

2016 年度 入学 試験 問題

英 語

(試験時間 10:30~11:50 80分)

1. この冊子は、出願時に選択した科目の問題冊子です。科目名を確認のうえ、解答してください。
2. 解答用紙には、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、必ず解答欄に記入およびマークしてください。解答欄以外への記入およびマークは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。
5. 解答用紙を折り曲げたり、汚したりしないでください。また、マーク解答用紙を記述解答用紙の下敷きを使用しないでください。
6. 解答用紙には、必ず受験番号と氏名を記入およびマークしてください。
7. マーク解答用紙への受験番号の記入およびマークは、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。
8. 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、心理学専攻の満点は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㉠~㉤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 : The final game is scheduled for the day of your arrival. You've got to join us!

B : But I already have a reservation. Even () I were able to change to an earlier flight, I wouldn't be able to arrive before the start of the game.

A : That's fine. Just come to the stadium as soon as your flight lands.

㉠ better

㉡ if

㉢ though

㉣ when

(2) A : Did you tell Sue that Peter called this morning?

B : Yeah. She called him back already because she wondered what he ().

A : I think he is going to take her to dinner tomorrow night.

㉠ tells

㉡ told

㉢ wanted

㉣ wants

(3) A : There must be a number of safety restrictions for designing a new airplane.

B : There are. For example, an aircraft () wings exceed 10 meters each must have at least two engines in order to fly safely.

A : Then, we will either have to add an additional engine or reduce the overall size of our design.

Ⓐ that

Ⓑ which

Ⓒ whose

Ⓓ with

(4) A : Oh good, you're here. We're getting things ready so that we can start painting the walls and ceilings.

B : Great. What can I do to help?

A : The box of papers from the offices on the upper floors () to be moved to the basement before we can begin.

Ⓐ have

Ⓑ must

Ⓒ need

Ⓓ needs

(5) A : It's going to be a long bus ride tomorrow. I'm worried that you might get sick.

B : As long as I () a pill for motion sickness, I'll be fine.

- Ⓐ drink
- Ⓑ eat
- Ⓒ swallow
- Ⓓ treat

(6) A : Have you always been an animal lover?

B : When I was a child, our neighbors () chickens and goats.
I used to love to visit the animals in their yard.

- Ⓐ raise
- Ⓑ raised
- Ⓒ rised
- Ⓓ rose

(7) A : I'm a little worried about some of the questions on this application.

B : You don't need to worry. They're very good about making sure that
() information is kept strictly confidential.

A : Well, if you're sure. Okay. Thanks.

- Ⓐ all
- Ⓑ each
- Ⓒ every
- Ⓓ many

(8) A : What were you arguing with John about in the lobby?

B : Oh, don't worry about it. It's just a disagreement between John and
().

A : Okay, but I hope you two work it out before your presentation tomorrow.

Ⓐ himself

Ⓑ I

Ⓒ me

Ⓓ myself

(9) A : Don't you want to know what has been happening since you left the
company?

B : Frankly, I () care less.

A : Wow, that's very mature of you.

Ⓐ could

Ⓑ couldn't

Ⓒ would

Ⓓ wouldn't

(10) A : You know, I think you really hurt his feelings.

B : I know, and I really feel () about what I said. I wish I
could take it back.

A : Why don't you call him to apologize?

Ⓐ bad

Ⓑ badly

Ⓒ hard

Ⓓ hardly

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㉠~㉦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) 見渡す限りの雪景色だった。

(as, as, but, could, far, I, see, snow, there, was).

(2) あと5分で新年になります。

(come, five, minutes, new, the, will, year).

(3) あの時代遅れの法律は廃止すべきだ。

(away, be, law, outdated, should, that, with).

(4) どうすればトムに喫煙をやめさせられるだろう。

(can, how, quit, smoking, to, Tom, we)?

(5) この仕事は言われたとおりにしなさい。

(do, this, told, were, work, you).

㉠ as	㉡ by	㉢ done	㉣ end	㉤ get
㉥ gone	㉦ have	㉧ in	㉨ limit	㉩ make
㉪ nothing	㉫ put	㉬ so	㉭ way	㉮ with

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⑦~⑩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) While humans have observed objects in space for several thousands years, it was the development of large and relatively efficient rockets during the early 20th century that allowed physical space exploration to become a reality.
- (2) Since the invention of touch screen technology, we have seen all sorts of human interaction with our devices acquired an interface that feels entirely natural.
- (3) The children greeted upon their arrival by their teacher happily entered their new classroom, exciting about starting the new year.
- (4) Loss of political stability consistently leads in safety and security issues that endanger not only the citizens of the country in trouble but also those in neighboring countries.
- (5) Dogs walked early in the morning run less risk of getting bitten by insects carry dangerous diseases.

