elementary school years, like many other African kids, my dream had been to study abroad, be a doctor and see a new horizon. Part of my dream came true when I was granted a scholarship for graduate studies in Japan after four years of hard work at a university in my country, Mauritania.

The opportunity to study in Japan was not really my wish because of the language barrier, my lack of information about Japan, and in addition, its location, being far away from my home country. However, I accepted the challenge. For me, Japan meant the country of samurai, sumo, computers, and cars. Thinking about the work ahead, I was anxious and excited to discover a new life style and a new way of thinking, and finally meet a samurai. I really expected to see a samurai right after I came out of the airport. Instead, I met a nice member of the Monbusho staff whose French competence was only “Je t’aime.” For me, landing after a two-day trip, with no more than two Japanese words in my head, this signaled the beginning of the challenge.

For the first few days, getting used to my new environment was all I could do. It was my first experience to have to spend more than two hours in a room by myself. Growing up in a large family with many brothers and an uncountable number of cousins, being alone was a strange experience but I enjoyed it after a while. I must say that I enjoyed the international environment I was in: many people from all over the world, new friends, many places to visit, parties, and lots of kanjis to memorize. I particularly enjoyed the discussions and chats I had with students at a university volunteer club even though I needed to mix English, some French and some broken Japanese to express myself. They seemed to understand me even when I couldn’t understand myself. I didn’t worry about having to do everything right. I had only to try to express myself as it was the challenge I was to meet.

The first few months were full of joys and surprises — there are memories

that will remain forever with me. I went out to a convenience store to buy sugar but bought salt by mistake, or vinegar instead of oil, or confused *ninjin* with *ningen*. For a foreign student, there will also be moments of sadness and tears when homesickness sets in little by little. Sometimes you may ask yourself over and over again, “Why am I here? Can I make it?” Even though you may not immediately find the right answer, you will somehow find the strength to keep going. Why? You managed to come here and surely have the strength to make it through and then move on.

As time went by, I became accustomed to my new life style, and I now understand how things go. I owe this to the support from the Japanese and foreign friends I made and also to the chats I had with my supervisors. Many of you will sometimes find it hard to get hold of your teachers, but you should not get disappointed. After all, it is your supervisors who are responsible for your studies as they are the ones who have accepted your application.

Some people in the administration or other research groups may treat you coldly or seem not to understand you when you try to communicate with them. Do not feel desperate or rejected. Just remember that you could have the same problem even in your home country in some way. Make yourself understood as clearly as possible or simply ask others for help.

My biggest surprise was the amount of free time Japanese students enjoy. In Mauritania, after an entire year of hard work, a student is still unsure whether he or she will make it to the next level. In Japan, university students spend a year almost like a vacation and seem not to be anxious about their grades. While in many countries studying at university means years of hard work, in Japan it is taken as a time for “playing and traveling.”

(Adapted from Ould Elemine Cheibany, “Study Abroad: the Sweet and the Bitter,” 2007)

[注] Je t'aime 愛している(フランス語) supervisors 指導教員

- 問 1. この留学生在が当初日本への留学を希望していなかった理由は何かを、句読点を含め、40字以内で述べなさい。
- 問 2. (a)を和訳しなさい。
- 問 3. この留学生在はホームシックになった時にはどのように考えたらよいと述べているかを、句読点を含め、60字以内で述べなさい。
- 問 4. 海外と日本の大学生生活の違いは何であると筆者は指摘しているかを、句読点を含め、60字以内で述べなさい。

Ⅱ は次ページ

**II**

〔全学部受験者用〕 以下は石器時代の人々について新しく見つかったことを書いた英文である。全文を読んで、下の問いに日本語で答えなさい。

Just as raising temperature can change the properties of iron and other metals, early humans heated stone to make it easier to flake. The process transformed a stone called silcrete into an outstanding raw material for tool manufacture. Doctoral student Kyle Brown, who led the research at the University of Cape Town in South Africa, said: “Our illumination of the heat treatment process shows that these early modern humans commanded fire in a sophisticated manner. We show that early modern humans at 72,000 years ago, and perhaps as early as 164,000 years ago in coastal South Africa, were using carefully controlled hearths in a complex process to heat stone and change its properties, the process known as heat treatment.”

Previously, the first use of heat treatment was thought to have been in Europe 25,000 years ago. The technique was not believed to have been invented until long after the ancestors of modern humans had left Africa and settled in Europe and Asia. Scientists had been puzzled by the fine-grained and often reddish coloured silicate blades and axes discovered in prehistoric sites at Pinnacle Point on the South African coast. None of the material used to make these advanced tools matched local silcrete outcrops. The raw stone “was just not suitable for tool production,” said Mr Brown. Then a large flake of silcrete almost 10 centimetres in diameter was found in an ancient fire pit. It was only at that moment that the researchers began to suspect that the stone had been heat-treated. Many of the tools had a gloss similar to much later North American artefacts made from heated material.

To test the theory, the scientists recreated what ancient tool makers might have done by heating a pile of silcrete stone in a fire pit. The next day the silcrete had become a deep red colour and was easily flaked. Using the heated stone, the researchers were able to produce realistic copies of silcrete tools.

“Here are the beginnings of fire and engineering, the origins of pyrotechnology, and the bridge to more recent ceramic and metal technology,” said Mr Brown. The research is described in the journal *Science*. Knowing how to use fire may have helped the early humans who left Africa 50,000 to 60,000 years ago to cope with the colder conditions in Europe. It may also have given them a big advantage over the resident Neanderthals they encountered. By 35,000 years ago the Neanderthals, a sub-species of human whose own origins were in Africa, had mostly died out.

