2015 年度入学試験問題

英　　語

（試験時間　10：30～11：50　80 分）

1．この問題は，入学願書提出時に選択した科目の問題です。科目名を確認のうえ，解答してください。

2．解答用紙は，記述解答用紙とマーク解答用紙の 2 種類がありますので注意してください。

3．解答は，必ず解答欄に記入してください。なお，解答欄以外に書くと無効となりますので注意してください。

4．解答は，**HB**の鉛筆またはシャープペンシルを使用し，訂正する場合は，プラスチック製の消しゴムを使用してください。特に，マーク解答用紙には鉛筆のあとや消しくずを残さないでください。また，折りまげたり，汚したりしないでください。記述解答用紙の下敷きにマーク解答用紙を使用することは絶対にさけてください。

5．解答用紙には，受験番号と氏名を必ず記入してください。

6．マーク解答用紙の受験番号および受験番号のマーク記入は，コンピュータ処理上非常に重要なので，誤記のないよう特に注意してください。

7．満点が 150 点となる配点表示になっていますが，日本史学専攻，社会学専攻，社会情報学専攻，心理学専攻は 100 点となります。

I　次の(1)～(10)の対話文を完成させるために（　　）に入れるべきもっとも適切な語句を，それぞれ㋐～㋓の中から１つ選び，マーク解答用紙にその記号をマークしなさい。(30 点)

(1)　A：Are you OK?　Your cheek looks（　　）.

B：It's my tooth.　It's been hurting for three days now.

A：You should really see a dentist.

㋐　swell

㋑　swelled

㋒　swelling

㋓　swollen

(2)　A：How has the first day of your vacation been?

B：Wonderful, thank you.　I am（　　）having nothing to do.

A：We have many activities available in case you want something fun to do.

B：Not at all.　I so rarely get a chance to just lie around and relax.

㋐　enjoy

㋑　enjoyable

㋒　enjoyed

㋓　enjoying

(3) A : Hi, how can I help you?

B : Can you tell me how I can find out whether I have any outstanding library books?

A : Well, you can start by (　　) me your name and student number.

㋐ saying

㋑ teaching

㋒ telling

㋓ witnessing

(4) A : Can you speak any other foreign languages?

B : Not really, although I (　　) German for a year in high school.

A : That's cool. I really like the sound of German.

㋐ acquired

㋑ knew

㋒ spoke

㋓ studied

(5) A : How do people celebrate the New Year in Japan, Mariko?

B : ( ) Japanese enjoy the holiday with their family, often returning to their hometown for a few days.

A : Did you go back to your parents' house this year?

B : No. I have a part-time job in a department store, so I worked every day during the holiday this year.

㋐ All

㋑ Almost

㋒ Most

㋓ Mostly

(6) A : Have you thought about what courses you might want to take in university?

B : There's a course on Harry Potter that looks fun, but I'm not sure my English is strong enough.

A : That's a great course. Do you think you are ( ) of reading all the Harry Potter books in English?

B : I'm not sure, but I know I'd like to try.

㋐ able

㋑ capable

㋒ possible

㋓ sensible

(7) A : Welcome home, sir. How was your flight?

B : Fine, thank you. It's good to be back. And thanks for meeting me at the airport.

A : My pleasure, sir. Here, (　　) me take your luggage. The car is just around the corner.

B : Thanks very much.

㋐ give

㋑ have

㋒ let

㋓ make

(8) A : Have I managed to persuade you to take the job?

B : Well, I have to (　　) you have made an appealing offer.

A : You can take some time to think it over if you like.

B : Thanks. Can I contact you early next week with my decision?

㋐ accept

㋑ admit

㋒ notice

㋓ recognize

(9) A : What time will the kids get home from school today?

B : Oh, ( ) already.

A : Really? When did they show up?

B : About five minutes ago.

㋐ they'll arrive

㋑ they're arrived

㋒ they're arriving

㋓ they've arrived

(10) A : Thank you so much for coming today, Senator. Do you think you could share with our listeners what you think the greatest challenges facing society today are?

B : Well, first of all, I think we really must begin to ( ) seriously about the problem of rising economic inequality.

㋐ deal

㋑ discuss

㋒ talk

㋓ tell

II　次の(1)～(5)の（　　）内の語群に１語を補って並べかえると，それぞれの日本語の文に相当する英文ができます。補うべきもっとも適切な１語を下の㋐～㋝の中から選び，マーク解答用紙にその記号をマークしなさい。（文頭に来る語も小文字にしてあります。）（15点）

(1)　彼はその提案への賛成を明言した。

(declared, favor, he, himself, of, proposal, the).

(2)　効果的な治療法が今にも見つかるかもしれない。

(an, at, be, effective, found, may, moment, treatment).

(3)　私は真実を話さざるをえなかった。

(choice, had, I, no, tell, the, to, truth).

(4)　彼女が自分の成果を誇りに思うのはもっともだ。

(accomplishments, her, in, may, pride, she, take).

