

2015 年度 入学 試験 問題

英 語

(試験時間 12:55~14:25 90分)

1. 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。
2. 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。
3. 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。
4. 解答用紙には、受験番号と氏名を必ず記入してください。
5. 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。
6. 満点が150点となる配点表示になっていますが、国際企業関係法学科は200点になります。

I 次の英文の下線部(a)と(b)を日本語に訳しなさい。(30点)

A great discovery solves a great problem but there is a grain of discovery in the solution of any problem. Your problem may be minor; but if it challenges ^(a) your curiosity and brings into play your creative faculties, and if you solve it by your own means, you may experience the tension and the triumph of discovery. Such experiences at a susceptible age* may create a taste for mental work and leave their impression on mind and character for a lifetime.

Thus, a teacher of mathematics has a great opportunity. If he fills his class time with drilling his students in routine operations, he kills their interest, slows down their intellectual development, and misuses his opportunity. But if he challenges the curiosity of his students by setting them problems suitable for their knowledge, and helps them to solve their problems with stimulating questions, he may give them a taste for, and some means of, independent thinking.

Also, a student whose college curriculum includes some mathematics has a singular opportunity. This opportunity is lost, of course, if he regards mathematics as a subject in which he has to earn so and so much credit and which he should forget after the final examination as quickly as possible. The opportunity may be lost even if the student has some natural talent for mathematics because he, as everyone else, must discover his talents and tastes; he cannot know that he likes raspberry pie if he has never tasted raspberry pie. He may manage to find out, however, that a mathematics problem may be as much fun as a crossword puzzle, or that vigorous mental work may be an exercise as desirable as a fast game of tennis. Having tasted the pleasure in mathematics he will not forget it easily and ^(b) then there is a good chance that mathematics will become something for him: a hobby, or a tool of his profession, or his profession, or a great ambition.

*a susceptible age 多感な年頃

II 次の日本語(a)と(b)を英語に訳しなさい。(20点)

- (a) 居住空間は生活に大きな影響を与えるのだから、後で後悔しないように、最も気に入ったデザインを見つける努力をすべきだ。
- (b) 彼の新聞は、政府がめざしてきたことと、いま社会で実際に起きていることとの距離を明確に論じている。

III 次の1～5の(b)を筋の通った文にするために、それぞれの(a)の文から最も適切な1語を選び、その品詞(名詞・動詞・形容詞・副詞など)を変え、適合する形(1語)にして空所に入れなさい。解答は解答欄に書きなさい。ただし、動詞の～ing形は使わないものとします。(10点)

(例)

- (a) You should tell him honestly what the problem is with his report.
Sometimes you need to be cruel to be kind.
- (b) I am extremely fond of animals, and I can't stand anyone treating them with ().

(答) cruelty

- 1 (a) Special treatment needs to be given in order to cure this disease completely.
- (b) The newly established organization is to () in providing lunches for schoolchildren.
- 2 (a) It is assumed that, other things being equal, consumers would prefer less expensive car insurance.
- (b) Some researchers question the () that the local whale population has been stable for decades in that area.
- 3 (a) When suburbs expanded rapidly, urban centers suffered because the sudden population shift left many neighborhoods in economic decline.
- (b) It is not necessary to open up new foreign markets; the home markets are capable of indefinite ().

- 4 (a) In general, crops grown for their freshness, such as lettuce and melons, are more sensitive to water shortages than those grown for other uses.
- (b) The () of being encouraged by somebody reliable and strong enabled me to stay focused on my project.
- 5 (a) People who treat poverty as an individual problem tend to ignore economic and social inequality in the global context.
- (b) There is a growing () for many voters to oppose the current policy.

IV 次の英文1～5の空所に、与えられた文字で始まる適切な語を入れると、下の日本語にほぼ相当する意味になります。与えられた文字も含めて、その語を解答欄に書きなさい。(10点)

1 All the documents are (s) to be submitted by the end of this month.
すべての書類は今月末までに提出することになっています。

2 The baby was named (a) a famous king in French history.
その赤ちゃんはフランスの歴史上名高い王にちなんで名付けられた。

3 The mayor has chosen not to (r) in the next election.
市長は次の選挙には立候補しないことに決めている。

4 He (h) to be out when I dropped in at his office.
私が彼の事務所に立ち寄ったとき、彼はたまたま席をはずしていた。

5 Taking the stairs instead of elevators or escalators is highly recommended in the (i) of health.
健康のためにエレベーターやエスカレーターに乗らずに階段を使うことを強く勧めます。

