

弘前大学

平成 29 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**⑤**までの5問題が印刷されていて，9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。

平成29年度弘前大学一般入試(前期日程)

問題訂正・補足説明

問題訂正・補足説明の教科・科目名

英 語

7 ページ 4 8 行目

誤) J: Oh, Yeah

正) J: Oh, yeah,

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。)

When anyone tells me they'll be traveling around Japan for the first time by themselves, I try to send them a book I bought when I first came here. It contains drawings and phrases in Japanese and English, which you point to in order to communicate. I also have another book that just contains hundreds of photos of different objects and locations that travelers can point to. There's the saying that a picture is worth a thousand words — but what if you don't have the picture, the phrasebook or a dictionary on you?

It's just as well that you've got... well, YOU. Dictionaries interrupt the conversation flow between people, can be cumbersome*, and are sometimes misleading. So when it comes to communication, you can still say a lot with what you have.

For example, you can use your intonation, and your hands. (1)If someone comes up to you on the street and speaks to you in a language you don't understand, but is pointing to their wrist and it sounds like they're asking a question, they're most likely asking you for the time. (2)Intonation is especially important on the phone, as people need to know by your voice if you're asking a question, getting angry, or being polite.

Facial expressions and body language also play a very crucial role in communication. When explaining a word, phrases like "It's the opposite of," "It's like," or "It's when," are useful in many cases. But what would be the most efficient way of explaining "impatient"? You could say, "It's when you don't like waiting for a late train." But if you stood with your arms crossed, while repeatedly looking at your watch with an annoyed expression on your face, (3)it very quickly becomes a lot clearer what "impatient" means.

My students who have lived overseas are often the ones who have been in situations where they needed to communicate something urgently. They

understand that (4) if you're trying to explain that you're going to throw up, gesturing is going to get the point across a lot faster than reaching for a dictionary. Communication is about being flexible and it doesn't mean you need to have lived overseas. The elderly gentleman who runs the tofu shop in my neighborhood, for example, always uses gestures to communicate if anything is unclear.

When learning a language, speaking is of course important. But it's not just about putting words together using the correct grammar. Using all forms of communication is also essential. It's not realistic to remember every single word that you've learned, so don't feel bad if you forget. But do remember (5) this: Not only is help always at hand, it's also on your face, in your voice, and on your body.

(Adapted from Samantha Loong, "Communication channels," *The Japan Times ST*, May 6, 2016)

注：cumbersome まどろっこしい

設問 1 下線部(1)では、どのようなコミュニケーションが描かれていますか、日本語で簡潔に説明しなさい。

設問 2 下線部(2)でのコミュニケーションにおいて、なぜ intonation が大切であると言っているのか、日本語で説明しなさい。

設問 3 下線部(3)では、何と何を比べて a lot clearer と言っているか、日本語で説明しなさい。

設問 4 下線部(4)では、gesturing が具体的にどのように有効であると述べられているか、日本語で答えなさい。

設問 5 下線部(5)の内容を日本語で述べなさい。

2 次の英文を読み、文中の指示に従って答えなさい。

A traditional word square can be read across and down with the same words.
Here is an example of a 3-word, word square:

	a	b	c
1	L	O	W
2	O	W	E
3	W	E	T

Clues:

1/a = not high

2/b = must give back something

3/c = full of water

Each puzzle has a list of clues (hints). Make Puzzle 1 and Puzzle 2 into squares that read the same across and down. Fill in the missing letters.

Puzzle 1

	a	b	c	d
1	[1a]	[1b]	S	E
2	[2a]	V	[2c]	[2d]
3	S	[3b]	E	D
4	E	[4b]	D	S

Clues:

1/a = get ready for a picture

2/b = something used for cooking

3/c = grows into a flower or vegetable

4/d = finishes, is done

Puzzle 2

	a	b	c	d
1	U	[1b]	I	T
2	[2a]	I	[2c]	[2d]
3	I	[3b]	E	S
4	T	[4b]	S	[4d]

Clues:

1/a = a measurement group, section

2/b = is kind or good

3/c = frozen fruit treats

4/d = examination

- 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。)

In English-speaking countries, most commonly a woman loses her own name with marriage. On the day of the wedding she becomes “Mrs.” Like the slaves of old, she takes the name of the man who “owns” her. (1) This naming system is not found in all areas. In Scotland, a woman does not lose her own name altogether when she marries. Her name is written (2) both ways in legal documents. In the Dutch naming system the woman did not change her name upon marriage. In Spanish-speaking countries a woman retains her own name after marriage, adding her husband’s surname after her own. Therefore when Julia Martinez marries Juan Gomez, her name is Julia Martinez de Gomez. When I was in Mexico I heard the amused, giggling reaction of a young lady who came across the American title, “Mrs. George Smith.” (3) That was the joke of the day — to call a woman by a man’s name! It does seem ridiculous, come to think of it, for married women to be known only by men’s names.

