

平成20年度 個別学力試験問題

外国語 (英語)

(120分)

人文・文化学群 (人文学類, 比較文化学類, 日本語・日本文化学類)

社会・国際学群 (社会学類, 国際総合学類)

人間学群 (教育学類, 心理学類, 障害科学類)

生命環境学群 (生物学類, 生物資源学類, 地球学類)

理工学群 (数学類, 物理学類, 化学類, 応用理工学類,
工学システム学類, 社会工学類)

情報学群 (情報科学類, 情報メディア創成学類,
知識情報・図書館学類)

医学群 (医学類, 看護学類, 医療科学類)

注 意

- 1 問題冊子は1ページから12ページまでである。
- 2 解答は解答用紙の定められた欄に記入すること。

I 次の英文を読んで、下の問いに答えなさい。

We tend to feel that the way we do things, say things, and think about things is only logical—common sense, human nature. The level of aggression that seems appropriate, and ways of expressing agreement or disagreement, come to seem natural—the obvious way to communicate emotions and intentions. However, people growing up in different cultures have very different⁽¹⁾ ideas about what is natural and very different assumptions about human nature. Observing how people in other cultures deal with conflict, disagreement, and aggression can give new (a) in our attempts to manage conflict and use opposition in positive rather than negative ways. Such a cross-cultural view suggests possibilities—for example, of how similar ends can be achieved with different means. It can help answer the question, “If there are problems with an argument culture, what other ways are there?” It can also (b) our understanding of the positive functions of disagreeing and arguing.

People in many cultures feel that arguing is a sign of closeness. This can be surprising to Americans who go to such countries in Europe as Germany, France, Italy, or Greece. For example, many American students who have spent time in France comment on their French families’ and friends’ straightforward style and taste for dynamic argument. In France, as in many other countries, agreement is considered boring. To keep things interesting, you have to disagree, preferably with great animation. Students in my classes provided many accounts from their own experience. Joanna Repczynski, for example, recalled her year in France:

During one dinner my host mother ran through a list of subjects, changing them every time I agreed or when there was general agreement. She would bring up one controversial topic after another, looking to start a heated intellectual debate over dinner.

Another country in which lively argument is valued is Germany. An American student majoring in political science with a special focus on Central America spent his junior year abroad in Germany. Years later, he still recalled with (c) conversations with German students who, although having known him only a short time, pointedly told him that American foreign policy in Central America was only for the benefit of America, not of the countries involved. Moreover, they asserted that American claims of high moral purposes contradicted actual policies, all of which only made matters worse. The American student disagreed with his German opponents and knew of numerous specific facts to counter their claims, but he found himself unable to respond — not for lack of language (his German was excellent) but because he was so surprised by their manner: Their aggressive approach seemed hostile and (d). In order to counter their charges he would have had to respond in kind, something he did not want to do, since he did not want to be like them.

German-born linguist Heidi Byrnes relates this tale in explaining why Americans and Germans have negative images about each other. Germans tend to assume that intelligence and knowledge should be displayed through aggressively arguing and opposing others' arguments. This behavior results in (2) American students' impressions that German students are stubborn and quite likely to see things as either right or wrong; moreover, they seem to enjoy boasting about themselves while publicly putting down others. On the other hand, Americans' refusal to engage in arguments in this way leads Germans to conclude that American students are shallow, lacking in knowledge, and thus likely to avoid taking a stand on issues.

An Israeli professor visiting the United States had the opposite experience. When she met a famous American scholar in her field, she almost immediately began reciting a list of the points on which she disagreed. She thus hoped to show the American how carefully she had read her work and begin a productive exchange of ideas. However, the American professor was offended by the assault: She did not consider it appropriate to begin a professional relationship by criticizing. (4) Not eager for more of the same, the American professor quietly but

carefully avoided the Israeli visitor for the rest of her stay, exactly the opposite of what the visitor had hoped to accomplish.

