

人間社会学部

試験問題冊子

(B日程 2月24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。

英 語

注意 この試験には、問題が I ～ VI までの全 44 問ある。解答はすべて、各問の □ 内に示された番号または記号に応じて、解答欄の該当箇所に正解を記入せよ。尚、解答欄とは、この試験で使用するマーク式解答欄 1 ～ 40、および記述式解答欄 A ～ D のことである。

I

A 次の問 1 ～ 3 に示された下線部(1)～(4)について、発音が同じものの組み合わせを①～④の内から 1 つずつ選べ。

問 1 1

“Are you proud of your country from the bottom of your soul?” says my cousin in his new novel.

- ① (1)―(4) ② (2)―(3) ③ (2)―(4) ④ (1)―(3)

問 2 2

My aunt said that the small rocket with the latest temperature gauges had been launched before a large TV audience.

- ① (1)―(2) ② (1)―(4) ③ (2)―(3) ④ (3)―(4)

問 3 3

The scene, coming to her subconsciously, scared her into screaming.

- ① (1)―(3) ② (3)―(4) ③ (1)―(2) ④ (2)―(4)

B 次の問 1 ～ 2 の対話文に示された①～④の部分の内、問 1 では他の 3 つと比べて最も強調して発音されるものを、問 2 では、他の 3 つと比べて最も弱く発音されるものを 1 つずつ選べ。

問 1 4

A: Would you give me some advice on something? I can't decide whether to continue my course or to give it up.

B: Well, you'll be sure to regret it if you give it up.

問 2 5

A: I think you shouldn't let your part-time job bother your study so much.

B: You're telling me. I appreciate the advice.

C 次の問1～3に示された単語の中から、アクセント（最も強く発音される部分）の位置が名詞と動詞で異なるものを1つずつ選べ。

問1

- ① record ② purchase ③ control ④ surprise

問2

- ① balance ② parade ③ promise ④ export

問3

- ① support ② conduct ③ challenge ④ comment

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: Excuse me, are these seats taken?

B:

A: Thank you, sir.

- ① Yes, they are. But those seats are vacant.
② No, they aren't. But those seats are free.
③ I don't know. But those seats are comfortable.
④ I think those seats are too small.

問2

A: I've found a good restaurant for Japanese food. Why don't we go together next Saturday?

B:

- ① Sounds great. I don't like Japanese food.
② Wonderful! I have no appetite on that day.
③ Well, what about Friday? I'll be free in the evening.
④ How come you tell me Friday? I'm free on that day.

問3

A: That medical college must be pretty hard to get into.

B:

- ① I don't think you are right. You won't be able to get in with just average grades.
- ② No wonder. Many students of our high school can get in with low grades.
- ③ Exactly. You cannot get in with just average grades.
- ④ Not really. You cannot pass the entrance exam easily.

B 次の日本語の意味に合うように、問1～4の空欄に入れるべき適切な語句の組み合わせを、下の①～④の内から1つずつ選べ。

問1

ご主人が7年前に亡くなって以来、真理子は新潟でドラッグストアを経営している。

Ever () her husband passed away seven years ago, Mariko has () a drugstore in Niigata.

- ① from, had
- ② since, run
- ③ after, got
- ④ some, going

問2

彼女は怯えて物音一つたてることができなかった。

She was so () that she couldn't () a sound.

- ① frighten, give
- ② frightened, make
- ③ frightening, have
- ④ fright, give

問3

部屋はいつも整理整頓しておくように。

You should () your room () order.

- ① keep, in
- ② leave, out of
- ③ clean, on
- ④ clear, for

問4

あいつがもう一度ミスをしたら、首にしてやる。

If the guy makes () mistake, I'll () him.

- ① more, neck
- ② other, shoot
- ③ some, beat
- ④ another, fire

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 Excuse me, but I wonder if this is the main street to Lake Biwa?

- ① which leading ② leading ③ having led ④ being led

問2 I'm too hungry to move an inch now, but it isn't lunchtime .

- ① yet ② already ③ by far ④ never

問3 His knowledge is indispensable to our organization. We have to get him by .

- ① all means ② every ways ③ no manners ④ each way

問4 They have been playing baseball the heavy rain.