V 次の英文 1～10 の空所に入れるのに最も適切な語句を(a)～(d)から 1 つ選び、その記号をマークしなさい。(20 点)

- 1 As early as 1962, when Rachel Carson released her now famous book *Silent Spring*, discussions () what we now call “sustainability” were beginning to take shape.
(a) concerned (b) connected (c) regarding (d) relating
- 2 Our train stopped on account of a power failure and we had no choice () to walk to the next station.
(a) but (b) how (c) only (d) where
- 3 Our hearing is () when we are sleeping. A loud noise may not wake someone, but whispering their own name may.
(a) annoying (b) selective (c) various (d) widespread
- 4 The talks broke down, with each side () the other for failing to negotiate in good faith.
(a) blamed (b) blaming (c) complained (d) complaining
- 5 As I have another meeting in the afternoon, I will have to leave here by 1 p.m. ().
(a) at last (b) at less (c) at the latest (d) at the least
- 6 Economic problems in third world nations cannot be mentioned in the same () with those of developed countries.
(a) base (b) box (c) branch (d) breath

- 7 The book provides us () useful tools for understanding the way the social order is established.
(a) for (b) in (c) of (d) with
- 8 () had the government put the new tax on tobacco than the tobacco industry moved their factories to other countries.
(a) No longer (b) No matter (c) No more (d) No sooner
- 9 Silk is an expensive material because its manufacture is a slow process () a lot of hard work.
(a) allowing (b) controlling (c) involving (d) leading
- 10 The president imposed the new regulation () the fact that the employees strongly opposed it.
(a) although (b) even (c) in spite of (d) regardless

VI 次の1～10の下線部(a)～(d)には、文法・語法・内容などの誤りを含むものが1つあります。その記号をマークしなさい。(20点)

- 1 If you think that your computer, being such a modern, hi-tech device, is environmentally friendly, then think again. Researchers at the United Nations University (UNU) in Tokyo recently analyzed the material and energy required to produce a 32-megabyte microchip, and which they discovered came as a shock. Their findings have attracted media attention worldwide.
- 2 Microchips are everywhere. They surround us in our daily lives, from the alarm clocks that wake us and the vehicles we ride in to work, and the cell phones, computers and other machines we depend on throughout the day.
- 3 Consciously or not, most of us probably assume that microchips are part of widespread technological changes often labeled “dematerialization*.” This is the notion which progress in technology offers radical cuts in the quantity of materials and energy needed to produce goods and services.
- 4 In 1998, Eric Williams and his colleagues at the UNU began investigating the process for making silicon, the chief material used to making microchips. Two years later their research expanded to explore the larger environmental impacts of information technology as a whole.
- 5 They didn’t set out to focus their research on the macro impacts of the microchip, but on a much broader front. “Historically, technological revolutions have had a huge effect of environmental issues, especially the gasoline engine and electricity,” Williams said. “We realized that IT could also have substantial impacts and benefits for the environment, so we took it up as a research theme.”

- 6 So what are the environmental impacts of producing and using a 32-megabyte computer chip that weight a mere 2 grams? The UNU team found that to make every one of the millions manufactured each year requires 32 kg of water, 1.6 kg of fossil fuels, 700 grams of various gases, and 72 grams of chemicals, of which hundreds are used.
- 7 To make matters worse, Williams believes his findings are conservative. “We think the real numbers may be twice that,” he said, noting that rapid advances in technology add to the problem. “The fact that a chip has such a short life, because the technology turns over so quickly, worsening the environmental impact.”
- 8 The UNU team is delighted by the enthusiastic reaction to their research. “The response from the press has been tremendous. Perhaps part of the reason for this is why the results are surprising and also accessible to a wide audience,” he noted.
- 9 But the UNU research has generated as many questions as has answered. And more answers—and infinitely more questions—are likely to emerge as Williams and his colleagues move on to investigate the wider environmental effects of adopting IT.
- 10 One concern is how IT changes lifestyles and affects the energy-use associate with daily life. This needs to be understood to inform future policies addressing climate change. As for those of us who spend more time enjoying technologies than researching them, the microchip offers a useful lesson: Small may be beautiful, but beauty isn’t necessarily environmentally friendly.

