

長崎大学

平成 28 年度 入学 試験 問題

英 語

筆記 試験 問題

(試験時間 9 : 30 ~ 11 : 10)

注 意 事 項

試験開始後、問題冊子及び解答用紙のページを確かめ、落丁、乱丁あるいは印刷が不鮮明なものがあれば、新しいものと交換するので挙手すること。

1. 試験開始の合図があるまで、問題用紙を開かないこと。
2. 解答は、必ず解答用紙の指定されたところに記入すること。
3. 解答用紙は持ち出さないこと。
4. 受験する学部が指定する問題をすべて解答すること。

志望学部	解 答 す べ き 問 題				
経済学部	A	B	C	D	E
医学部・歯学部・ 薬学部	A	B	C	D	E
環境科学部	A	B	C	D	E
教育学部 (英語専攻)	A	B	C	D	E
教育学部 (英語専攻以外)	A	B	C	D	
工学部	A	B	C	D	
多文化社会学部	A	B	C	F	

A 次の英文を読み、後続く設問に答えなさい。

Fashion is not universal. It is not a phenomenon that exists everywhere⁽¹⁾ and at all times. Its roots are neither in human nature nor in group mechanisms in general. Since it first arose in one society, it has induced an ever-increasing number of other societies and social areas into following its logic.

It is normally claimed that fashion in clothes has its origins in the late medieval period, possibly early in the Renaissance, perhaps in connection with the growth of *mercantile capitalism. The usual argument is that one cannot talk about fashion in Greek and Roman antiquity in the sense we do today⁽²⁾ because there was no individual taste in the choice of clothing — even though there were certain possibilities for variation. European clothing had changed relatively little from the Roman Age to the fourteenth century. Although there had of course been variations in clothing regarding materials and details, to all intents and purposes the form of clothes remained unaltered.⁽³⁾ Broadly speaking, rich and poor wore clothing of similar form, although rich people had their clothes made of more expensive materials and decorated themselves with ornaments. The impulse to decorate oneself is by no means a recent phenomenon in human history, but what people decorated themselves with in the pre-modern world had nothing to do with fashion. The Vikings, for example, were very preoccupied with their appearance, and it was usual to have, among other things, a comb hanging from a belt that also included symbols of rank — but there were no Viking fashions. Pre-modern societies are conservative. People in such societies can wear simple or sophisticated decorations and can be enormously preoccupied with aesthetical phenomena, but it is a recurring characteristic⁽⁴⁾ that, for example, hairstyles, clothes and jewelry remain more or less unaltered for generations. The Romans of antiquity were vain,⁽⁵⁾ with both men and women using make-up and perfume,

and with their hair dyed and curled if they did not use a wig. But such styles were also long-lasting. A style from one country might occasionally become popular in another, leading to a sudden change of style — as when the Greeks began to remove their beards in order to resemble Alexander the Great. Such a change of style, however, does not need to be referred to as a *fashion*, for the Greeks subsequently retained their shaven cheeks and chins. What happened was that one long-lasting aesthetic norm was replaced by another, without further changes apparently having been wished for or even considered. In order to be able to talk of 'fashion' it is not sufficient for a change to take place on rare occasions. It only becomes a fashion when this change is sought for its own sake and takes place relatively frequently.

As mentioned, the origin of fashion is usually linked to the emergence of mercantile capitalism in the late medieval period. Europe was then experiencing considerable economic development, and the economic changes created the basis for relatively swift cultural change. It was here that changes in people's clothing first acquired a particular logic; change was no longer rare or random, but was rather cultivated for its own sake. Clothes changed their basic shapes rapidly, with changes in superficial details taking place even faster.

(Adapted from *Fashion: A Philosophy* by Lars Svendsen, 2006)

*mercantile capitalism 重商主義的資本主義

問 1. 下線部(1)を日本語に訳しなさい。

問 2. 下線部(2)を日本語に訳しなさい。

問 3. Answer the following questions in English.