- ① with a view to ② for the reason of ③ in the form of ④ in spite of

問5 Masafumi earns a lot, and, , he is a good husband.

- ① that is to say ② not any more than ③ no longer ④ what is more

問6 Yoshiko is a very good secretary. I wish you English as she does.

- ① will speak ② must speak ③ could speak ④ should speak

問7 I you badly if you are leaving this town.

- ① find ② miss ③ see ④ get

問8 the assignment, I went for a drive with her.

- ① Having finished ② Have I finished ③ Finished ④ Having been finished

問9 You had better make when you want to call on him.

- ① a cancel ② an appointment ③ a step ④ a day

問10 There were tall trees on sides of the street.

- ① others ② the other ③ both ④ each

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、文頭に置かれる語もすべて小文字で記してある。

問1 これは私が注文したものとは違います。

This is 26 .

- ① one ② from ③ I ordered ④ different ⑤ the

問2 この部屋の雑誌をすべて処分しなさい。

27 in this room.

- ① of ② the magazines ③ rid ④ all ⑤ get

問3 彼女の気持ちを変えることは絶対無理だよ。

You 28 you can walk on the sea.

- ① her mind ② more ③ cannot change ④ than ⑤ any

問4 その計画が理事会で承認される見込みはほとんどない。

The plans 29 at the board meeting.

- ① little chance ② approved ③ have ④ of ⑤ being

問5 夫が仕事帰りに飲むことは滅多にない。

My husband seldom has a drink 30 .

- ① from ② on ③ home ④ work ⑤ his way

IV 次の英文を読み、下の問1～5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。

Students use manga to draw the atomic bombings.

High school students in Osaka prefecture have drawn manga about the atomic bombings of 1945. The students imagined what it was like for people at the moment the atomic bombs exploded over Hiroshima and Nagasaki. They then drew manga on double-page spreads. They held an exhibition of their drawings at a gallery in Osaka in January 2018.

The students' teacher hoped that people coming to see the students' drawings and paintings in the gallery would be able to intuit the messages represented in their works. The students drew their manga for their summer homework as part of educational project on peace. The teacher had stories, told to him by his parents, about the war deeply embedded in his memory. He said he had long wished to establish a better education about peace in order to pass on the terrible experience of war to future generations.

The teacher decided to get his students interested in what the atomic bombings were like by using manga. This was because he thought it would be easier for them to emphasize with manga characters. He explained that if students could feel like they were experiencing the war through manga characters, they would be able to feel the senselessness of war.

The students focused on the time between the moments when the bombs were dropped and the moments when they exploded. The students then focused on learning about the wartime lives of ordinary people. The students watched TV documentaries about the Pacific War and the atomic bombings, and researched the history of the atomic bombings on the Internet.

One student made a story about a boy who is about to tell a girl that he loves her. At that moment a light flashes over them. The student said, “My manga is fiction, but when I drew it, I felt there would be someone who actually had a similar experience.”

The teacher said that he expected his students to use the experience to cultivate their imagination and respect for peace, and then to pass on their knowledge of the senselessness of war to future generations.

(The Japan News)

問 1 How did the students at this high school express their feelings about the atomic bombings? 31

- ① By painting pictures
- ② By making large drawings
- ③ By making single-page drawings
- ④ By talking about the bombings

問 2 Which of the following explains what “intuit” means? 32

- ① Looking at the manga-pictures with no great interest at all
- ② Looking at the manga-pictures with incomplete understanding
- ③ Looking at the manga-pictures with deeper understanding
- ④ Looking at the manga-pictures with complete disagreement

問 3 How did the teacher learn about what had happened during the war? 33

- ① Through looking at photographs of the atomic bombings
- ② Through looking at photographs of his grandparents
- ③ Through hearing about it from his parents
- ④ Through looking at his students' works

問 4 What period of time were the students told to focus on? 34

- ① After the bombs had dropped.
- ② Before the bombs had dropped.
- ③ After the bombs had exploded.
- ④ Long after the bombs exploded.

問5 “My manga is fiction, but when I drew it, I felt there would be someone who actually had the same experience.” What does this mean? 35

- ① The student said he was too young to have experienced the bombing.
- ② The student asked the teacher about his memories of the bombing.
- ③ The student listened to his parents talking about the bombing.
- ④ The student visualized how it must have felt during the bombing.

