

法学部A方式Ⅰ日程・文学部A方式Ⅱ日程・経営学部A方式Ⅱ日程

1 限 英 語 (90 分)

〈注意事項〉

1. 試験開始の合図があるまで、問題冊子を開かないこと。
2. 解答はすべて解答用紙に記入しなさい。
3. マークシート解答方法については以下の注意事項を読みなさい。

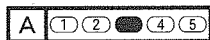
マークシート解答方法についての注意

マークシート解答では、鉛筆でマークしたものを機械が直接読みとって採点する。したがって解答はHBの黒鉛筆でマークすること(万年筆, ボールペン, シャープペンシルなどを使用しないこと)。

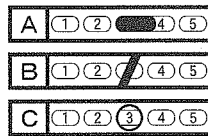
記入上の注意

1. 記入例 解答を3にマークする場合。

(1) 正しいマークの例



(2) 悪いマークの例



枠外にはみださないこと。

○でかこまないこと。

2. 解答を訂正する場合は、消しゴムでよく消してから、あらためてマークすること。
3. 解答用紙をよごしたり、折りまげたりしないこと。
4. 問題に指定された数よりも多くマークしないこと。

[I] つぎの英文を読んで、問いに答えよ。

Few Japanese have the fear of robots that seems to haunt Westerners in novels and Hollywood films. In Western popular culture, robots are often a threat, either because they are manipulated by evil forces or because something goes horribly wrong with them. By contrast, most Japanese view robots as . Japanese popular culture has constantly portrayed robots in a positive light, ever since Japan created its first famous cartoon robot, Tetsuwan Atomu, in 1951. Its name in Japanese refers to its atomic heart. Putting a nuclear core into a cartoon robot less than a decade after Hiroshima and Nagasaki might seem an odd way to attract people to the new character. But Tetsuwan Atomu — being a robot rather than a human — was able to use the technology for good.

It is no surprise, therefore, that many Japanese seem to like robot versions of living creatures, . An obvious example is AIBO, the robotic dog that Sony began selling in 1999. The bulk of its sales has been in Japan, and the company says there is a big difference between Japanese and American consumers. American AIBO buyers tend to be computer enthusiasts who want to hack the robotic dog's programming and check out the way it works. On the other hand, most Japanese consumers like AIBO because it is a clean, safe and predictable pet.

AIBO is just a fake dog. As the country gets better at building interactive robots, their advantages for Japanese users will multiply. A robot researcher cites the example of asking directions. In Japan, people are more reluctant than in other places to approach a stranger. Building robotic traffic police and guides will make it easier for people to overcome their shyness.

To understand how the Japanese might find robots less intimidating than people, researchers have been investigating eye movements, using

headsets that monitor where the participants of the study are looking.

ア One myth about the Japanese is that they rarely make eye contact. イ This is not true. ウ When answering questions put by another person, the participants made eye contact around 30% of the time, which is not such a low percentage. エ Although more tests should be done, the results suggest that the Japanese seem to be much more at ease when talking to an android. オ

1. 空所 (A) を補うのに最も適切な語句をつぎの a ~ d から 1 つ選び、その記号を解答欄にマークせよ。
 - a. cruel and corrupt
 - b. friendly and harmless
 - c. new and innovative
 - d. strong and destructive
2. 下線部(B)でなぜ an odd way と言われているのか。最も適切な答えをつぎの a ~ d から 1 つ選び、その記号を解答欄にマークせよ。
 - a. Because it was a common method in creating a new and attractive character.
 - b. Because the combination of a nuclear heart and a robot seemed too typical.
 - c. Because it had not been long since the atomic bombs were dropped.
 - d. Because robots would usually be able to make good use of technology.
3. 空所 (C) に入れて意味が通るように、つぎの a ~ g の語を並べ替え、3 番目と 6 番目に来る語の記号を解答欄にそれぞれマークせよ。
 - a. living
 - b. more
 - c. than
 - d. themselves
 - e. creatures
 - f. the
 - g. so

4. 下線部(D)の具体例として最も適切なものをつぎの a ~ d から 1 つ選び, その記号を解答欄にマークせよ。

a. "Where can I catch the bus to downtown Tokyo?"

b. "Do you find it easy to ask questions to a stranger?"

c. "How much is it from San Francisco to Hawaii?"

d. "Would you tell me how to use this vending machine?"

