

# 弘前大学

平成 28 年度入学試験問題(前期)

## コミュニケーション英語Ⅰ・Ⅱ・Ⅲ, 英語表現Ⅰ・Ⅱ

### 【注意事項】

1. 試験開始の合図があるまで、この問題冊子を開いて見てはならない。
2. 本冊子には①から④までの4問題が印刷されていて、8ページある。  
落丁、乱丁、印刷の不鮮明な箇所等がある場合には、申し出ること。
3. 解答用紙と下書き用紙を別に配付している。解答は、解答用紙の指定された箇所に記入すること。所定の箇所以外に記入したものは無効である。
4. 日本語で解答する問題と、英語で解答する問題があるので、注意すること。
5. 解答用紙の指定された欄に、学部名および受験番号を記入すること。
6. 提出した解答用紙以外は、すべて持ち帰ること。

- 1 次の英文を読み、下の設問に答えなさい。(後ろに星印[\*]がついている語には英文の後に注がある。)

Was it so long ago that we pleaded with our mothers, “Mom, can I go out and play?” Remember? But too soon we grew up. We found that grownups often looked down upon play. They saw it as a form of idleness and a waste of time. We were encouraged to give up our childish ways, be serious and get on with mature, productive behavior. We were made to see that work was good—play was somehow unacceptable. We learned that there was something not quite right about a grown person playing.

The human need to play is a powerful one. When we ignore it, we feel there is something missing in our lives and attempt to fill the void\*. The new wife playfully ties the bottoms of her husband’s pajamas so that when he hastily tries to put them on, he falls to the floor. “Very funny,” he says angrily. “I thought you grew up. One would think you had better things to do.” So go the playful intimacies which could bring joy and spontaneity\* to a loving relationship. Our adult life loses its surprise, its freedom, and we grow up seriously. Then we wonder where all the fun has gone. Perhaps it has gone with the light touch and the harmless play that was once second nature to us.

I am often accused of being childish. I prefer to interpret that as child-like. I still get wildly enthusiastic about little things. I tend to exaggerate and fantasize and embellish\*. (1) I still listen to instinctual urges. I play with leaves. I skip down the street and run against the wind. I never water my garden without soaking myself. It has been after such times of joy that I have achieved my greatest creativity and produced my best work.

There is a good deal of excellent research on child’s play. It has shown us conclusively that through play, with the freedom of action it allows and the stressless environment in which it occurs, children discover, relate to, and define themselves and their world. It is through their play that they build their

power of inquiry, vitalize themselves, and release their frustrations and negative feelings. It encourages their spontaneity, which is later responsible for their creativity. It offers them one of the few times in which they can express their personal and unique selves without outside influence. It is, therefore, paradoxical that many educators and parents still differentiate between a time for learning and a time for play without seeing (2) the vital connection between them.

Many of us will say that we do play. We play golf, tennis, baseball, bridge, etc. (3) But these are not play activities, they are games. They have strict rules. There are winners and losers. There are sides. There is often tension, competition, skill expectations, disappointments and criticism. I'm not saying that such games are bad. I'm merely suggesting that they are not play. In play we don't keep score. No one wins or loses. Anyone can play, alone or in a group. There are no sides — we're all on the same side.

If we make time for play, it can change our lives and it costs nothing. It has all sorts of educational, physical and psychological benefits. A happy and fulfilling adult life may even depend upon the intensity and variety of our play experiences. Of course, we will run the risk of being accused of going through our second childhood or of having lost our minds.

(Adapted from Leo Buscaglia, *Bus 9 to Paradise*, 1986, Fawcett Columbine)

注：void 物足りなさ      spontaneity 自発性      embellish 美化する

設問 1 次の(ア), (イ)の質問にそれぞれ日本語で答えなさい。

(ア) なぜ大人は「遊び」を軽んじるのか。

(イ) 「遊ぶ」代りに私たちはどのように行動することを大人から求められたか。

設問 2 下線部(1)は具体的にどのような行動につながるのか、日本語で説明しなさい。

設問 3 下線部(2)の具体的な内容を them が何を指すのかを明らかにしたうえで 日本語で説明しなさい。

設問 4 下線部(3)のように言えるのはなぜか、その理由を 日本語で説明しなさい。

2 次の英文を読み、下の設問に答えなさい。(後ろに星印[\*]がついている語には英文の後に注がある。)

*A Japanese tourist just arrived at her hotel in London. She is checking into her room and is now asking the front desk attendant for some information.*

Front desk attendant: Here is your key, ma'am. The elevator is down the hall. If you need anything else, feel free to ask or call the front desk from your room. Thank you for staying at our hotel.

Tourist: Thank you very much. Yes, I do have a question. I was wondering if you have a city map.

Front desk attendant: Yes, of course. Here you are.

Tourist: ( 1 ) Um, I was wondering if you could recommend some interesting activities to do during my stay.

Front desk attendant: Well, there are many things to do here. It all depends on your interests and how much time you have. So, how long will you be staying in London?

Tourist: ( 2 ) I'm really interested in art and architecture.