(A) Read the underlined sentence (3). In relation to this statement, find and write down a sentence with the same meaning as (3).

(B) What were the main differences in how rich people and poor people dressed?

問 4. 下線部(4)が表す事柄を日本語で説明しなさい。

問 5. 下線部(5)と異なる意味で用いられているものを次の(A)~(D)から一つ選び、その記号を書きなさい。

(A) Don't be so vain about your appearance.

(B) She shot an arrow at the bird, but in vain.

(C) I think he is shallow, vain and untrustworthy.

(D) He is so vain that he can't pass a mirror without looking at himself.

問 6. In ancient times, how did Greek men try to resemble Alexander the Great? Answer in English.

問 7. fashion として認知されるに至る要件をまとめた以下の英文について、空所を本文中の表現を用いて英語で埋めなさい。

Considerable economic development in medieval Europe is closely (A)() (B)() significant (C)() changes. For instance, changes in fashion seemed to be no longer rare or (D)(), but were (E)() for their own sake.

B

次の英文を読み、後に続く設問にすべて英語で答えなさい。

I was intending this week to write about some problem or other of modern American life when my wife brought me a cup of coffee, read the first few lines off the computer screen, muttered, "Complain, complain, complain," and *shuffled off.

"Pardon, my beautiful English rose?" I called.

"You're always complaining in that column."

"But the world needs righting," I answered calmly. "Besides, complaining is what I do."

"Complaining is all you do."

Well, excuse me, but not quite. But perhaps she had a point.

There are many wonderful things about the United States of America that deserve praise — the Bill of Rights, the Freedom of Information Act, and free refills are three that leap to mind — but none is more outstanding than the friendliness of the people.

An extraordinary example of this friendliness is where I currently live, New Hampshire. Recently I went with one of my children to a Dartmouth College basketball game. We arrived just before game time and joined a long line at one of the ticket windows. After a minute a man came up to me and said, "Are you waiting to buy tickets?"

"No, I'm standing here to make the line more impressive," was the reply that *leapt to mind, but of course all I said was, "Yes, I am."

"Because you can have these," he said, and thrust two tickets at me.

My immediate thought, born of years of stupidly misreading situations, was that there must be some catch. "How much?" I said *warily.

"No, no, you can have them. For free. We can't go to the game, you see." He indicated a car outside with the engine running and a woman in the passenger seat.

“Really?” I said. “Well, thank you very much.” And then I was struck by a thought. “Did you make a special trip here to give away two tickets?”

“They were going to go to waste otherwise,” he said apologetically. “Enjoy the game.”

Perhaps the most surprising thing about New Hampshire is that there is no crime here. I mean none. People will casually leave a \$500 bicycle propped against a tree and go off to do their shopping. If someone did steal it, I am almost certain the victim would run after the thief shouting, “Could you please return it to 32 Wilson Avenue when you’ve finished with it? And watch out for the third gear — it sticks.”

No one locks anything. I remember being astounded by this on my first visit when a *realtor took me out to look at houses and she kept leaving her car unlocked, even when we went into a restaurant for lunch and even though there was a mobile phone on the front seat and some shopping bags in the back.

We have grown used to this now, but when we were still new in town and I expressed wonder about it all to a woman who grew up in New York but has lived here for twenty years, she laid a hand on my arm and said, as if imparting a great secret, “Honey, you’re not in the real world any longer. You’re in New Hampshire.”

(Adapted from *I’m a Stranger Here Myself* by Bill Bryson, 1999)

*shuffle off 立ち去る

*leapt leap の過去形

*warily 用心して

*realtor 不動産仲介業者

*impart 知らせる

Answer the following questions in English.