5. 第4段落に以下の文を入れるとしたらどこが最も適切か。段落内の空所 ~ から 1 つ選び, その記号を解答欄にマークせよ。

However, when talking to an android who had been modeled on a famous newsreader, the same participants were much more likely to look it in the eye than they were a real person.

〔Ⅱ〕 つぎの英文を読んで、問いに答えよ。

Richard knew just how to observe Mother's Day. As he always did on this day of the year, he was working in his mother's garden, busily planting specially selected flowers for her, pleased that he was getting them in the ground early enough in the season. Then his mother appeared. (1) expressing appreciation and admiration for his work, she said, "You know, I travel a lot now, and I'm not really here to enjoy the garden as much as I used to be. And a garden takes a lot of upkeep, with weeding and watering and all. If you really want to, you can do that, but you don't have to."

Richard felt hurt, undervalued, and resentful. He had knocked himself out to keep this family (2) : although he had just returned from a business trip, and would go into the hospital Monday for minor surgery, he made sure to get up early and head to his mother's house to work in her garden. He felt that she was minimizing his effort and failing to appreciate his (3) . He didn't say anything at the time — he just finished the job. But a few days later he confronted her. "I think you minimize things too much," he said. "It's okay to really enjoy things and take pleasure in them and express that pleasure." And he gave the garden as an example. "But I was just telling the truth," she said. So he got no satisfaction from the (4) .

Though Richard thought he was "confronting" his mother, in fact what he said to her was so (5) that its meaning was unclear. "You minimize things" could refer to anything. He would have gotten his point across more clearly, if he had spoken personally and specifically: "I was hurt when you said that. I had gone to a lot of trouble to work in your garden, like I always do, and I felt as if you were minimizing my efforts." He might also have said, "I was (6) . I felt like you were telling me that I should keep working on the garden at the same time that you were telling

me it didn't mean much to you anymore. So whatever I did I couldn't feel good about it." Speaking about his particular experience and feelings rather than her " (7) to minimize things" would have been more likely to elicit a response that addressed his feelings — and hers.

Maybe Richard's mother was trying to tell him this was (8) the best way for him to show his love for her. Her life had changed; perhaps the reason was, as she said, that she traveled more and wasn't as "into" the garden as she had been. Perhaps it had to do with (9). Now in her seventies, she might find gardening work more tiring. Or perhaps as she got older, and no longer saw her life as limitless, she felt that weeding and watering were not the way she wanted to spend her (10) time on earth.

Richard felt that his mother wasn't (11) his efforts, but in a way Richard wasn't listening to his mother, wasn't seeing that she was growing older and changing. It would have been easier for him to appreciate this if she had spoken about it more directly. But he could have made this easier for her by asking beforehand: "I want to do something for you for Mother's Day. Do you want me to do your garden, like I always do, or is there some other way we could spend the day that you would like better?" Even when she surprised him while he was busily gardening for her, he could have laid down his garden tools and said, "Wait a minute, Mom. I'm doing this for you. You tell me whether or not you want me to do it." Richard himself might feel sad if this Mother's Day tradition did not (12). Maybe he enjoyed working in his mother's garden. And maybe he would feel sad to think that his mother was aging and changing.

Parents often complain that their adult children won't (13) them change. Children don't want their parents to move from the home in which they grew up, or convert their old bedrooms into offices. They refuse to take their cartons out of the attic or basement and become angry at even the suggestion that their parents might throw them away. We are more

focused on our parents as the source of our memories, which we want to hold on to, than on the sacrifices they made for us that they might no longer want to make — such as using their own bedroom or the dining room as an office so we could have a bedroom.

