

人間社会学部

試験問題冊子

(奨学生 12月16日)

英語

注 意

- ① 試験監督者の指示があるまで、問題冊子を開かないこと。
- ② 問題冊子に落丁、乱丁があった場合は、試験監督者に申し出ること。
- ③ 試験監督者が試験開始の指示をしたら、ただちに解答用紙の所定欄に受験番号を記入し、マークすること。
- ④ 解答は全て解答用紙に記入すること。
- ⑤ マーク式解答欄および裏面の記述式解答欄の指定された箇所以外は使用しないこと。
- ⑥ 試験終了後、問題冊子は持ち帰ること。

C 次の問1～3に示された単語①～④の内、第1アクセント（最も強く発音される部分）の位置が、他の3つの場合と異なるものを1つずつ選べ。

問1

- ① ve-ran-da ② mar-a-thon ③ ham-burg-er ④ al-co-hol

問2

- ① com-pre-hend ② sup-ple-ment ③ un-der-stand ④ ref-er-ee

問3

- ① sand-wich ② bis-cuit ③ co-coa ④ per-cent

II

A 次の問1～3の空欄に入れるべき最も適切な英文を、下の①～④の内から1つずつ選べ。

問1

A: Are you doing anything this Saturday?

B: I'm not really sure yet.

A: Well, a group of us are having a birthday party for Aki.

B: OK. It sounds like it might be fun.

- ① How come you will join?
② Do you want to join us?
③ Why do you join us?
④ Can't it be your pleasure?

問2

A: There are too many political scandals these days.

B: Yeah. And I think there are too many reports about cheating celebrities.

A:

- ① Me, either.
② Neither do I.
③ Oh, didn't you?
④ So do I.

問3

A: How did the tour go?

B: Fantastic.

A: I'm glad to hear that. Did you enjoy the night view of Kobe?

B: Oh, you should have seen it.

- ① It might be better.
- ② It might have been better.
- ③ It couldn't have been better.
- ④ It could be better.

B 次の問1～4の日本語を表す英文として最も適切なものを、下の①～④の内から1つずつ選べ。

問1

暗くならないうちに、帰ってきなさい。

- ① Come home before it gets dark.
- ② Come home before it doesn't get dark.
- ③ Come home without getting dark.
- ④ Come home without darkness.

問2

よくもまあ、そんなふうと言えたものだ！

- ① How courage you are to speak that way!
- ② How dare you speak that way!
- ③ How courageous you have to speak that way!
- ④ How dare did you speak that way!

問3

食べきれないほどの料理は注文しないように。

- ① Don't order dishes more than you can't eat.
- ② Don't order more dishes than you can eat.
- ③ Don't order more dishes than you cannot eat.
- ④ Don't order dishes more than you don't eat.

問4

君の意見には大賛成だ。

- ① I may agree with you more.
- ② I may not agree with you more.
- ③ I can agree with you more.
- ④ I couldn't agree with you more.

Ⅲ

A 次の問1～10の空欄に入れるべき適切なものを、下の①～④の内から1つずつ選べ。

問1 When are you going to Fukuoka?

- ① reach ② arrive ③ get ④ come

問2 A: Must I talk to her about that?

B:

- ① No, you won't. ② No, you don't have to. ③ Yes, you will. ④ Yes, you might.

問3 Do you have any idea as to him about the truth?

- ① when telling ② when to tell ③ to tell when ④ telling when

問4 The baseball game last night was really for me.

- ① excitement ② excited ③ exciting ④ excite

問5 His bike is the coolest I've ever seen. Besides, it is than mine.

- ① more cheaper ② as cheap ③ less expensive ④ expensive less

問6 This is a photo of the house before I moved to Sapporo.

- ① where I lived ② in that I lived ③ where I lived in ④ in where I lived

問7 My wife passed away the afternoon of the 28th of December.

- ① with ② at ③ about ④ on

問8 Would you mind not talking the professor is speaking?

- ① till ② during ③ while ④ after

問9 I'm sorry, but she's not available now. Shall I back?

