

令和3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8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
創生学部	○	○	○		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〕次の英文を読んで、下の問いに答えなさい。

In May 2020, the pilot of Pakistan International Airlines Flight PK 8303 reported technical problems and uttered the fearful “mayday” alert. “We have lost two engines. Mayday, mayday, mayday,” were the pilot’s last words, according to *Business Insider*. Ninety-seven people perished.

“Mayday!” is an international distress call used by airplane pilots, boat captains and some emergency response personnel. The U.S. Coast Guard deals with roughly 25,000 distress calls every year, some of which involve the “mayday” code.

The signal arose just after World War I, as air traffic between Britain and mainland Europe increased dramatically. All nearby nations needed an internationally understood signal that would alert authorities to urgent aircraft problems.

Why not just use the standard “SOS” call that navy captains used when they were in trouble? Well, ships communicated through telegraph using Morse code, and this technology made “SOS” (three dots, three dashes, three dots) unmistakable. By contrast, aircraft pilots used radio calls, and “SOS,” owing to its consonants, could be misheard as other letters, like “F.”

Frederick Stanley Mockford, a senior radio officer in London, was put in charge of finding an appropriate code word. He reasoned that because so much of the air traffic flew between Croydon and Le Bourget Airport in Paris, it might make sense to use a word that came from French.

He came up with “mayday,” the French pronunciation of “m’aider” (“help me”), which itself is a shortened version of “venez m’aider,” or “come help me.” The U.S. formally adopted “mayday” as a distress signal in 1927.

Due to radio interference and loud background noise, pilots are told to repeat the word three times: “Mayday, mayday, mayday.” The repetition also serves to distinguish the transmission from others that simply refer to the mayday call.

Although these can be panic-filled situations, the Federal Aviation Administration encourages pilots to offer information in the following order so that emergency responders know exactly what they're dealing with:

1. MAYDAY, MAYDAY, MAY-DAY
2. station addressed
3. aircraft call sign and type
4. kind of emergency
5. weather
6. pilot's intentions
7. current position and heading
8. altitude
9. fuel remaining in minutes
10. number of people onboard
11. other pertinent details.

Given its importance, most people respect the mayday signal and use it only when absolutely necessary. Sadly, the Coast Guard occasionally deals with hoax calls, in large part due to the virtually untraceable VHF radio signals it uses to receive distress signals. As a result, hundreds of thousands of dollars and countless hours may be wasted trying to rescue people who were never in danger. People who abuse this system can be jailed for up to 10 years and fined \$250,000.

(Adapted from Nathan Chandler, "Why Is 'Mayday' the International Distress Call?" *HowStuffWorks*, June 22, 2020)

[注] the U.S. Coast Guard 合衆国沿岸警備隊 telegraph 電信
Morse code モールス信号 consonant 子音
radio officer 無線通信士
the Federal Aviation Administration 連邦航空局
hoax call いたずらの通報 VHF 超短波

問 1. 下線部(a)を和訳しなさい。

問 2. 下線部(b)に対する答えを、本文の内容に即して、句読点を含めて100字以内の日本語で答えなさい。なおアルファベットは1マスに1文字を記入すること。

問 3. 下線部(c)について、本文で述べられている全ての理由を、句読点を含めて60字以内の日本語で答えなさい。

問 4. 下線部(d)を和訳しなさい。

II

〔全学部受験者用〕次の英文を読んで、下の問いに答えなさい。

“When you’re smiling the whole world smiles with you.”

When songwriters Joe Goodwin, Larry Shay and Mark Fisher wrote the above lyrics, it’s doubtful they had studied the works of Charles Darwin and Paul Ekman on human expressions. However, they did express a universal human truth about smiling.

Darwin’s work “The Expression of the Emotions in Man and Animals” looked at certain human expressions that appeared common to all peoples. In his times, this was a bold statement that all people, whatever race, shared a common heritage.

Darwin realized something that all babies know instinctively, and that is that the human face is highly expressive and instantly attractive. Newborn babies prefer a human face, even a part of a human face, to any other shape.

In the second month, the infant is smiling and responding to caregivers’ smiles. When a baby smiles, it’s difficult for caregivers not to respond not only with smiling themselves but in altering the environment to make the baby smile more.