You do not have to go to a foreign country to experience these cultural differences. Americans of different ethnic backgrounds can experience them just by making friends. After my class discussed these issues, Andrea Talarico wrote:

I find it funny how the last girl to raise her hand in class today discussed how in the Italian family people would shout and throw things during an intense discussion over which television show to watch, whereas in a typical British household a serious discussion could take place with no apparent show of emotion. My Italian-American family is much the same as the Italian family. My friends have often quietly come up to my room in fear when the screaming begins, neither understanding nor believing me when I insist that what's going on is no big deal.

Andrea sees advantages to her Italian-American family's style: "We always know how each other feels at all times."

A Japanese woman who is happily married to a Frenchman recalls that she spent much of the first two years of their relationship in tears. He frequently started arguments with her, which she found so upsetting that she did her best to agree and simply get along with him. ⁽⁵⁾ This only led him to seek another point on which to argue. Finally, she lost her self-control and began to yell back. Rather than being angered, he was extremely happy. Starting arguments was his way of showing interest in her, letting her know how much he respected her intelligence. To him, being able to engage in spirited discussion was a sign of a good relationship.

These examples all show that arguing can be a way of establishing a close and personal relationship, although the level, type, and context of such relationships can differ from one culture to another.

1. 下線部(1)を日本語に訳しなさい。
2. 下線部(2)の them が指すものを、日本語で明らかにしなさい。
3. 下線部(3)の This behavior とはどのような内容か、具体的に日本語で説明しなさい。
4. 下線部(4)の it が指すものを、本文の中から英語で抜き出しなさい。
5. 下線部(5)の This の指す内容を、具体的に日本語で説明しなさい。
6. 本文中の空所(a)から(d)について、最も適切な単語を次の中から1つ選び、記号で答えなさい。

(a)	(A) perspectives	(B) negotiations	(C) facts	(D) opinions
(b)	(A) manage	(B) deepen	(C) reject	(D) supply
(c)	(A) delight	(B) happiness	(C) frustration	(D) disinterest
(d)	(A) convincing	(B) pleasant	(C) rude	(D) weak
7. 次のそれぞれの記述について、本文の内容に合っているものには「○」を、そうでないものには「×」を書きなさい。

(A) Since many French people avoid a straightforward style, a heated intellectual debate over dinner rarely happens in France.
(B) In comparison to Europeans, Americans tend to avoid confrontation with strangers.
(C) The ways in which individuals might express their emotions are different according to their cultural backgrounds.
(D) Difference in argument style can lead to misunderstanding between Germans and Americans.
(E) The ability to argue openly and thereby develop close relationships is highly admired all over the world.

8. 本文にタイトルをつけるとしたらどれが最もふさわしいか、次の中から1つ選び記号で答えなさい。

- (A) Skills for Problem-Solving
- (B) Arguing: Comparisons between the West and the East
- (C) If We Can Fight, We Are Close
- (D) How Can We Listen to Others?

II 次の英文を読んで、下の問いに答えなさい。

Here's a thought experiment. Take a typical man on the street from the year 1900 and send him to the 1950s. Then take someone from the 1950s and move him into the present day. Who would experience the greater change?

At first glance the answer seems obvious. Moved forward into the 1950s, a person from the beginning of the twentieth century would be amazed by a world filled with new technological wonders. In place of horse-drawn carriages, he would see cars, trucks, and buses on the streets and highways. In the cities, tall buildings would seem to touch the sky, and huge bridges would span rivers where once only ferries could cross. Flying machines would be overhead, carrying people across the continent or the oceans in a few hours rather than days. All this — the newness, the speed and power of everyday machines — would amaze that poor traveler. A