- ① ask her call you ② ask her to calling you ③ ask her calling you ④ ask her to call you

問10 There aren't many parking lots here, so don't come .

- ① by a car ② by cars ③ by car ④ by your own car

B 次の問1～5において、日本語の意味に合うように、下の①～⑤の語句を並べ換えて空所を補い、文を完成させよ。但し、解答は3番目に入るものの番号のみをマークせよ。尚、文頭に置かれるべき語も小文字で記してある。

問1 その知らせを聞いたら、彼女、とてもがっかりするだろうなあ。

You'll 26 the news.

- ① very ② by ③ disappointed ④ her ⑤ find

問2 あそこでキャッチボールをしている男の子が、私の弟です。

27 my brother.

- ① playing ② over there ③ is ④ the boy ⑤ catch

問3 英語は、ほとんどの国で教えられている言語です。

English 28 .

- ① in ② a language ③ is ④ most countries ⑤ taught

問4 学生時代には、できる限り多くの本を読みなさい。

Read as 29 in your student days.

- ① you ② books ③ as ④ can ⑤ many

問5 そういうわけで、そこへは1人で行かないほうがいいよ。

This is 30 go there by yourself.

- ① to ② better ③ not ④ why ⑤ it's

IV 次の英文を読み、下の問1～10に答えよ。尚、解答は各問に記されている①～④の内から1つずつ選べ。

The art of reading

Why do language textbook publishers tend to focus so much on speaking and listening? The answer is that we live in the modern world, with our use of smart phones, email, twitter and so on. People want to be able to listen to the international news on television, talk to someone who doesn't speak their own language, and use the Internet. Listening and speaking are nowadays the language skills apparently most needed, and most emphasized in textbooks today.

Students want to be able to speak and communicate in Japanese, English or any other of the many languages spoken in the world. Reading is less emphasized because it is thought of as a silent activity. Vocabulary and grammar are often introduced in a reading text. Then speaking and listening are practiced in language classes.

But learning our own language, like Japanese, puts greater emphasis on reading and the practice of

writing. A young child at school has to learn how to read quickly and accurately. Of course, learning to read depends very much on how the language is written. We can compare Japanese usage with English. Japanese uses kanji and kana, while English depends on understanding how the alphabet is used. Reading is a visual communication. Japanese kanji are visually more expressive than an alphabet language like English. From an early age, Japanese children learn to recognize the meaning of a small number of kanji. By contrast, an alphabet language depends on letters, which give the sound of a word. When an American child at first begins to read the words *horse* or *cat*, the image of the animal is not there. But once the child has got used to reading, ordinary words will quickly take on an image and even a feeling. Words like *horse* or *cat* are now seen as word-pictures.

On the other hand, languages need to use more complex words to talk about the feelings and reactions of human beings. So, we have the word *psychology*. Words like *psychology* take longer to be filed away in our memory. But with time and a little thinking, it will become easier to read the more complex word. *Psychology* is made up out of two Greek words. *Psyche* (the mind) and *-ology* (the study) mean the study of the human mind. In the same way that *technology* is the study of making technically advanced machines like computers.

Let's now think about what we do when we read a piece of writing. The art of reading, whether in the Japanese language or English, is basically the same. The reader has to try and understand what a writer is telling us.

We can start by thinking about a short piece of writing. Think about a message written on a university notice board. What do we need to know? We need to check the key words, usually placed at the top of a piece of writing. Is this message reminding us about the time of a professor's lecture? Where is the lecture taking place? Check through the information first.

In longer pieces of writing, the writer has to think about the reader. The basic organization of a university report must have a clear pattern, with a beginning, a middle, and a conclusion. The reader is like a passenger on a train who wants to know exactly where the train is going. So, the writer has to think about what is going to be difficult for the reader to understand. The reader cannot ask the writer any questions about what is written in the text. The text is a one-way communication, and the reader works alone.

A university report needs to have a clear visual pattern of organization and layout. The ideas should be easy to follow. The reader has to look carefully at the written text before starting to read. If you look back at this text, you can see the words making sentences, and the sentences arranged into paragraphs. Each paragraph should represent one part of the whole picture.

