

2012 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. 設問文にある配点は、満点が100点となるような配点表示になっていますが、国文学専攻、英語文学文化専攻、ドイツ語文学文化専攻、フランス語文学文化専攻、中国言語文化専攻、東洋史学専攻、西洋史学専攻、哲学専攻、教育学専攻の配点は150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単語を、それぞれ㉠~㉥の中から1つ選び、その記号をマークしなさい。(20点)

(1) A : I'm afraid I've been () too much of your time. I must go

B : Don't be silly. I've enjoyed every minute of it.

A : You're very kind. Thank you very much for the interview.

㉠ consuming

㉡ continuing

㉢ resuming

㉣ reusing

(2) A : A group of us are driving down to the beach on Friday. Would you like to join us?

B : Count me (). I wouldn't want to miss it.

㉠ in

㉡ on

㉢ out

㉣ up

(3) A : Someone is going to have to cover for Eric while he is on medical leave.

B : Who's going to () up?

C : I'll do it, sir.

B : Very good, Lindsey. I'll have Eric's account files sent over to you tomorrow.

Ⓐ save

Ⓑ sit

Ⓒ stand

Ⓓ step

(4) A : () you have any questions, please do not hesitate to give us a call.

B : Thank you. I will.

A : Have a nice day.

Ⓐ Could

Ⓑ Shall

Ⓒ Should

Ⓓ Would

(5) A : How do you have so much energy after late night meetings all week?

B : I guess lack of sleep doesn't () me as much as it does you.

A : You must be right because I am exhausted!

Ⓐ affect

Ⓑ effect

Ⓒ infect

Ⓓ inflict

(6) A : They're finally gone. I thought they'd never leave

B : I can't believe they () around for over an hour after the music stopped.

A : I guess they just didn't want the party to end.

- Ⓐ hang
- Ⓛ hanged
- Ⓜ hinged
- Ⓟ hung

(7) A : I heard that you mistook the professor for another student

B : Yeah, I was so (). But, she was very kind afterwards

A : I guess that will teach you not to judge a book by its cover

- Ⓐ ashamed
- Ⓛ embarrassed
- Ⓜ embarrassing
- Ⓟ shy

(8) A : I think we should () the proposal given the new conditions.

B : You might be right. What do you suggest?

A : I think we should reduce the number of pieces but increase the size of each one.

- Ⓐ adapt
- Ⓛ adopt
- Ⓜ agree
- Ⓟ disagree

(9) A : () cheetah is the fastest land mammal in the world

B : Really? How fast do they run?

A : Over 100 kilometers per hour!

Ⓐ A

Ⓑ Another

Ⓒ Every

Ⓓ The

(10) A : How do you like your lectures this year?

B : Some of them are great. I've become () by politics in particular.

A : Well, you should think about joining one of the political study groups.

Ⓐ fascinated

Ⓑ fascinating

Ⓒ interested

Ⓓ interesting

II 次の(1)~(5)の()内の語群に1語を補って並べかえると、日本語の文に相当する英文ができます。それぞれ補うべき1語を下の㉠~㉥の中から選び、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。)(10点)

(1) (are, getting, how, studies, with, you, your)?

勉強のはかどり具合はどうですか。

(2) (business, decided, her, it, not, own, she, start, that, fo, 2010, was).

彼女が自分の事業を始める決心をしたのは2010年になってからのことだった。

(3) (as, book, he, kind, lend, me, the, to, was).

彼は親切にも本を貸してくれた。

(4) (always, be, can, cell, he, his, on, phone).

彼とはいつでも携帯電話で連絡が付きます。

(5) (art, museum opportunity, of, she, the, the, to, took, visit).

彼女はその機会を利用して美術館を訪れた。

㉠ across	㉡ advantage	㉢ after	㉣ along	㉤ beginning
㉥ chance	㉦ connect	㉧ over	㉨ reached	㉩ related
㉪ so	㉫ that	㉬ until	㉭ use	㉮ very

III 次の(1)~(5)の英文には、日本語の文の意味を表す上で1つだけ適切でない箇所があります。その箇所を㉗~㉚の中から選び、その記号をマークしなさい。(10点)

- (1) Markets have been a part of London life for many years, and there are over 80 markets offering every product imaginary.