1. What did the author originally plan on writing about?
2. Why does the writer always complain in his column?
3. What four good points about the United States does the writer list?
4. Where was the writer when he received tickets from the man who came up to him?
5. Why did the man drive to the game?
6. What was the writer amazed by on his first visit to New Hampshire?
7. What did the woman mean when she said, "Honey, you're not in the real world any longer. You're in New Hampshire."? Choose the most appropriate answer.
 - (A) New Hampshire is a long distance from New York.
 - (B) New Hampshire is not as exciting as New York.
 - (C) There are fewer people in New Hampshire than in New York.
 - (D) New Hampshire is friendlier than New York.
8. Who does the author not talk to in the column? Choose the most appropriate answer.
 - (A) a stranger
 - (B) a thief
 - (C) a woman from New York
 - (D) his wife

C 次の文が自然な英文になるように、(A)から(J)の中に入れるべき最も適切な語を1～16の中から選び、数字で答えなさい。ただし、同じ語を2度使ってははいけません。

Ellen Richards was the first woman to (A) a bachelor's degree from the Massachusetts Institute of Technology. A chemist, social activist, teacher, and first woman member of the Institute of Mining and Metallurgical Engineering, she believed that housekeeping was a science. She was also a (B) thinker at a time when education for women was not widely encouraged. Women, she thought, needed to learn about money matters and have up-to-date information on cleanliness and nutrition. She also believed that education provided the best protection (C) greedy businesses that focused only on profits or governments that failed to keep water and food supplies safe. She encouraged women from all backgrounds to get the best education possible.

Richards was also (D) about problems of the poor and the effect of the environment, or surroundings, on society. She considered the environment a key factor in quality of life. Within the family, (E) in the world at large, science was chief in the arsenal of weapons used to fight poverty. Science could (F) to manage finances, keep a home safe and clean, and improve quality of life. Food properly cooked could be tasty, nutritious, and inexpensive. Better and cheaper food could protect the health and improve the (G) of working-class families. At the New England Kitchen in Boston, she served low-cost meals and (H) how to prepare them easily.

Richards created the field of domestic science, a (I) now called home economics, and elevated it to a serious college subject. She worked (J) for the addition of these classes to Boston's public schools. Richards was a national leader in developing academic standards, content materials, and teacher training for this new field.

(Adapted from *Timed Readings Plus in Social Studies: BOOK 9*, 2004)

- | | | | |
|---------------|-----------------|----------------|-----------------|
| 1. against | 2. as | 3. concerned | 4. demonstrated |
| 5. discipline | 6. earn | 7. for | 8. hardly |
| 9. help | 10. interested | 11. learn | 12. lives |
| 13. principal | 14. progressive | 15. respective | 16. tirelessly |

< 多文化社会学部を除く, 全ての学部(専攻)の受験者が解答すること >

D 次の1～10について、下線を引いた部分の意味と最も近いものをA～Dの中から一つ選び、その記号を書きなさい。

1. I just can't put up with your bad attitude.

- A. stand B. play with C. praise D. sit with

2. He is very bright and seems to be able to learn new languages with ease.

- A. advance B. pick up C. study for D. increase

3. The child has some violent tendencies that need to be addressed.

- A. hatred B. habits C. conditions D. plans

4. I have been gaining so much weight recently; I really need to exercise more often.

- A. gain energy B. be punctual C. work out D. study

5. There is still time to oppose this plan.

- A. agree with B. resist C. change D. create

6. She hung out with her friends all week.

- A. spent time B. argued over
C. worked together D. ran into

7. I often tell my students that travel will broaden their horizons.

- A. outcomes B. conclusions C. views D. burden

8. You have already spent a substantial amount of money.
A. manageable B. affordable C. little D. large
9. She popped into the office during her vacation to see if she had received any important mail.
A. dropped by B. ran for
C. stopped over D. went out of
10. Though many of the participants in the presentation contest were nervous, Keiko remained composed throughout her presentation.
A. incapable B. calm C. irritated D. removable

<経済学部・医学部・歯学部・薬学部・環境科学部・教育学部(英語専攻)の受験者が
解答すること>

E 次の問いに 150 語程度の英語で答えなさい。

If you could make one change to the English education system in Japan, what change would you make? Give at least two reasons to support your opinion.