1. 空所 (1) ~ (13) に入るものとして最も適切な語(句)をそれぞれの a ~ d から 1 つ選び、解答欄にマークせよ。

- | | | | |
|----------------------|------------------|---------------|-----------|
| (1) a. Even if | b. Instead of | | |
| c. Nevertheless | d. Owing to | | |
| (2) a. battle | b. chance | | |
| c. information | d. tradition | | |
| (3) a. dependence | b. injury | c. sacrifice | d. threat |
| (4) a. conversation | b. pleasure | | |
| c. solution | d. understanding | | |
| (5) a. abstract | b. concrete | c. strong | d. valid |
| (6) a. boring | b. confused | c. encouraged | d. honest |
| (7) a. temperature | b. tendency | | |
| c. treasure | d. treatment | | |
| (8) a. at least | b. fortunately | | |
| c. no longer | d. unexpectedly | | |
| (9) a. aging | b. gardening | | |
| c. moving | d. traveling | | |
| (10) a. counting | b. helpful | | |
| c. leaving | d. remaining | | |
| (11) a. appreciating | b. discouraging | | |
| c. overlooking | d. referring to | | |
| (12) a. change | b. continue | c. respect | d. wait |
| (13) a. force | b. let | c. make | d. want |

2. 最後の段落の下線部①・②のそれぞれが表す内容の組み合わせとして適切なものを、つぎの a～d から 1 つ選び、解答欄にマークせよ。

- a. ① adult children ② adult children
b. ① adult children ② parents
c. ① parents ② adult children
d. ① parents ② parents

〔Ⅲ〕 つぎの英文を読んで、問いに答えよ。

From approximately 1887 through World War I, a rush of commentaries were written by various intellectuals and circulated in the Japanese print media about the “strange” and “unpleasant” sounds issuing from the mouths of schoolgirls. The writers located the source of the (A) they felt in utterance-endings such as *teyo*, *noyo*, and *dawa*, which schoolgirls used. According to their observations, for example, these girls would say “*Yokutteyo*” (That’s fine.) or, “*Iyadawa*” (Oh, no!). Intellectuals called such speech forms “schoolgirl speech.” It was disturbing to their ears; it sounded vulgar and low class; its stress and intonation patterns were described as “fast,” “lazy,” and “bouncing with a rising intonation”—everything (B) from respectable girls. It was condemned as “sugary and shallow.” Intellectuals openly criticized what they referred to as “*teyo-dawa* speech” in an effort to convince parents and educators to discourage young women from using it because it was viewed as a corrupt form of speaking.

The irony here is that many of the speech forms then identified as (C) vulgar schoolgirl speech were later associated with “respectable women’s language.” In other words, (D) had become “legitimate.” We tend to forget such history and wrongly assume that the “correct” language has always been “correct.” It should be noted, however, that a language style once criticized can always obtain the status of being “proper” over the course of time. That is, a contemporary speech form targeted as linguistic corruption can, in several decades, become a respectable way of speaking.

1. 空所 (A) を補うのに最も適切な語をつぎの a～d から 1 つ選び、その記号を解答欄にマークせよ。
- a. dismay b. outcome c. pleasure d. respect
2. 空所 (B) を補うのに最も適切な語(句)をつぎの a～d から 1 つ選び、その記号を解答欄にマークせよ。
- a. expected b. expecting
c. not expected d. not expecting
3. 下線部(C)で irony と言われているのは、何か。最も適切な答えをつぎの a～d から 1 つ選び、その記号を解答欄にマークせよ。
- a. 当時蔑まれていた「女学生言葉」を、実は知識人も使っていた、ということ。
b. 当時もてはやされていた「女学生言葉」が、後に蔑まれるようになった、ということ。
c. 当時もてはやされていた「女学生言葉」を、親や教育者が子供たちにすすめていた、ということ。
d. 当時蔑まれていた「女学生言葉」が、後にきちんとした「女性言葉」とみなされるようになった、ということ。
4. 空所 (D) に入れて意味が通るように、つぎの a～f の語を並べ替え、3 番目と 5 番目に来る語の記号を解答欄にそれぞれマークせよ。
- a. used b. inappropriate c. to
d. what e. considered f. be

5. つぎの a ~ f から本文の内容に合うものを1つ選び, その記号を解答欄にマークせよ。
- a. People are usually aware of how a certain style of speech has come to be used.
 - b. At the turn of the century, young schoolgirls spoke with a flat tone, which appealed to intellectuals.
 - c. In the past, many articles on the language of young women were published in newspapers and magazines.
 - d. Intellectuals tried to persuade teachers and parents that “teyo-dawa speech” was distinct from “schoolgirl speech.”
 - e. Several intellectuals commented that the new utterance-endings were most similar to highly respected ways of speaking.
 - f. Teachers were expected to increase the use of “teyo-dawa speech” in accordance with the advice from the intellectuals.