市場は長年ロンドンの生活の一部であり、考えられる限りのあらゆる品を提供する市場が80以上ある。

- (2) Our brains have allowed us to developing incredible technologies and our present civilization.

頭脳のおかげで、わたしたちはすばらしい技術と現在の文明を発達させてきた。

- (3) The experts found out that liars tend to move their bodies and eyes more than people who are telling the truth.

専門家たちは、嘘つきは本当のことを言っている人よりも体や目を動かさない傾向があることを発見した。

- (4) The village where I visited last summer was a small one in Ireland.

去年の夏に私が訪れた村はアイルランドの小さな村だった。

- (5) John could not remember how he should arrive home nor who put him to bed.

ジョンはどうやって帰宅したか、だれが寝かしてくれたか思い出せなかった。

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。(20点)

Planning a career should be like traveling in a foreign country. Even if you prepare carefully, have an itinerary and a place to stay at night, the most interesting experiences usually aren't planned. You might end up meeting a fascinating person who shows you places that aren't in the guidebook, or you might miss your train and end up spending the day exploring a small town you hadn't planned to visit. I guarantee that the things you're likely to remember from the journey are those that weren't on your original schedule. They will be the unexpected things that jumped in your path, surprising you along the way.

This is true in all endeavors. For example, most major discoveries in science come from paying attention to surprising results and interpreting unexpected facts. Successful scientists quickly learn *not* to be afraid of data that leads them into uncharted territory.

V 次の文を英語に直して、記述解答用紙に記入しなさい。(10点)

山頂まで90分以内で登ることは可能だ、と父は娘たちに言った。

VI 大学における成績評価の現状を批判する次の文章を読んで、下の設問に答えなさい。

(30点)

Perhaps the chief objectors to abolishing grading would be students and their parents. The parents should be simply disregarded; their anxiety has done enough damage already. For the students, it seems to me that a primary duty of the university is to deprive them (a) their support, their dependence on external valuation and motivation, and to force them to confront the difficult enterprise itself and finally lose themselves in it.

A miserable effect of grading is to cancel out the various uses of testing. Testing, for both student and teacher, is a means of structuring, and also of finding out what is blank or wrong, and what has been learned and can be taken for granted. Review — including high-pressure review — is a means of bringing together the fragments, so that there are flashes of unifying insight.

There are several good reasons for testing. But if the aim is to discover weakness, what is the point of punishing it with low grades, and thereby inviting the student to conceal his weakness by faking, if not cheating? The natural conclusion of true learning is the insight itself, not a grade for having had it. For the important purpose of placement, if one can establish in the student the belief that one is testing *not* to grade and make insulting comparisons but for his own advantage, the student should normally seek his own level, where he is challenged and yet capable, rather than trying to get (b) If the student dares to accept himself as he is, a teacher's grade is a crude instrument compared (c) a student's self-awareness. But it is rare in our universities that students are encouraged to notice objectively their vast confusion. Unlike Socrates, our teachers rely on their authority rather than shame and pure idealism.

Many students are lazy, so teachers try to push or threaten them by grading. In the long run {do, good, harm, more, must, than, this}. Laziness is a defense mechanism. It may be a way of avoiding learning, in order to protect the belief

that one is already perfect (deeper, the despair that one *never* can). It may be a way of avoiding just the risk of failing and losing face. Sometimes it is a way of politely saying, “I won’t.” But since it is the oppressive grown-up demands that have created such attitudes (d) the first place, why repeat the trauma^(正)? There comes a time when we must treat people as adult, laziness and all^(劣). It is one thing courageously to fire a do-nothing out of your class; it is quite (A) thing to fail him with disdain

Most important of all, it is often obvious that reluctance to do the work, especially among bright young people who get to great universities, means exactly what it says: The work does not suit me, not this subject, or not at this time, or not in this school, or not in school altogether. The student might not be bookish; he might be school-tired; perhaps his development ought now to take another direction. Yet unfortunately, if such a student is intelligent and is not sure of himself, he *can* be bullied into passing, and this obscures everything. My guess is that I am describing a common situation. What a grim waste of young life and teachers’ effort! Such a student will retain nothing of what he has “passed” in^(劣). Sometimes he must get *mononucleosis to tell his story and be believed

And ironically, the opposite is also probably commonly true. A student fails and is mechanically weeded out, who is really ready and eager to learn in a scholastic setting, but he has not quite caught (e). A good teacher can recognize the situation, but the computer imposes its will.