*dematerialization 非物質化

VII 次の英文の空所1～10に入れるのに最も適切なものをそれぞれ(a)～(j)から1つ選び、その記号をマークしなさい。なお(a)～(j)は、文頭に位置するものも、固有名詞を除き、書き出しの文字は小文字にしてあります。同じ選択肢を繰り返して用いることはできません。(20点)

Do babies understand what we're saying? It's often difficult to tell. But sometimes we can see, from the way they react, that they do know what a word is referring to. I once did a little experiment to show this, using my son Steven when he was about a year old. I sat him on the floor surrounded by some toys, including a toy bus, a ball, and a teddy bear. (1). But when I asked him, 'Where's your ball?' he looked at it straight away and stretched out his hands for it. Then after he'd played with it for a while, I said, 'Where's your teddy?' and he looked around for that. After another little while I said 'Where's your bus?' (2).

Steven seemed to know the words 'ball' and 'teddy', but not 'bus'. Of course he might have known 'bus' too, and just didn't bother looking for that toy. (3). Or maybe he was thinking: 'I'm fed up being the subject of an experiment. I want my dinner!' But he gave definite signs that he understood the other two words.

People who study children's language spend a lot of time watching how babies react to the speech they hear around them. They make films of adults and babies interacting, and examine them very carefully to see whether the babies show any signs of understanding what the adults say. (4)—slight movements of the baby's eyes or the head or the hands. You'd never notice them if you were just sitting with the child, but by watching a recording over and over you can spot them.

How many words did Steven know by the time he was 12 months? I felt he knew about a dozen. He certainly knew 'mummy' and 'daddy', as well as 'ball', 'teddy', 'drink', and a few other names of things. (5). He knew that if he

knocked over a pile of bricks, someone was likely to say 'down'. And he knew that after all the food in a bowl was finished he would hear 'all gone'. Some of these words he seemed to recognize very early on, from around six months of age.

The words in a language are called its *vocabulary*. Steven was beginning to learn the vocabulary of English. Notice that he was doing this in two stages. The first stage was to understand some of the words he heard being used around him. But at 12 months he hadn't yet learned how to say any of them for himself. When people actively use words themselves we say they have an *active vocabulary*. When (6), we say they have a *passive vocabulary*. At 12 months, Steven had a passive vocabulary of a dozen words, and an active vocabulary of none.

But that was about to change. A week or so after that little experiment, he produced his first word. His parents were delighted. They'd been waiting breathlessly. Was it going to be 'mummy' or 'daddy'?

(7). It was 'all gone'.

You can never predict what a child's first word is going to be. Many children's first words are indeed those for 'mummy' or 'daddy' in their language. But often it's an unexpected first word, expressing something the child has found especially important. One child's first word was 'car'. Another child said 'bic' (meaning 'biscuit') first. Another said 'cat'. Another said 'more'. And Steven said 'all gone'.

That looks like two words, doesn't it? 'All' + 'gone'. But (8). All he heard was a series of sounds with two rhythmical beats in it. And that's how he said it: it came out more or less like 'awdaw', as if it was a single word. He couldn't pronounce the sounds properly yet, of course. He couldn't make a 'g' sound, so the word 'gone' came out beginning with 'd'. And he didn't seem to have heard the sounds at the end of 'all' and 'gone'. But (9).

Once Steven was able to pronounce one word properly, it wasn't long before his active vocabulary began to grow. He tried another and another. Within a month he was speaking about 10 words. By 18 months his active vocabulary had

grown to about 50 words. And (10). He was able to understand at least 200 words. He was well on his way to language.

- (a) he could also link some words with the activities they related to
- (b) he did the rest
- (c) he wasn't paying them any special attention
- (d) his passive vocabulary had also grown
- (e) it was neither
- (f) maybe he was getting bored with the game
- (g) sometimes the signs are very subtle
- (h) Steven didn't know that yet
- (i) they understand words but don't actually use them
- (j) this time he didn't make any movement

VIII 次の英文を読んで、あとの問1～問10に答えなさい。(20点)

Sara tried to get to know her old friend Steve's new wife, but Betty never seemed to have anything to say. While Sara felt Betty didn't cooperate in the conversation, Betty complained to Steve that Sara never gave her a chance to talk. The problem had to do with (ア) about pacing and pausing.

Conversation is a turn-taking game. You talk, then I talk, then you talk again. One person starts talking when another is finished. That seems simple enough.

But how do you know when I'm finished? Well, when I stop. But how do you know when I'm stopping? When my voice gets softer, when I start repeating myself, or when I slow down and have a gap at the end.

But how soft does my voice have to get to mean "That's about it" as opposed to "This isn't the main point yet"? Does repeating myself mean "I'm (イ) new things to say" or "I'm emphasizing"? And how much of a gap after a word means "I'm stopping" as opposed to "I'm pausing within my turn"—pausing for breath, to find the right words, for dramatic effect, or, as (ウ) any conversational signal, just out of habit?