A piece of writing is a success if all the ideas fit together. That is why each paragraph has to explain and take forward the main idea by adding more examples. The reader must be able to follow the writer's thinking right until the end of the text. At that final point, the reader should feel a nice sense of satisfaction. "At last, I have understood," the reader says, smiling happily. "Now I have learned something."

This is the art of reading. Of course, the reader doesn't have to agree with all of the writer's ideas, but at least the message has to be clear and understandable. "To see" in English is often used as another way of saying "to understand." Do you see what I mean?

問 1 What is the **tendency** of modern language textbook? 31

- ① To put more importance on reading.
- ② To learn how words and sentences are used.
- ③ To work on fluency in the spoken language.
- ④ To understand language mostly as a written form.

問 2 Which example depends on the ability to speak? 32

- ① Seeing how language is used in email messages.
- ② Explaining what you need in an administration office.
- ③ Looking up an unknown word or piece of information.
- ④ Glancing at messages displayed on a notice board.

問 3 What is particularly difficult when you read an English book by yourself? 33

- ① Using a dictionary when sometimes you don't know a word.
- ② Seeing how the words are put together in a sentence.
- ③ Trying to hear in your head how the words are spoken.
- ④ Beginning to understand what you are reading.

問 4 What does a young child reading English have to do? 34

- ① To see each word as having no meaning.
- ② To understand words as sounds only.
- ③ To learn to see the word as a whole.
- ④ To look at every letter and not the word.

問 5 Which example using a **complex word** does **not** give the correct meaning? 35

- ① The science of **biology** researches all living things.
- ② Someone who is an **economist** studies the environment.
- ③ The **psychologist** deals with the mind and the emotions.
- ④ **Technology** is a combination of engineering and science.

問 6 What do you **not** need to know about the professor's lecture? 36

- ① When is the professor's lecture being held?
- ② What will the professor be speaking about?
- ③ What kind of notebook should we bring along?
- ④ Which room is being used for the lecture?

問 7 Look at the advice about how to write a university report. Which does **not** sound like a good idea?

- ① A clear layout is needed to help the reader to follow the theme. 37
- ② The report is best written with a clear progression in three sections.
- ③ The topic is introduced, examples are given, with a summary to finish.
- ④ The conclusion can be left out if it is too difficult to finish the report.

問8 Look at the **visual pattern** of the text. Which description is the most accurate?

38

- ① Ten paragraphs, which are quite long.
- ② Ten paragraphs, which are varied in length.
- ③ Ten paragraphs, which are all the same size.
- ④ Ten paragraphs, which are equally short.

問9 What is **the best use** of a paragraph?

39

- ① A paragraph can be separate from the main idea.
- ② A paragraph fits into a report like one piece in a jigsaw puzzle.
- ③ A paragraph can be used by the writer to go outside the topic.
- ④ A paragraph does not need to be part of the whole report.

問10 Which sentence shows the reader mostly liked the writing?

40

- ① The ideas were easy to understand, but I didn't always agree.
- ② It was hard to understand the writer's ideas, so I gave up reading.
- ③ The writing was very difficult to understand, and the ideas were, too.
- ④ The ideas of the writer were mostly boring, and not explained well.

V 次の問1・2の英文を和訳せよ。

問1 A

He was not accustomed to working with people of different cultures and had a hard time dealing with human relationships.

ヒント： accustomed 慣れている
have a hard time...ing …に苦勞する

問2 B

Equal opportunity must be guaranteed to all men and women, so it is against the law for the public institution to discriminate against certain people.

ヒント： guarantee 保証する
public institution 公的機関
discriminate 差別する
certain ある、ある種の

Ⅵ 次の問1・2の日本語を英訳せよ。

問1

昨日、私の従弟（いとこ）が倒れて、救急車で市民病院に運ばれた。

ヒント： 倒れる collapse
市民病院 the municipal hospital
救急車 ambulance

問2

あいつは陰でお前を批判しているが、気にする必要はない。

ヒント： 陰で behind one's back
批判する criticize