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。*の付いた語句は注を参照しなさい。(26点)

What is the fascination of making a tea bowl? It is hard to describe, but perhaps it is because a tea bowl can be the projection of one's very spirit. The ceramics of the West, with their geometrical and symmetrical patterns, seem to be drawn toward the universal. For the Japanese tea bowl, however, ⁽¹⁾unique and original qualities are what are important and prized. Unlike painting or music, its beauty may be determined by factors beyond the control of the artist's technique — by designs resulting from the effects of fire, that invisible hand of the divine (one might call it the god of the kiln*). No matter how one may design and ⁽²⁾create, at some stage in the process unpredictable forces are inevitably at work — it is this aspect of pottery* making that I find fascinating.

注 kiln かま, 炉
pottery 陶器類

V 次の文を英語に直して、記述解答用紙に記入しなさい。(13点)

名作を読むには長い時間がかかるかもしれないが、その経験からあなたは必ず何か価値あるものを得るだろう。

VI 次の文章を読んで、(1)~(3)の設問に答えなさい。*の付いた語句は注を参照しなさい。(51点)

① As fluent readers, we read many different types of texts, some that we consciously intend to read, and some that we just seem to pick up or encounter. We read throughout the day in modern societies because print is all around us, and we use it in many more ways than we are aware of. We read magazines during the day, whether relaxing or waiting in some office. We read newspapers, flyers, and ads. We also read at night before going to sleep. But we read much more than this. We read when we look at products while shopping. We read posters, billboards, and displays when we travel on public transportation. We read forms in order to fill them out. We read when we receive and send e-mails and text messages, and when we search the Web for information. We read when we browse movie titles in a DVD-rental store. We read when we look at the TV guide to decide what we want to watch. We read (and read again) whenever we write anything.

② In more formal settings, we expect to read in academic contexts or in workplace environments as part of learning or engaging in our jobs. Many of us engage in reading that may be quite (イ) in educational, professional, and occupational settings. In these settings, a great deal of learning occurs; part of that learning requires (ウ) we read and interpret informational texts in line with the tasks that we engage in and the goals that we set (or that are set for us). These settings often require us to combine, interpret, evaluate, and selectively use information from texts. Moreover, we often encounter competing or conflicting information on a regular basis. It is a fact of modern life that almost any issue or topic can be discussed, addressed, or argued from multiple viewpoints, and it is routinely our task to decide among these alternatives. How we learn to negotiate this world of print and achieve our goals is a large part of many professional and academic lives.

③ Reading skills do not guarantee success for anyone, but success is (エ) harder to come by without being a skilled reader. The invention of the computer and the development of the Internet do nothing to change this fact about reading. If anything, electronic communication only increases the need for effective reading skills and strategies as we try to cope (カ) the large quantities of information made available to us.

④ A very large percentage of people around the world also learn to read a second language, usually as students in formal academic settings. Students may learn to read a second language as a school subject with little further use outside of the classroom. However, many students use their L2* reading skills to engage in advanced studies, get a good job, travel, gain access to information, become more cross-culturally aware, communicate with others, or be entertained. Moreover, events over the past 100 years have placed greater demands on people to become literate in an L2. The twentieth and early twenty-first centuries have been a time of massive migration around the world (ク) growth in the use of world languages (e.g., English, Chinese, Spanish, Arabic, French). (ケ) They and their children have had to, and continue to, learn to function in societies and school systems where their significant reading experiences are often primarily in a second language. Modern societies are becoming more complex all the time. The level of expectation for a person to function well in a modern print environment is higher than ever before. This pressure will only continue to grow for people wanting to be active and successful participants in these societies. Electronic communication growth, rather than compensating for weak literacy skills, only increases the need for skilled reading abilities.

⑤ Aside from massive waves of people migrating and moving abroad, the rise of English as a global language has had a major impact on educational systems around the world and the demands for reading in a second language. In countries around the world, school systems require students to learn English for access to information and for the eventual ability to compete economically and

professionally. For good or for bad, this situation reflects a reality of the early twenty-first century. Millions of students are expected to learn English as an additional language to some extent. Reading in English provides one of the few avenues for these students to develop their English L2 abilities to the point at which advanced academic curricular goals can be achieved.