(5)　目覚めると，私は見知らぬ部屋にいた。

(a, awoke, I, in, myself, room, strange, to).

㋐	any	㋑	be	㋒	being	㋓	but	㋔	enough
㋕	every	㋖	find	㋗	help	㋘	in	㋙	look
㋚	on	㋛	rather	㋜	to	㋝	well	㋞	worth

III 次の(1)〜(5)の英文には，それぞれ１つだけ適切でない箇所があります。その箇所を㋐〜㋓の中から選び，マーク解答用紙にその記号をマークしなさい。(15点)

(1) As computers continue to shrink (㋐) in size and drop (㋑) in cost, their rising convenience in our everyday lives appear (㋒) to know no bounds (㋓).

(2) Ben has been really upset since learning (㋐) that his girlfriend no longer likes himself (㋑) after he ignored (㋒) her and spent the whole class trip with friends from (㋓) the soccer team.

(3) Our efforts to promoting (㋐) environmentally sound (㋑) alternatives to residential building materials have (㋒) unfortunately failed to capture (㋓) the attention of the general public.

(4) It is the responsibility of (㋐) parents to grow up (㋑) their children before they enter school, at which time (㋒) the children start to become more and more influenced by (㋓) their friends.

(5) With this new source (㋐) of financial support, scientists will be devoted (㋑) to their research a greater amount (㋒) of time and effort to understand (㋓) the basic mechanisms of cell growth.

IV　次の英文の下線部(1)(2)を日本語に直して，記述解答用紙に記入しなさい。(30 点)

On the surface, writers and ballet dancers seem to have nothing in common. In reality, the qualities of a good writer resemble the qualities of a good ballerina. One such quality is motivation. Good writers are motivated to learn new and better ways of telling a story, just as ballerinas try to learn many new and better ways of performing certain movements. Another similarity between the two is the importance of dedication. (1) Good writers spend hours each day developing their vocabularies and grammar skills to improve their writing. Likewise, good ballerinas spend countless hours in the gym or studio each week increasing their accuracy and endurance. Finally, people in both professions hope to entertain their audience. Writers choose their themes and language with their audience in mind, and ballerinas consider which movements and which costumes will have the biggest impact on their audience. (2) In sum, few people realize that writers and ballerinas have these professional qualities in common.

V　次の文を英語に直して，記述解答用紙に記入しなさい。(15 点)

最近，子どもたちは放課後のさまざまな活動で忙しいので，夕食を食べる時間が遅くなっている。

VI 次の文章を読んで，設問に答えなさい。＊の付いた語句は注を参照しなさい。(45点)

We use the visual mode to communicate nonverbally* in several ways. We can gesture, vary our facial expressions, make eye contact, and alter (ア) our body posture. Each of these behaviours performs a variety of functions. Movements of the face and body give clues to our personality and emotional state (イ). The face, (ウ) particular, signals a wide range of emotions, such as fear, happiness, sadness, anger, surprise, interest, and disgust. Many of the expressions vary (エ) meaning across cultures, and we have to learn how to interpret the sometimes very subtle movements in the faces of people (オ) racial characteristics differ from our own.

In addition, the face and body send signals about the way a social interaction is proceeding. We use *eye contact* to show who is the focus of our communication, in a group, or to prompt a person to speak next (カ). We use *facial expressions* to give feedback to others about how we are receiving their message, expressing such meanings as puzzlement or disbelief. We use our *body posture* to convey our attitude towards an interaction — for instance, whether we are interested or bored. Several kinds of social context are associated with specific facial or body behaviours, such as waving upon meeting or taking leave. Ritual or official occasions are often associated with gesture and posture — as with kneeling, standing, bowing (キ), and blessing.

Some visual effects are widely used in the cultures of the world. An example is the *eyebrow flash**, used unconsciously when people approach each other and wish to show that they are ready to make social contact. Each person performs a single upward movement of the eyebrows, keeping them raised for about (ク) of a second. The effect is so automatic that we are hardly ever conscious of it. But we become uneasy if we do not receive an eyebrow flash when we expect one (ケ) (from someone we know); and to receive an eyebrow flash from someone we do not know can be uncomfortable, embarrassing, or even

threatening.

Most gestures and facial expressions, however, differ across cultures. Sometimes the differences are very noticeable, especially when we visit a society which uses far more gestures and facial expressions than we are used to (e.g.* Italian, compared with British) or far fewer (e.g. Japanese, compared with British). We even coin* phrases to express our sense of these differences, as when an English person describes Italians as 'talking with their arms' or Westerners refer to people from Asian countries as 'inscrutable*'.