The whole business of titles and proper names is (4) a problem for divorced women, but not for men, who retain their identity throughout their lifetime. The legal hassle of getting back a maiden name* is costly. Nowadays when people are living longer and marrying more often, and if the practice of a woman taking her husband’s name continues, it might be necessary to add another identifying feature, such as dates, because “Mrs. John Doe” could be any of several women. We would have then, Mrs. John Doe, 1946; Mrs. John Doe, 1953; Mrs. John Doe, 1963; and Mrs. John Doe, 1971. . . .

The matter of naming the newborn infant is another aspect of our naming system which is coming into question these days. Rousseau, who believed that his children belonged only to *him*, would not be very popular today. For an infant to take the mother’s name would make infinitely more sense, because that is the only certain relationship by blood. Genealogies* have been

irredeemably* altered because of the patriarchal* naming system. Throughout the ages women have borne infants who were sired* by a secret or unknown father. Historically, this has occurred often among the upper classes, where divorce was unthinkable but sex was not. Thus, often the name which the child carried for a lifetime was no blood relationship. If every newborn took the mother's name, there would be no question. Anthropologist Margaret Mead has observed that there is a greater tendency to name the son for the father than to name the daughter for the mother. (5) This practice is reinforced because of the complications of having to refer to the mother as "big" or "old," a situation which is acceptable for males: "Big John" or "Old John."

(Adapted from Mary Ritchie Key, *Male/Female Language*, 1975, The Scarecrow Press)

注 : a maiden name 女性の結婚前の名前 genealogy 系図
patriarchal 家父長制度の sire 子をつくる
irredeemably 取り消すことができないくらい

設問 1 下線部(1)はどのようなものか、日本語で説明しなさい。

設問 2 下線部(2)の具体的な内容を日本語で説明しなさい。

設問 3 下線部(3)の内容を日本語で説明しなさい。

設問 4 下線部(4)の内容を具体的に述べている一文を本文から抜き出し、書きなさい。

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 次の英文を読み、下の設問に答えなさい。

M: Hi, Josh.

J: Hey, Momoka. How's it going?

M: Not bad. Good thing tomorrow's Friday. It's been a long week.

J: (1). Got any big plans for the weekend?

M: Well, some of my friends are talking about going to see this new animated movie. ... I can't remember what it's called, but it starts Friday at the local theater.

J: Oh, Yeah I heard some people talking about some new anime thing. ... I'm not sure what it's called either.

M: Anyway, do you want to come with us?

J: Umm, I don't think so. Movie theaters are a little rich for my blood these days.

M: Seriously?

J: Well, it's not that I'm cheap. (2) on something that lasts more than two or three hours.

M: So you won't go out to dinner, then, either?

J: No, no, no. I love going out to dinner. In a restaurant, I can spend the whole time talking with my friends. (3).

M: Well, I'll give you that.

J: Besides, if I go see this new movie and most of my other friends haven't seen it yet, I can't really talk about it much without spoiling it for them. On the other hand, if I go out to dinner, I can tell people all about it. We can even go to that restaurant together.

M: Yeah, well, I guess if you're having this much trouble committing to going to a movie once, you certainly aren't going to go back and see one again!

J: (4). I'll probably be able to see it in six months. Sometimes I find movies at the library that I can watch for free. If I really like something I can buy the DVD or the download and watch it over and over.

M: I see your point, but if everyone felt the way you do they'd probably stop making movies!

J: Hmm... (5)

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) この頃映画は本当にすぐDVDになって出るね。
- (b) きみが言いたいことはわかる。
- (c) ただむしろぼくは自分のお金をつかいたいだけ。
- (d) きみの言う通りかも知れない。
- (e) 映画館では静かにしないとイケないね。

5

What do you think? Are we born with talent? Do we develop talent through practice? When it comes to talent, which is more important? Read the following essay. Then, explain your opinions clearly and logically in about 75 words in English.

What Accounts for Talent?

What is talent? Are we born with it? In the 1890s, Francis Galton decided to study the families of talented musicians, artists, athletes, etc. He discovered that the children of great artists were likely to be gifted at art, as well. Consequently, people began to believe that we are either born with talent or we are not.

About one hundred years later, experts started to note that many of the very successful people we call “talented” had actually spent thousands of hours working on their so-called talent. These specialists reasoned that practice may be more important than talent. In the 1990s, author Malcolm Gladwell introduced a theory called the “10,000-hour rule.” The idea was that if someone practiced something for 10,000 hours they would become good enough to be called “talented.” He looked at people like Microsoft creator Bill Gates, who spent all of his time programming computers as a teenager. He added up the time someone like Gates spent and came up with the “10,000-hour rule.”

It is clear that very “talented” people like baseball player Ichiro Suzuki, put in thousands of hours of practice. The importance of practice cannot be denied. The question remains... is someone like Ichiro born with special talent, or can anyone of us put in the practice hours and become one of the truly “talented” ones?