令和４年度 入学試験問題

英　語

筆記試験問題

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. 試験開始後は，すべての解答用紙に受験番号（２か所）・氏名を記入すること。
3. 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。
4. 解答用紙は持ち出さないこと。
5. 以下の問題を選択して解答すること。

志望学部	解答すべき問題
多文化社会学部 教育学部 （中学校教育コース文系） 経済学部 医学部 歯学部 薬学部 環境科学部	A　B　C　E
教育学部 （中学校教育コース文系以外） 情報データ科学部 工学部	A　B　C　D

A 次の英文を読み，後に続く設問に答えなさい。

We have a problem to solve whenever we want to do something but lack the immediate means to achieve it. Most of the goals we reach in our everyday life do not require problem solving (1) because we have a habit or some prior knowledge that allows us to achieve them. Getting to work, for example, requires a series of decisions and actions that might be quite complex but are generally routine and executed automatically. We know how to start our cars or which route to drive, and so on. But if the car will not start one morning, or our usual route is blocked, then we have a problem to solve. Like many real world problems these are ill-defined (2), lacking clear procedures or rules for their solution. For example, if the car will not start, a variety of strategies and solutions may be tried. If the battery is dead, we may start the engine by getting power from another car. Or we may borrow a car from a partner or friend, or decide to use public transport.

Ill-defined problems may be quite easy for a human to solve but would be next to (3) impossible for a computer, unless it knew all the things that we know. However, some problems — including many studied by psychologists — are well-defined. This means that there is a clear set of rules that can be applied to get from where you are to where you want to be. Artificial problems usually have this nature (4). Examples would be a crossword puzzle to solve or a chess problem which requires you to find a checkmate in three moves. If a problem is well-defined, a computer program can in principle be written to solve it.

Problem solving is clearly a key feature of human intelligence. Animals have generally evolved with fixed behavior patterns. Some of the things they do may seem very clever (5). For example, birds and other animals may migrate thousands of miles, arriving (usually) in the right place. Honey bees can signal the location of nectar to their fellow creatures using a sophisticated code. But these behaviors have been acquired slowly through evolution and cannot be varied by the individual animal. If the environment changes, it will not be possible for an

individual to adapt its behavior. While there is some evidence of intelligent use of tools to solve novel problems in some animals, the solution of novel problems is what generally marks our species out as different from both animals and earlier *hominids. *Neanderthals had very sophisticated skills — in manufacturing tools and hunting prey, for example — (6) but these skills were isolated from each other. Hence, they could not adapt their tool making if different kinds of prey were encountered. (7) (_____), our own species, Homo sapiens, was able rapidly to adapt the design of *artifacts to achieve changing goals, which is probably the reason that we are the only hominid species to make it to the present day.

(8) (_____) does not, in the main, rely on behavior patterns fixed by evolution, and nor does it depend on habit learning. Humans can and have solved a whole range of novel problems, which is why we have been able to develop such advanced technologies. If we want to understand human intelligence, then we need to study how it is that humans can solve both ill-defined and well-defined problems. Not all problems have a uniquely correct solution, but that does not mean that we should give up. Our best scientists are like chess masters, because science also cannot provide knowledge that is certainly true. Even great scientific theories, like Newton's *mechanics, can be later shown to be incorrect or limited in certain respects. In Newton's case, the inaccuracies cannot be detected in systems moving much slower than the speed of light, and (9) Newton's physics was close enough to the truth to allow all manner of technologies to be developed using its principles.

(Adapted from *Thinking and Reasoning: A Very Short Introduction* by Jonathan St B. T. Evans, 2017)