V 次の英文を読み、下の問1～5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。

In modern times

As an older person, I can remember a world with very little technology. We had a radio, an early kind of television with a very small screen, and a telephone (although many people didn't have one of their own). Of course, for lighting and heating we normally used electricity in our houses and office buildings. We used mechanical typewriters which we had to hit hard with our fingers to print the letters on the paper — and then later, mostly in offices, the much faster, lighter touch electric typewriters were used. We changed over much later to the electronic devices that we find in computers and smart phones.

Much has changed since the introduction of the new forms of communication technology. For instance, in most places in Japan there are very few public telephones. I mean the public telephones, which you have to put a ten-yen coin or a hundred-yen coin into. These public telephones are usually green in color in Japan. Why are there so few public telephones? Because most people these days carry smartphones with them at all times.

We watch films at home on DVD rather than go out to the movie theater. If we watch television, we have a vast choice of programs including showing films from the very early black-and-white silent cinema to the advanced technology of modern-day film. The quality of the picture we see on the television screen is greatly improved by digital technology. The early television programs were shown on the screen in black-and-white, and the quality of the picture was so bad sometimes that people used to draw the curtains to keep out the light from outside in order to help them see the picture on the screen more clearly.

Does this enormous change created by electronics mean that life is better? Perhaps, yes. But what has been lost is the older culture of reading. On the Tokyo subway, in the Showa or early Heisei periods, most people would be seen reading newspapers or small books, which were designed to fit into the pocket or the small briefcase. That's why I say “Perhaps” when asked the question about whether today's life is better. It is obvious that a smartphone gives everyone the chance to catch up with our friends and business colleagues, to look up information, or to check the weather and the latest news. The smartphone is the ultimate instrument of convenience. But reading a book is about something else — using the imagination.

(Wikipedia and other sources)

問 1 What is the most important point that the writer makes about the world of today?

36

- ① Nothing has changed because we still use telephones and typewriters.
- ② Everything has changed and life is so much better today.
- ③ Life seems very different today because of new technology.
- ④ Fewer public telephones mean that we can't contact other people.

問 2 What is an electronic device?

37

- ① Something that you have to plug into the wall before you can use electricity
- ② Something that organizes and controls the information in a computer
- ③ Something that you don't normally need at all in the world today
- ④ Something that you never normally see in a hi-technology shop

問 3 Which statement does not refer to modern technology?

38

- ① You can stay at home instead of going to the movie theatre to see a film.
- ② You can see any kind of program you like, even if it is in black-and-white.
- ③ You can choose from a much wider choice of television programs.
- ④ You can watch television, but only when the curtains are closed.

問 4 Which activity can young people do now that people used not to do on the bus?

39

- ① Doing your homework and preparing for a test on the bus
- ② Contacting a friend who is not with you on the bus
- ③ Catching up on your sleep or daydream on the bus
- ④ Talking to a friend sitting next to you on the bus

問 5 Which of the four sentences is always true?

40

- ① You don't have to use your imagination when you read a book.
- ② You can find information in a book more easily than on a smartphone.
- ③ You can read a book in exactly the same way as you use a smartphone.
- ④ You have to use your brain to make images when you read a book.

Ⅵ 次の問1・2の英文を和訳せよ。

問1

Not being clear about your direction in life, that is, not having a strategy in life can lead to tragic results.

ヒント： be clear about～ ～をはっきりわかっている
that is すなわち
lead to～ ～につながる、～を招く

問2

It is necessary to limit private rights for the public good. The problem is how much is good and how much is harmful.

ヒント： private rights 私権
public good 公益
harmful 有害な

Ⅶ 次の問1・2の日本語を英訳せよ。

問1

酷い渋滞だったので、駅に着いたときには、君の列車は出てしまっていた。

ヒント： 渋滞 the traffic jam
酷い heavy, bad
(列車が) 出る leave

問2

我が国の野生動物保護の必要性については、多くのことが言われている。

ヒント： 野生動物 wild animals
～する必要性 the need to V～, the necessity of～ing
～を守る protect～, preserve～
多くのこと many things, much