The human face can make many expressions of emotion; estimates range from 4,100 to 10,000. Humans are extremely sensitive to the subtlest alteration of mood or expression even when they are unconscious of noticing the changes.^(a)

More than 40 muscles are involved in facial expressions. Whole regions of the brain are devoted solely to recognizing faces. These changes can be as subtle as slightly dilated pupils and may last only a part of a second.

In the 1960s, Paul Ekman studied facial expression in remote tribal people and found that there are six universal expressions: anger, disgust, fear, pleasure, sorrow and surprise.

The most universal expression of all is the smile. No society has been found that doesn’t respond to the smiles in the same way.^(b) True smiles are

brief between two-thirds of a second and four seconds. A spontaneous smile involves the contraction of the orbicularis oculi muscle in each eye, and we don't have independent control over those muscles.

Ekman states a false smile is intended to convince another person that positive emotion is felt when it's not. A false smile only covers the actions of the lower face and lower eyelids. You can make your mouth smile but not your eyes sparkle. Many have noticed that an insincere smile didn't go to the eyes.

Ekman said all humans use "microexpressions," which are flashes of emotion lasting no more than a quarter of a second that reveal our true emotions. When babies flash this true emotion, indeed the whole world smiles with them.

The adult recipients of this gift of happiness work hard to ensure that more smiles are part of their world. It's the most positive reinforcement. Babies smile instinctively. Helping a child to grow up with a smile, laughter and satisfaction is a huge part of development.

(Adapted from Sally Robinson, "Smiling Most Universal Expression of All Time," *The Daily News* (Texas), Aug 18, 2020)

〔注〕 instinctively 本能的に slightly dilated pupils わずかに開いた瞳孔^{どうこう}
orbicularis oculi muscle 眼輪筋 eyelid まぶた

問 1. 下線部(a)を和訳しなさい。

問 2. 下線部(b)を和訳しなさい。

問 3. 本文中で述べられている a false smile の特徴を、本文の内容に即して、句読点を含めて 100 字以内の日本語でまとめなさい。

問 4. 下線部(c)の内容を、本文の内容に即して、句読点を含めて 40 字以内の日本語で述べなさい。

III

〔全学部受験者用〕次の問題A, Bに答えなさい。

問題A. 下線部(a), (b)を英訳しなさい。

私の作品をどう楽しめばいいの^(a)か、私にもよくわかっていない。私は書きたい
ように書^(a)くし、読むほうも読みたいように読んでくれたらいいと思う。合わな
かったら、他の作家を読めばいい。実にたくさん^(b)の小説があるし、今この時も誰
かが小説を書いていて、これからも増え続けていく。

〔出典〕 遠野遥【芥川賞に決まって】 円滑なインタビューのために(産経
新聞電子版, 2020年8月24日)

問題B. 次の質問に80語(80 words)程度の英文で答えなさい。解答欄末尾の所
定の箇所に、解答に用いた語の数を「(83 words)」のように必ず記すこと。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。

Describe an experience where you were successful or unsuccessful in
achieving your goal. What lessons did you learn from this experience?

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。問題Aについては1から5の設問ごとに2回読まれます。
- ・問題Aと問題Bの間に20秒程度の空白があります。
- ・音声を聴きながら、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 dialogues and fill in the blanks with the words you hear.

1. [S: Student, T: Teacher]

S: Mr. Sato, why did you decide to become an English teacher?

T: Well, when I was in high school, I became good friends with an exchange student and always talked with him in English.

S: Are you still in contact with him?

T: Yes, I am. He actually ().

2. [C: Customer, W: Waiter]

C: Excuse me, could I have another glass of water?

W: Of course. Would you like still or sparkling water?

C: Still water, please.

W: ()?

3. [S 1: Student 1, S 2: Student 2]

S 1: I'm really excited about the spring vacation.

S 2: Me too! I can't wait to sleep all day.

S 1: I don't think you should waste your time just lying in bed.

S 2: Don't worry, ().

4. [N: Niece, U: Uncle]

N: Thank you so much for the necklace you sent for my birthday.

U: I'm so glad you like it.

N: I really do. I wear it almost every weekend.

U: ().

5. [T: Teacher, ES: Exchange Student]

T: How are you settling into the school, Barbara?

ES: Classes are a bit difficult for me, but the students are all very kind.

T: ()?

問題B. Listen to your ALT telling you about a trip she took and answer the questions in Japanese.