[IV] Read the passage below and answer the questions that follow.

In the never-ending quest to help people co-exist peacefully with their family, friends, coworkers, and classmates, counselors are turning to tools used to assess the psychological stability of pilots and police officers: ^(A) personality tests. I am not talking about the short quizzes in magazines that claim to help you determine what kind you would be if you were a dog. I am referring to tests that are scientifically designed and heavily researched, consisting of tens if not hundreds of questions that identify specific aspects of your personality. Are you a thinker or a feeler? Do you make decisions based on facts or instincts? Are you overly organized or relatively unstructured in your daily planning?

Finding answers to questions like these have helped families (B) difficult times. For example, Mary and Richard Jones were having trouble understanding how their daughter, Amanda, made important decisions. When she wanted to use the money she had saved to buy a car, her parents thought she should save the money for graduate school. Amanda became frustrated and angry when her parents objected to her plan. After sitting down with a counselor to complete a personality test, the results helped her parents to see that she is a very different person with her own unique approach to the decision-making process.

The personality test has had lasting effects ^(C) on Amanda's relationship with her parents. "My mom and dad were not being insensitive or uncaring — they just did not understand how I processed things," she said. "I learned that when I am discussing something important with my parents, rather than immediately reacting emotionally to something my parents said, I could take time to consider my response while thinking about their style of decision making. By taking time and explaining our thoughts calmly, we were able to rationally discuss our points of view." (D) the test

results are presented in a written form based on an individual's answers, test takers are more likely to accept the results compared to receiving a verbal analysis from a counselor. When people see something on paper, they think it is not subjective — they have done the test and described the behavior themselves.

The increased attention to and use of personality tests have led people to ask what exactly a personality is. John D. Mayer, a psychologist and expert on personality testing at the University of New Hampshire, defined personality as “the system that organizes one’s emotions, motives, and ability to think.” He explained that personalities are partly innate and partly learned; we can change our personality a little bit, but it is not easy. Scholars are continuing their efforts to better understand how personalities develop and how people with different personalities can accommodate each other at home and at work.

(F)

1. Choose the word that is most similar in meaning to assess as it is used in the passage, and mark the letter on your answer sheet.
(A)
a. develop b. evaluate c. manage d. recover

2. Choose the word that best fills , and mark the letter on your answer sheet.
a. estimate b. ignore c. overcome d. regret

3. Choose the phrase that is most similar in meaning to lasting effects as it is used in the passage, and mark the letter on your answer sheet.
(C)
a. continued influence b. final results
c. negative outcomes d. temporary impact

4. Choose the word or phrase that best fills , and mark the letter on your answer sheet.
- a . Also b . Because c . Due to d . Regardless
5. Choose the word that best fills , and mark the letter on your answer sheet.
- a . lead b . led c . leader d . leading
6. Choose the phrase that is most similar in meaning to accommodate each other ^(F) as it is used in the passage, and mark the letter on your answer sheet.
- a . get along with others b . meet friends and family
c . notice other people d . provide rooms for guests
7. Which **two** of the following are true according to the passage? Mark the **two** letters on your answer sheet.
- a . Tests that have been systematically devised and examined are used to measure personality traits.
- b . Amanda's parents supported her decision to purchase a car from the start.
- c . Amanda's parents did not find the test results useful for understanding their daughter.
- d . Amanda said that her parents were being selfish and thoughtless.
- e . After completing a personality test, Amanda could have sensible conversations with her parents.
- f . A diagnosis from a counselor is more likely to be accepted if it is presented orally.
- g . A top specialist believes that people's personalities are completely set at birth and cannot be changed.