On the other hand, someone from the 1950s would have little trouble moving around in today's world. Although we might think our age is one of fantastic technological wonders, our second time-traveler would find himself or herself in a world not so different from the one he or she left. He would still drive a car to work. If he took the train, it would likely be on the same line leaving from the same station. He could probably board an airplane at the same airport. He might still live in a suburban house, although a bigger one. Television would have more channels, but it would basically be the same, and he could still catch some of his favorite 1950s shows on reruns. He would know how, or quickly learn how, to operate most household appliances — even the personal computer, with its familiar QWERTY keyboard. In fact, with just a few exceptions, such as the PC, the Internet, CD and DVD players, the cash machine, and a wireless phone he could carry with him, he would be familiar with almost all modern technology. B

On the basis only of such big, obvious technological changes, surely the 1900-to-1950s traveler would experience the greater shift. On the other hand, the other might easily conclude that we'd spent the second half of the twentieth century doing little more than changing only a few of those important developments from the previous 50 years.

However, the longer they stayed in their new homes, the more each time-traveler would become aware of smaller changes. Once the excitement about the new technology had faded, each would begin to notice how their values had changed and the ways in which everyday people live and work. In addition, here the tables would be turned. In terms of adjusting to the social structures and the rhythms and patterns of daily life, our second time-traveler would be much more confused. C

Someone from the early 1900s would find the social world of the 1950s much the same as that of 1900. If he worked in a factory, he might find much the same divisions of labor, the same system of control on different levels. If he worked in an office, he would be surrounded by the same managerial system, the same climb up the company ladder. He would come to work at 8 or 9 each morning and leave at exactly 5, his life neatly divided into home and work. He would wear a suit and tie. D

Our second time-traveler, however, would be quite surprised by the rapid social and cultural changes that have occurred between the 1950s and today. At work he would find a new dress code, a new schedule, and new rules. He would see office workers dressed like people relaxing on the weekend, in jeans and open-necked shirts, and be shocked to learn they occupy upper positions in companies. People at the office would seem to come and go as they pleased. The younger ones might even have strange piercings and tattoos. Even women and nonwhites would be managers. Individuality and self-expression would be valued over following company policies.

Thus, although the (ア) time-traveler had to adjust to some major technological changes, it is the (イ) who would experience the deeper, more complete change. It is the (ウ) who would be thrown into a time when lifestyles and worldviews are most certainly changing, a time when the old order has broken down, when change itself seems to be part of normal, everyday life.

1. 下線部(1)の the answer について、ここで想定される答えとはどのような答えか、日本語で説明しなさい。
2. 下線部(2)を日本語に訳しなさい。
3. 下線部(3)はいつの時代からいつの時代へのタイム・トラベラーを指しますか。次の中から1つ選び、記号で答えなさい。
(A) 1900年から1950年代へ
(B) 1950年代から現在へ
(C) 現在から1950年代へ
(D) 1950年代から1900年へ
4. 下線部(4)の the other が指すものを、日本語で明らかにしなさい。
5. 下線部(5)を日本語に訳しなさい。
6. 下の英文が入るのに最もふさわしい場所を、本文中の A から D の中から1つ選び、記号で答えなさい。

Perhaps disappointed by the pace of progress, he might ask: “Why haven’t we moved more into outer space?” or “Where are all the robots?”

7. 本文中の空所(ア)(イ)(ウ)に入れる単語の組み合わせとして、最も適切なものを次の中から1つ選び、記号で答えなさい。

- | | | |
|----------------|------------|------------|
| (A) (ア) first | (イ) first | (ウ) second |
| (B) (ア) first | (イ) second | (ウ) second |
| (C) (ア) second | (イ) first | (ウ) first |
| (D) (ア) second | (イ) second | (ウ) first |

8. 次の中から、本文の内容に合っているものを1つ選び、記号で答えなさい。

- (A) All through the twentieth century, technology changed more rapidly than we tend to think.
- (B) All through the twentieth century, technology did not change as rapidly as we tend to think.
- (C) In the first half of the twentieth century, technology did not change as rapidly as we tend to think.
- (D) In the second half of the twentieth century, technology did not change as rapidly as we tend to think.