In the midst of a conversation, you don't take time to puzzle this out. You sense when I'm finished, or about to make a point, or chatting aimlessly, based on your years of experience talking to people. When our habits are similar, there's no problem. What you sense and what I feel are similar. But if our habits are different, you may start to talk before I'm finished—in other words, interrupt—or fail to take your turn when I *am* finished—leading me to observe that you're not paying attention or have nothing to say.

That's what was happening with Betty and Sara. The tiny pause (オ) which Betty kept waiting never occurred when Sara was around, because before it did, Sara sensed an awkward silence and kindly ended it by filling the gap with more talk—hers. And when Betty did start to say something, she tended to have

what seemed to Sara like long pauses within her speech, giving Sara the impression that Betty was finished when she had hardly gotten started.

Such differences are not a matter of some people expecting long pauses and others expecting short ones. Long and short are (キ); they have meaning only in comparison to something—what's expected, or someone else's pause. Someone who expects a shorter pause than the person she's speaking to will often start talking before the other has a chance to finish or to start. Someone who is waiting for a longer pause than the person she's speaking to won't be able to get a chance to speak.

When Bob, who is from Detroit, talks to his colleagues from New York City, he keeps getting interrupted because he waits longer than they between turns. But in conversations with Athabaskan Indians in Alaska, where he works, he finds that he is doing all the talking—because Athabaskans expect longer pauses between turns than he does. With New Yorkers, Bob is a slow talker; with Athabaskans, he's a fast talker.

A woman from Texas went to Washington D.C. for a job in dormitory administration. When the dorm staff got together for meetings, she kept searching for the right time to break in and never found it. Although back home she was considered outgoing and confident, in Washington she was perceived as shy and retiring. When she was evaluated at the end of a year, she was told to take an assertiveness-training course (ケ) her inability to speak up.

That's why slight differences in conversational style—tiny little things like microseconds of pause—can have enormous impact on your life. These little signals make up the mechanics of conversation, and when they're even slightly off, conversation is thrown off—or even cut off. The result in this case was a judgment of psychological problems—even in the mind of the woman herself, who really wondered what was wrong with her and signed up for assertiveness training.

問1 空所（ア）に入れるのに最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) confidence (b) expectations (c) explanations (d) motivations

問2 空所（イ）に入れるのに最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) full of (b) off with (c) out of (d) short with

問3 空所（ウ）に入れるのに最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) for (b) if (c) to (d) with

問4 下線部(エ)の内容を説明するものとして最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) Because their talking habits were different, they failed to take turns in appropriate timing and made each other uncomfortable.
- (b) Because they did not have enough time to puzzle out the other's interpretation, they could not agree how to communicate.
- (c) Because they recognized conversation is a turn-taking game, Sara slowed down and left a gap at the end and Betty started repeating herself.
- (d) Because they sensed unpleasant silences, they tried to end their own pauses in the conversation and fill the gap with more talk.

問5 空所（オ）に入れるのに最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) by (b) for (c) in (d) with

問6 下線部(カ)と同じ用法で what が使用されているものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) Having considered his application, the local council finally gave what financial support he needed.
- (b) We were astonished by what a great difference this new regulation made in our social welfare system.
- (c) The international organization asked company managers what the average age of their employees was.
- (d) The new childcare center is exactly what working parents have struggled for decades to realize.

問7 空所(キ)に入れるのに最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) opposite (b) opposition (c) related (d) relative

問8 下線部 When Bob ではじまる段落が持つ役割として最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) To describe how Bob has to change his way of speaking to communicate with different groups of people with various cultural backgrounds.
- (b) To explain why people from small cities cannot have chances to start conversations with people from big cities.
- (c) To illustrate how differences in conversational styles can be recognized when one's own style is compared to others'.
- (d) To show that New Yorkers usually have longer pauses than people from other parts of the United States.

問9 空所(ケ)に入れるのに最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) according to (b) because of (c) prior to (d) thanks to

問10 下線部 That's why ^(a)ではじまる段落で書かれていることと合致するものとして最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) 会話をする時の間合いの取り方が会話の行方を左右することがある。
- (b) 会話をする時の間合いの取り方を学ぶことで自己主張をする能力が身に付く。
- (c) 会話をする時の間合いの取り方ひとつで仕事を失うことがある。
- (d) 会話をする時の間合いの取り方を覚えるには自己主張の仕方を学ぶとよい。