It is evident that citizens of modern societies will benefit from being skilled L1* readers now and in the future. But it is also fair to say that, for millions of people, L2 reading skills represent a significant concern as these people negotiate careers and seek advancement in modern economies. A person's future opportunities for success and prosperity will depend even more on skilled reading abilities. It is therefore an important responsibility of society to offer every person the opportunity to become a skilled reader, and in many cases, this means becoming a skilled L2 reader.

注 L2 母語以外の学習言語(の), 第二言語(の)

e.g. たとえば

L1 母語(の)

(1) 以下の文を本文に加える場合、本文中の①～⑤のどこがもっとも適切か。1つ選び、マーク解答用紙にその番号をマークしなさい。

Citizens of modern societies must be good readers to be successful.

(2) 下線部(ア) some that we consciously intend to read, and some that we just seem to pick up or encounter で示されている対比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 昔から読まれてきた読み物と現在流行している読み物との対比
- ② 読もうと思って読むものとたまたま手にして読むものとの対比
- ③ 仕事のための読書と娯楽のための読書との対比
- ④ 読んですぐに役に立つ読書とすぐには役に立たない読書との対比

(3) 空所 (イ) 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 demand ② demanded ③ demanding ④ demands

(4) 空所 (ウ) 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 which ④ where

(5) 空所 (エ) 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 many ② more ③ much ④ very

(6) 下線部(オ) The invention of the computer and the development of the Internet do nothing to change this fact about reading. 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 コンピュータやインターネットの発達により、社会的成功と文章読解力との関係は大きく変化した。
- ② コンピュータやインターネットが発達しても、社会的成功と文章読解力の間には直接の関係がないという事実自体は変わっていない。
- ③ コンピュータやインターネットが発達しても、社会的成功のために高い文章読解力が必要とされることに変わりはない。
- ④ コンピュータやインターネットの発達により、いまや社会的成功のためには高い文章読解力が必要とされるようになった。

(7) 空所 (カ) 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 in ② on ③ to ④ with

(8) 下線部(キ) with little further use outside of the classroom 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 教室の外でより広く使うことを目的に
- ② 教室の外で近い将来使うことを目的に
- ③ 教室の外でほとんど使うことはないが
- ④ 教室から少し離れた場所で使うために

(9) 空所 (ク) に入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 as well as ② despite ③ including ④ not so much as

(10) 空所 (ケ) に入るもっとも適切な文を下の①～⑦の語句を並べかえて完成させるとき、 と に入る語は何か。その番号をマーク解答用紙にマークしなさい。

Many _____ _____ new _____ _____ reasons.

- ① countries ② for ③ have ④ moved ⑤ people ⑥ to
⑦ various

(11) 下線部(マ) This pressure 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 移民増加のために社会的変化が起こり、経済的成功が難しくなったこと
② 学校教育の中で外国語を教える必要性が高まったこと
③ 現代社会においては一人ひとりが高い読解力を持つべきだとされていること
④ 電子通信システムの発達によって高度な情報処理技術が必要になったこと

(12) 下線部(マ) benefit from ともっとも近い意味をもつ語句を下の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 be welcomed as ② get accepted as ③ keep away from
④ profit from

(13) 本文の内容に合う文を下の①～⑨から3つ選び、マーク解答用紙にその番号をマークしなさい。ただし、4つ以上選んだ場合は0点になります。

- ① 現代生活においては、コンピュータやインターネットの普及によって人々の読書量は減った。
- ② 高等教育における文献研究や職場における文書処理の経験が、読解力を飛躍的に向上させる。
- ③ 現代社会に生きる人々は相矛盾する情報を日常的に目にしている。
- ④ 就職活動、情報収集、旅行、娯楽などで第二言語読解力を活用している学生が多くいる。
- ⑤ 二十世紀には大量の移民が発生したが、ほとんどの受け入れ国が彼らに教育を受ける権利を保証していた。
- ⑥ 移民に対しては、コミュニケーションの手段としての会話力が身につくような言語教育が行われてきた。
- ⑦ 情報収集力と教養の両方を高めることを目的とした英語教育が世界中で行われている。
- ⑧ 第二言語として英語を学ぶ世界中の学生にとって、英語の力を伸ばす方法は数多くあり、読解力の向上はその一つである。
- ⑨ 現代社会においては母語を巧みに使えることも重要だが、第二言語で読む技術を高めることが社会的成功のカギとなる。