Front desk attendant: I see. Well, there are two very famous places to go for art lovers. First, you need to go to the British Museum. It's right here on the map. There you can see Egyptian art and even see the famous Rosetta stone. If you prefer modern or contemporary art, you should visit Tate Modern. This is a wonderful gallery of cutting-edge\* art.

Tourist: Great. These museums really sound amazing! ( 3 )

Front desk attendant: Actually it's free.

Tourist: Wow! That's wonderful.

Front desk attendant: As for architecture, there are definitely a few must-see places. For example, you should definitely check out the Tower of London and Big Ben. ( 4 )

Tourist: No, not really. Why do you ask?

Front desk attendant: Well, then if you get the chance, you should try riding the London Eye.

Tourist: London Eye? What is that? It sounds a little strange.

Front desk attendant: No, no, no. It's like a big Ferris wheel. You go up about 135 meters into the sky and on a clear day you can see for miles in every direction. It's really an amazing experience. Well, at least on a sunny day.

Tourist: Thank you so much for all of your recommendations.  
( 5 )

Front desk attendant: Sure, no problem.

注 : cutting-edge 最前線の

設問 ( 1 ) ~ ( 5 ) には, 次の(a)~(e)の日本語に相当する英文のいずれかが入る。解答欄[A]には(a)~(e)の記号を記入し, 解答欄[B]にはそれに対応する英文を書きなさい。

- (a) 私はここに一週間滞在します。
- (b) 大英博物館の入場料はいくらですか?
- (c) ええと, ロンドンを訪れるのは今回が初めてなんです。
- (d) ロンドンではとても忙しい一週間で過ごすことになると思います!
- (e) 高い所は怖いですか?

3

次の英文を読み、下の設問に答えなさい。(後ろに星印[\*]がついている語には英文の後に注がある。)

An ant rushes over a sandy beach on a path full of twists and turns. It turns right, left, back, then halts, and moves ahead again. How can we explain the complexity of the path it chose? We can think up a sophisticated program in the ant's brain that might explain its complex behavior, but we'll find that it does not work. What we have overlooked in our efforts to speculate about the ant's brain is (1) the ant's environment. The structure of the wind-and-wave-molded beach, its little hills and valleys, and its obstacles shape the ant's path. The apparent complexity of the ant's behavior reflects the complexity of the ant's environment, rather than the ant's mind. The ant may be following a simple rule: get out of the sun and back to the nest as quickly as possible, without wasting energy by climbing obstacles such as sand mountains and sticks. Complex behavior does not imply complex mental strategies.

A lone, hungry rat runs through what psychologists call a T-maze\*. It can turn either left or right. If it turns left, it will find food in eight out of ten cases; if it turns right, there will only be food in two out of ten cases. The amount of food it finds is small, so it runs over and over again through the maze. Under a variety of experimental conditions, rats turn left most of the time, as one would expect. But sometimes they turn right, though (2) this is the worse option, puzzling many a researcher. According to the logical principle called *maximizing*, the rat should always turn left, because there it can expect food 80 percent of the time. Sometimes, rats turn left in only about 80 percent of the cases, and right 20 percent of the time. (3) Their behavior is then called *probability matching*, because it reflects the 80/20 percent probabilities. It results, however, in a smaller amount of food; the expectation is only 68 percent. The rat's behavior seems irrational. Has evolution miswired\* the brain of this poor animal? Or are rats simply stupid?

We can understand the rat's behavior once we look into its natural environment rather than into its small brain. Under the natural conditions of foraging\*, a rat competes with many other rats and animals for food. If all go to the spot that has the most food, each will get only a small share. The one

mutant\* organism that sometimes chooses the second-best patch would face less competition, get more food, and so be favored by natural selection. Thus, rats seem to rely on (4) a strategy that works in a competitive environment but doesn't fit the experimental situation, in which an individual is kept in social isolation.

The stories of the ant and the rat make (5) the same point. In order to understand behavior, one needs to look not only into the brain or mind but also into the structure of the physical and social environment.

(Adapted from Gerd Gigerenzer, *Gut Feelings: The Intelligence of the Unconscious*, 2007, Viking)

注：T-maze T型迷路 miswire 誤った造りにする  
foraging エサをあさること mutant 突然変異の

設問 1 下線部(1)の具体的な内容を日本語で説明しなさい。

設問 2 下線部(2)のように言えるのはなぜか、その理由を this が指している内容を明らかにしたうえで日本語で説明しなさい。

設問 3 下線部(3)について次の(ア)、(イ)の質問にそれぞれ日本語で答えなさい。

(ア) Their behavior とは具体的にどのようなものか。

(イ) 80/20 percent probabilities とは、どのような事実について述べたものか。

設問 4 下線部(4)について次の(ア)、(イ)の質問にそれぞれ日本語で答えなさい。

(ア) ここで説明されている strategy は具体的にネズミのどのような行動について述べたものか。

(イ) この strategy は competitive environment ではうまくいくが、experimental situation には合わないものであるとされている。それはなぜか。

設問 5 下線部(5)の具体的な内容を日本語で説明しなさい。



4 At many universities nowadays professors often assign group work activities. Do you prefer to work alone or in a group? Provide your answer with some reasons to support it in about 100 words in English.