Even when a visual effect seems to be shared between societies, we have to be careful, for it can convey very different meanings. A thumbs-up sign has a positive 'all is well' or 'I am winning' meaning in Western Europe, the USA, and other cultures (コ) influenced by its use as a symbol of combat survival in Roman times. But in the Arab world, (サ) in parts of West Africa and Asia, it is a symbol of insult. As a consequence, it was never entirely clear (シ), during the aftermath* of the Iraq War of 2003, when Iraqis were seen on television (ス) a thumbs-up to American troops, whether this was the traditional gesture being used as an insult or whether it was the Western version being adopted as a sign of cooperation and a symbol of freedom.

Conversely*, a particular meaning can be conveyed by a variety of different visual signals. To express respect, for example, Europeans tend to extend or lower their arms, and they sometimes bow their heads. But in other cultures we find more profound bowing, using the whole of the upper half of the body, (セ) crouching, crawling, and lying on the floor. We also see other kinds of hand or arm movement, such as the placing of the palms together in an upward orientation (as in India).

注　nonverbally　言葉を使わずに
flash　一瞬の動き
e.g.　たとえば
coin　つくり出す
inscrutable　不可思議な
aftermath　直後の時期
conversely　逆に

(1)　アクセントのくる母音の発音が下線部(ア) alter の場合と同じ語を下の①～④から１つ選び，マーク解答用紙にその番号をマークしなさい。

①　fault　②　laughter　③　palace　④　valid

(2)　下線部(イ) give clues to our personality and emotional state の意味としてもっとも適切なものを下の①～④から１つ選び，マーク解答用紙にその番号をマークしなさい。

①　われわれの個性と情緒のあり方に手本を与えてくれる
②　われわれの個性と情緒の状態を伝える表現力を補ってくれる
③　われわれの人柄と感情のあり方を解明する答えを与えてくれる
④　われわれの人柄と感情の状態を察する手がかりになる

(3)　空所（　ウ　）と（　エ　）には同一の語が入ります。もっとも適切な語を下の①～④から１つ選び，マーク解答用紙にその番号をマークしなさい。

①　for　②　in　③　on　④　with

(4) 空所（　オ　）に入るもっとも適切な語を下の①～④から１つ選び，マーク解答用紙にその番号をマークしなさい。

① that　② what　③ whom　④ whose

(5) 下線部(カ) prompt a person to speak next の意味としてもっとも適切なものを下の①～④から１つ選び，マーク解答用紙にその番号をマークしなさい。

① 次に話すために人をせかす
② 次に話す人を決める
③ 次に話す人を元気づける
④ 次に話すよう人を促す

(6) アクセントのくる母音の発音が下線部(キ) bowing の場合と同じ語を下の①～④から１つ選び，マーク解答用紙にその番号をマークしなさい。

① allow　② borrow　③ low　④ tomorrow

(7) 空所（　ク　）には「６分の１」を意味する語句が入ります。もっとも適切な語句を下の①～④から１つ選び，マーク解答用紙にその番号をマークしなさい。

① a sixth　② one in six　③ one per six　④ the sixth

(8) 下線部(ケ) one を言いかえるもっとも適切な語句を下の①～④から１つ選び，マーク解答用紙にその番号をマークしなさい。

① a greeting　② an eyebrow flash　③ a person　④ social contact

(9) 下線部(コ) cultures の次に語句を補うことができます。もっとも適切な語句を下の①～④から１つ選び，マーク解答用紙にその番号をマークしなさい。

① have been　② having been　③ that have been　④ to have been

(10) 空所（　サ　）と（　セ　）には同一の語句が入ります。もっとも適切な語句を下の①～④から１つ選び，マーク解答用紙にその番号をマークしなさい。

① as far as　② as well as　③ so far as　④ so long as

(11) 下線部(シ) was never entirely clear の意味としてもっとも適切なものを下の①～④から１つ選び，マーク解答用紙にその番号をマークしなさい。

① 完全には明らかでなかった
② 全然，明らかではなかった
③ まったく不明瞭のままだった
④ 明瞭になることは，まったく一度もなかった

(12) 空所（　ス　）に入るもっとも適切な語を下の①～④から１つ選び，マーク解答用紙にその番号をマークしなさい。

① gave　② give　③ given　④ giving

(13) 以下の①～⑦について，本文の内容と一致するものには𝕋の記号を，本文の内容と一致しないものには𝔽の記号を，マーク解答用紙にマークしなさい。ただし，すべて𝕋を選んだ場合，またはすべて𝔽を選んだ場合は，無得点になります。

① 顔の表情や身体の動作によって，われわれは言葉なしで意思疎通ができる。

② 異文化間の交流が増すにつれて，しぐさによる表現方法は多様になってきている。

③ 人と出会う際にほとんど無自覚的に眉を瞬間的に動かす動作は，相手と接してもよいという気持ちをあらわす。

④ ほとんどのしぐさは，他文化においても通用する。

⑤ 文化が異なると同じしぐさであっても意味するところが違うのは，信仰の影響も関与している。

⑥ 親指を上に向けて立てるしぐさの意味は，西欧や米国とアラブ世界とでは異なる。

⑦ うやまいの念をあらわす合掌のしぐさは，欧米文化においても見られなくはない。