*hominid: ヒト科の動物

*Neanderthal: ネアンデルタール人

*artifact: 人工物

*mechanics: 力学

問 1. 下線部(1)が必要になる状況を定義的に述べている句を，第1パラグラフからそのまま英語8語で抜き出しなさい。

問 2. 下線部(2)のような場合には，どのような解決方法がありますか。第1パラグラフに挙げられている例を3つ日本語で説明しなさい。

問 3. 文脈から判断して，下線部(3)に最も近い意味を持つものを(A)〜(D)より選び，その記号を書きなさい。

(A) perhaps　(B) certainly　(C) rarely　(D) almost

問 4. 下線部(4)はどのようなことですか。日本語で説明しなさい。

問 5. 下線部(5)は具体的にどのようなことを述べていますか。2つ日本語で説明しなさい。

問 6. 下線部(6)はどのようなことを述べていますか。日本語で説明しなさい。

問 7. 文脈から判断して，下線部(7)に入る最も適切な英語を(A)〜(D)より選び，その記号を書きなさい。

(A) Similarly　(B) While　(C) By contrast　(D) Accordingly

問 8. 下線部(8)に入る最も適切な表現を，本文の第4パラグラフ（最終パラグラフ）からそのまま英語2語で抜き出しなさい。

問 9. 下線部(9)について，どのくらい真理に近いものであったのかを日本語で答えなさい。

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。

My name is Toby and I'm having a bad day. I went into three pawnshops before I found anyone who would (1) give me the time of day. The third shop was (2) run by a woman. When I said I had some things to sell she busied herself with the merchandise on the back shelf. She didn't look at me, not then or at any other time while I was in her shop.

"What kinds of things," she asked me.

"Four clocks," I told her. "Also two radios. A couple of other items."

"Where'd you get them?"

"My father left them to me," I said. When she didn't say anything, I added, "My mom needs the money."

"I'm about to close up," she said. Then she added, as if I had begged her, "All right, maybe I can take a look."

She ignored me as I went back and forth to the car. I lined everything up on the top of the cabinet and waited.

(3) "That it?" she said.

I said that was it.

She came from around back and locked the door. Then she went behind the counter again. She ran her eyes over the goods. She picked up the big clock, broke it open. Then she snapped it shut again, hard, too hard. It was painful to watch. I had used it and felt respect for it. But I said nothing. I was unsettled by her face that never changed expression, and most of all by her refusal to look at me. The longer she didn't look at me, the more I wanted her to. She made me feel unimportant, which gave her the edge.

"I don't need this stuff."

"But you said you'd look at them."

"I looked at them."

I stared at her back.

She said, "I might be able to take them as pawn."

"Pawn? How much can I pawn them for?"

She shrugged. "Five apiece."

"Five dollars? But that's not fair! They're worth a lot more than that," I said. "A lot more."

"Then go get more."

"Maybe I will," I said, but I knew better now. (4) "I could sell them for twenty," I said.

"I already told you, I'm not buying. If you want to pawn, five's the limit." Then she said, "All right. Throw in those other items and you got yourself a deal."

"You mean twenty apiece?"

She hesitated, then said, "Ten. Sixty for everything. Final offer."

"The big clock is worth more than that," I said. "All by itself."

"Not as a pawn it isn't."

I kept staring at her back. She wasn't moving. She knew I was going to give in, I could feel her knowing it, and that made me determined not to give in. I picked up the clocks. Then I put them down again. "Okay," I said. She locked the door behind me when I left. The lock shot home with a sharp click. I dropped the pawn tickets in the trash can, just as she knew I would.

(Adapted from *This Boy's Life* by Tobias Wolff, 1989)

Answer the following questions **in English.**

1. What is Toby trying to do?

2. What does the underlined (1) "give me the time of day" mean in this context? Choose the most appropriate answer from (A) to (D).

   (A) tell me the correct time
   (B) listen to me and take me seriously
   (C) repair my broken watch
   (D) give me directions to the nearest clock shop

3. Which of the following is closest in meaning to the underlined (2) "run"? Choose the most appropriate answer from (A) to (D).

(A) offered (B) operated (C) closed (D) sold

4. Where did Toby get the items?

5. What does the woman mean by the underlined (3) "That it?"? Choose the most appropriate answer from (A) to (D).

(A) Is that your car?
(B) Is that your friend?
(C) Is that everything?
(D) Is that your cabinet?

6. What makes Toby feel uncomfortable? List three things.

7. Which of the following is closest in meaning to the underlined (4) "I knew better now"? Choose the most appropriate answer from (A) to (D).

(A) I knew I could get more money somewhere else.
(B) I knew she would give me more money.
(C) I knew she did not like me.
(D) I knew I wouldn't get more money somewhere else.

8. What is a pawnshop? Choose the most appropriate answer from (A) to (D).

(A) a shop where people can exchange money
(B) a shop where people can borrow used items
(C) a shop that repairs household items
(D) a shop that provides personal loans and resells used items

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 ～ 15 の中から選び，数字で答えなさい。ただし，同じ語を 2 度使ってはいけません。

In Japan, it has become popular today for people to wear blue jeans, to listen to rock music, to eat fast food, to sleep in a bed, and to eat with a knife and fork. Since ancient (A), the cultures of other countries, especially (B) of China and Korea, have greatly influenced Japanese life. However, (C) the opening of Japan in the nineteenth century after many (D) of isolation, and especially after World War II, the Japanese have tried to keep (E) with Western people and become like them.