*mononucleosis 単核白血球増加症

1. 下線部(ア) high-pressure review の内容を具体的に表す単語を本文から 1 語選び、記述解答用紙に書きなさい。

2. 括弧 (a) ~ (e) に入れるのもっとも適切な単語を、それぞれ下の(1)~(5)から1つ選び、その記号をマークしなさい。

- (a) (1) against (2) for (3) from (4) of (5) with
(b) (1) by (2) down (3) in (4) to (5) upon
(c) (1) by (2) for (3) from (4) on (5) to
(d) (1) by (2) for (3) in (4) on (5) to
(e) (1) at (2) in (3) on (4) to (5) with

3. 下線部(i) their authority を具体的に表すものを、同じ段落にある下の(1)~(5)の語句から2つ選び、その記号をマークしなさい。ただし、3つ以上選んだ場合、得点はないものとします。

- (1) to discover weakness (2) insulting comparisons
(3) a teacher's grade (4) a student's self-awareness
(5) their vast confusion

4. 下線部(v)の { } 内の語を並べ替えて、「このことは、益よりも害をもたらすにちがいないのだ」という意味を表す文を作るとき、その3番目と6番目に入る単語を、それぞれ下の(1)~(7)から1つ選び、その記号をマークしなさい。

- (1) do (2) good (3) harm (4) more (5) must (6) than
(7) this

5. 下線部(㉔) trauma の内容を説明するものとしてもっとも適切な文を、下の(1)~(4)から1つ選び、その記号をマークしなさい。

- (1) 学生が学業を怠けてしまうことで、取りかえしのつかない学問的な欠陥を身につけてしまうこと。
- (2) 学生が、自分は決して教師の要求に応えられないと思いこんで、進んで学ぶことをやめること。
- (3) 学生が、低い評価を恐れて、がむしゃらに勉強すること。
- (4) ときどき学生が、もう何もやりたくないと丁寧に先生に伝え、学業を放棄すること。

6. 下線部(㉕) laziness and all の内容を表す表現としてもっとも適切なものを、下の(1)~(5)から1つ選び、その記号をマークしなさい。

- (1) accompanied by all their lazy offspring
- (2) because they are very lazy
- (3) more than those who are all but lazy
- (4) no matter how lazy they may be
- (5) together with all who are lazy

7. 括弧 (A) に入れるのもっとも適切な単語を、下の(1)~(5)から1つ選び、その記号をマークしなさい。

- (1) almost (2) another (3) any (4) different (5) improper

8. 下線部(カ) Such a student will retain nothing of what he has “passed” in の内容を表すものとしてもっとも適切な文を、下の(1)~(4)から1つ選び、その記号をマークしなさい。

- (1) そのような学生は、自分が経験してきた勉学の内容を、なにひとつとして忘れることがない。
- (2) そのような学生は、自分が通過してきたさまざまな心の傷を、すべてとどめている。
- (3) そのような学生は、自分が飛び越えてしまった学年のことを、まったく学ぶことがない。
- (4) そのような学生は、自分が合格した科目の内容を、なにひとつ覚えていない。

9. 次の(1)~(4)のうち、本文の内容に合致するものには(T)を、合致しないものには(F)を、それぞれマークしなさい。

- (1) 成績評価の結果、テストをおこなうことの効用がまったく失われてしまうことがある。
- (2) 学生が自分の誤った考え方を客観視するように指導されることはめったにない。
- (3) 学生が勉学を怠るのは、勉強よりももっと違うことをやりたいと思うからだ。
- (4) よい教師は個々の学生の状況を理解できるが、コンピュータで成績管理をすると、そのような事情は失われてしまう。