9. 次の中から、本文の内容に合っているものを1つ選び、記号で答えなさい。

- (A) The social structure changed at the same time as technology did in the twentieth century.
- (B) The social structure changed more dramatically toward the end of the twentieth century.
- (C) The social structure did not change as dramatically as expected toward the end of the twentieth century.
- (D) The social structure changed as dramatically toward the end of the twentieth century as it did in the first half of the century.

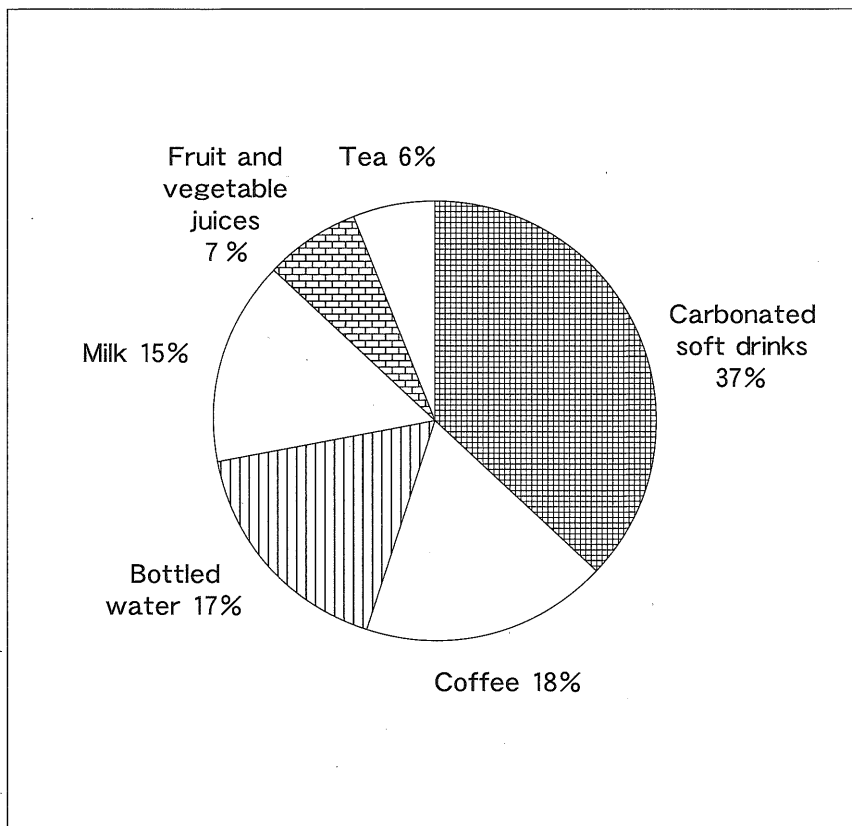
Ⅲ 次の〔A〕〔B〕に答えなさい。

〔A〕 次の英文が完成した文章になるように、空所(1)から(3)の中に入る語句をそれぞれ最も適切な順に並べかえなさい。その際、各々の2番目と5番目は何になりますか。その順に記号で答えなさい。

People whose mother tongue is English (1) of other languages. Not only is English the official or unofficial language in some eighty countries, but it is also favored as the language of international congresses, commercial negotiations, science journals, popular music, sports, civil aviation, diplomacy, technology and industry, and other undertakings or activities involving worldwide participation. Americans traveling abroad have become (2) with them in English that they are surprised and even annoyed (unjustifiably) when these expectations are not met. In short, English has become (3), even though resistance to it is growing in much of the Third World.

- (1) (A) speakers (B) great (C) over
(D) advantage (E) have (F) a
- (2) (A) having (B) accustomed (C) foreigners
(D) so (E) to (F) communicate
- (3) (A) second (B) the (C) number
(D) world's (E) language (F) one

[B] 下の円グラフは、アメリカ人の好きな飲み物について、統計調査を行った結果です。与えられた語句をすべて用いて、(1)(2)それぞれ10語程度の英文でこのグラフについて説明しなさい。



(注) Carbonated soft drink 炭酸飲料

(1) bottled water, popular, third

(2) coffee, tea, three times