Lifestyles from Western cultures have been increasingly accepted and adopted in Japan, and a Westernized way of life is now (F) among the Japanese people. As a result, many people are beginning to ask (G) one can find original Japanese culture with its deep sense of beauty, which was so apparent in the past but which is now rapidly disappearing. A partial answer to this question can be found in an examination of Japanese cultural traditions as they exist today, particularly in (H) of language, fashion, music, and painting.

The Japanese language is traditionally one that treasures *ma*, or empty spaces. In these blanks, people find unmentioned, (I) meanings and try to determine the meaning of the speaker or writer through (J) the atmosphere created by the words. For many Japanese, there is great joy in this sense of reading between the lines. For instance, Japanese *haiku* (poems with a pattern of 5-7-5 syllables) must be composed in very few words, but the deeper meaning of such verse is to be found in *ma* between the words.

(Adapted from *The Japanese Mind* by Roger J. Davies & Osamu Ikeno, 2002)

1. under	2. deprive	3. hidden	4. widespread
5. that	6. negative	7. where	8. years
9. up	10. feeling	11. those	12. times
13. hours	14. terms	15. with	

＜教育学部（中学校教育コース文系以外），情報データ科学部，工学部の受験者のみ解答すること＞

D 以下の１～10の英文の下線部の意味に最も近い選択肢を，Ａ～Ｄから１つ選びなさい。

1. Fear of infectious diseases gave rise to increased public awareness of sanitation.

   A. prohibited　B. applauded　C. caused　D. attached

2. What are the attributes of a good teacher?

   A. qualities　B. reasons　C. feelings　D. records

3. She swore that her father had never seen the man before.

   A. asserted　B. grasped　C. forgot　D. suspected

4. Three major arguments have been put forward.

   A. proposed　B. accepted　C. explained　D. ignored

5. He is working diligently to effect these changes.

   A. wisely　B. earnestly　C. angrily　D. occasionally

6. She passed up the promotion because she did not want to move to Tokyo.

A. threw B. skipped C. declined D. accepted

7. She said she felt a bit under the weather.

A. energetic B. cold C. hot D. sick

8. The company finally settled on a location for their new office.

A. moved into B. built C. decided D. suggested

9. Your acceptance into the program is conditional upon visa status and language proficiency.

A. determined B. dependent C. based D. guaranteed

10. Japanese animation has become popular in many countries.

A. caught for B. caught at C. caught up D. caught on

＜多文化社会学部，教育学部（中学校教育コース文系），経済学部，医学部，歯学部，薬学部，環境科学部の受験者のみ解答すること＞

E 図１を見て，次の２つの問いに，それぞれ 100 語程度の英語で答えなさい。

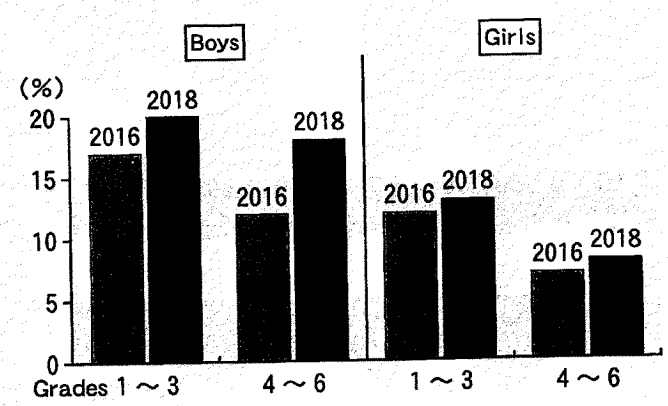
1. According to the Figure below, what is the recent situation concerning Japanese elementary school students with suspected video game or internet *addiction?

2. Do you think video game or internet addiction is a problem for Japanese elementary school students? Give at least two reasons to support your opinion.

*addiction: a harmful habit that one cannot stop

Figure 1.

Japanese elementary school students with suspected video game or internet addiction



(Adapted from *Survey data, case studies suggest gaming addiction rampant among Japan's young*, The Mainichi Japan, 27 May 2019)

URL: https://mainichi.jp/english/articles/20190527/p2a/00m/0na/014000c