Professor Curtis Marean, another member of the research team from Arizona State University in the US, said: “The command of fire, documented by our study of heat treatment, provides us with a potential explanation for the rapid migration of these Africans across Eurasia in the ice age. They were masters of fire and heat and stone, a decisive advantage as these tropical people made their way into the cold lands of the Neanderthals.”

(Adapted from an article of *The Daily Telegraph*, 2009)

〔注〕 modern humans 現生人類                      outcrops 露出部分  
flake of silcrete (石の一種の)シルクリートをはぎとった石片  
artefacts 人工遺物                                      pyrotechnology 火気制御技術  
Neanderthals ネアンデルタール人

問 1. (a) heat treatment (熱処理)とは石についてのどのような作業で、なぜ行われたのかを、句読点を含め、40字以内で述べなさい。

問 2. (b)を和訳しなさい。

問 3. ブラウン氏(Mr Brown)ら科学者が自分達の理論を検証するために行った実験とその結果について、句読点を含め、100字以内で述べなさい。

問 4. (c)を和訳しなさい。

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。

メコン川 (the Mekong) を見ていると感動する。川が生きているのだ。 いろ  
(a) んなものが流れてくるし、常に大中小様々な船が激しく行き来している。

[出典] 椎名誠『ただのナマズと思うなよ』文春文庫

よい子を育てたかったら、まわりの大人がよいことば、心のこもったことば  
(b) を使わなくてはならない。 それをここ五十年、われわれの社会、家庭は忘れていたのではないかと思われる。

[出典] 外山滋比古『頭のよい子は「ことば」で育つ』PHP 研究所 (一部変更)

問題B. Read the e-mail below. What do you think about Tom's idea? Write your opinion within 80 words in English.

Subject: spring cleaning

Sender: Tom Brown

Thank you for your mail. I hope you're doing well with your preparation for the final exams. Next month, we'll also be busy beating the mattresses, getting the carpets shampooed, and getting behind all the heavy furniture for a thorough cleaning. It's called "spring cleaning." I like this name. It sounds very nice with its fresh image of spring.

I've heard you also do a big cleanup called *oosoji* in Japan. You have to do it at the end of December, don't you? I can't understand why you put your hands into buckets of freezing water in the middle of winter. I think spring is a better season for doing a cleanup than winter. Why don't you do *oosoji* in spring like we do? What do you think?

Looking forward to your reply.

Tom

(注：解答欄末尾の所定の箇所に語数を「(80 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**

〔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: Do you have any homework tonight?

B: Far too much. ( )

2.

A: What are you up to?

B: Nothing particular. ( )

3.

A: Why don't we get some coffee now?

B: I'm sorry, I can't. ( )

4.

A: Do you have much snow in winter in your hometown in Canada?

B: Yes, we do. Actually, ( )

5.

A: Thank you for everything. The dinner was just wonderful.

B: I'm glad you liked it.

We enjoyed being with you, too. ( )

問題B. Listen to a student from the USA talk about her experience in Japan and answer the questions in Japanese.

問題 A

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

Dialogue one

Do you have any homework tonight?

Far too much. I'll never be able to do it all.

Dialogue two

What are you up to?

Nothing particular. Just sitting around watching TV.

Dialogue three

Why don't we get some coffee now?

I'm sorry, I can't. I'm supposed to meet my teacher at his office at three.

Dialogue four

Do you have much snow in winter in your hometown in Canada?

Yes, we do. Actually, we have about twice as much snow as you do in Niigata.

Dialogue five

Thank you for everything. The dinner was just wonderful.

I'm glad you liked it.

We enjoyed being with you, too. Come and see us again whenever you have time.

## 問題 B

Listen to a student from the USA talk about her experience in Japan and answer the questions in Japanese.

Gestures are especially helpful for foreigners who don't speak the local language very well. They help them understand the message without having to worry about vocabulary or grammar—maybe.

Shortly after I arrived in Japan, my classmates and I were to go on a trip arranged by the university. But before we started out, there was a bit of confusion. We weren't actually sure how we were going to travel. I knew we were supposed to go by either car or bus. We were supposed to meet in the main parking area of the university. But when I got there, nobody seemed to know what was going on. Then my friend Aki pointed to a mini-van. It was parked on the other side of the lot. Aki said she'd go over and see if that was where we were supposed to be.

I watched her run over to the mini-van and talk to a person there. After that, she turned back toward me. She raised her hands over her head, making a large circle. I had no idea what she meant. A circle? At the entrance to the parking lot there was a sort of loop. Did she mean that we should go there? I stared at her. I was trying to figure out what to do. Then she dropped her arms and waved goodbye to me. That seemed a bit unfriendly but I started to walk toward the loop at the entrance. I hoped that I wouldn't be left behind. Then I heard pounding footsteps from behind me. It was Aki. Breathlessly, she asked me where I was going and why I hadn't joined her by the mini-van. Everyone was ready to go! I learned that the circle gesture meant "OK" and what I thought was a "goodbye" wave meant "come here."

### Question one

What were the speaker and her classmates going to do?

### Question two

What two gestures did Aki make toward the speaker?

### Question three

What misunderstandings did the speaker have about Aki's gestures?

これでリスニングテストを終了します。解答を続けてください。