

# 英 語

## 注 意 事 項

1. 「解答始め」の合図があるまでこの冊子は開かないこと。
2. この冊子は11ページである。
3. 「解答始め」の合図があつたら、まず、黒板に掲示又は板書してある問題冊子ページ数・解答用紙枚数・下書き用紙枚数が、自分に配付された数と合っているか確認し、もし数が合わない場合は手を高く挙げ申し出ること。次に、解答用紙をミシン目に沿って落ちていて丁寧に別々に切り離し、学部名・受験番号・氏名を必ずすべての解答用紙の指定された箇所に記入してから、解答を始めること。
4. 解答は、必ず解答用紙の指定された箇所に記入すること。

1 次の英文を読み、設問に答えなさい。

Learning a foreign language isn't just challenging. It's an adventure. With the right combination of learning techniques, the world can become your oyster.<sup>(1)</sup> Opportunities can expand in work, friendship, love, personal development—in so many ways. Although I'm still struggling with Japanese, the knowledge I've gained has been worth it. My children are studying English now ( A ) they can take the Test of English as a Foreign Language<sup>(2)</sup> (TOEFL) exam, but they are struggling to master English as Japanese is their native tongue. ( B ), they're grateful to be able to communicate in two languages.

Here are a few tricks we have learned along the way that have helped us:

It's OK to make mistakes. The best way to learn another language (and just about anything) is by making mistakes. Don't be shy! Hopefully you'll have access to a native speaker or translation resource that can help correct you.

Write it down.<sup>(3)</sup> In your smart-phone or a small notebook, quickly write down any foreign word you see or hear that you don't understand. ( C ) You'll accumulate an impressive list of new words.

( D ) While on a train, bus or plane, read a foreign language book that you enjoy which matches your level. Listen to songs with foreign lyrics. My older daughter loves American movies so she watches them without Japanese subtitles.

Make multi-lingual friends. Online sites such as Meetup (<http://www.meetup.com>) offer a fun way to make international friends and enjoy an activity. Several of my Japanese friends have joined Japanese-English volunteer groups that assist all sorts of people who need help. Hands on Tokyo (<http://www.handsontokyo.org>) is one example.

Sports are another great option. It's ( E ). When my son was small,

the coaches on his little league baseball team were American, so this naturally attracted a lot of English speakers, both players and parents.

You're never too old or too young to learn a new language. The government's council for revitalization of education recently proposed that English ( F ) an official subject for fifth-and sixth-grade students, as well as an unofficial subject for fourth-graders and below. This is great news. The longer you practice anything the better you get. For "older" students, there are health advantages. My friend's 80-year-old Japanese father-in-law is learning German. He says he doesn't want to get dementia and this helps keep<sup>(4)</sup> his brain active.

( G ) The ruling Liberal Democratic Party has also recently proposed more than doubling the number of Japan Exchange and Teaching Programme (JET) teachers to 10,000 within three years. Another big shift is the growing number of universities hiring more foreign teachers for courses taught in newly established English-based programs.

Go abroad. Both my daughters are hoping to study abroad. I know once<sup>(5)</sup> they do this, their English language ability will soar. There's no better way to learn a foreign language and culture. There's no better way to experience the adventure.

(Excerpted from *Mainichi Weekly*, June 8, 2013)

(注) trick : こつ, 秘けつ      subtitle : 字幕      lyrics : 歌詞

council for revitalization of education : 教育再生実行会議

official subject : 正式教科      dementia : 認知症

ruling Liberal Democratic Party : 与党自由民主党

Japan Exchange and Teaching Programme (JET) : 外国青年招致事業

設 問

(1) 下線部(1)の中の oyster は、文脈からどのような意味になるか、以下の選択肢から選んで記号で答えなさい。

(ア) a very valuable and important object such as a painting or ancient document

(イ) something that is or can be readily made to serve one's personal ends

(ウ) something that makes it difficult for you to succeed

(エ) the act of working with someone else to achieve something that you both want

(2) 下線部(2) it の内容を解答欄のマス の範囲内に日本語で簡潔に述べなさい。

(3) 下線部(3) it の内容を解答欄のマス の範囲内に日本語で簡潔に述べなさい。

(4) 下線部(4) this の内容を解答欄のマス の範囲内に日本語で簡潔に述べなさい。

(5) 空欄(A), (B), (E), (F)に入れるのに最も適切なものを、以下のそれぞれの選択肢から選んで記号で答えなさい。

(A) : (ア) in case

(イ) if only

(ウ) in that

(エ) so that

(B) : (ア) Still

(イ) Therefore

(ウ) Unless

(エ) Unfortunately

(E) : (ア) an activity without the need for others

(イ) an activity without giving our full consent

(ウ) an activity without payment that you can do by yourself

(エ) an activity without borders that everyone can enjoy

(F) : (ア) became

(イ) become

(ウ) had become

(エ) becoming

(6) 空欄(C), (D), (G)には, それぞれ以下のいずれかが入ります。記号で答えなさい。(関係ないものもあります。)

(ア) Learn with a native teacher.

(イ) Read between the lines.

(ウ) Be creative with your time.

(エ) Look up the meaning later at a convenient time.

(オ) Listen carefully to the instructions.

(7) 下線部(5)を this の内容がはっきりとわかるように日本語になおしなさい。

2 次の英文を読み、設問に答えなさい。

It is not surprising that our native language is often referred to as our “mother tongue,” a term that recalls our earliest memories and influences. The term itself has different meanings. The sociolinguist Tove Skutnabb-Kangas (1981) hypothesizes five definitions of “mother tongue” depending on who is defining it. For the sociologist, mother tongue is the language one learns first. For the linguist, it is the language one knows best. For the sociolinguist, it is the language one uses the most. For the social psychologist, it is the language one identifies with and through which one is identified. For (A) the lay person, it is “the language one counts in, thinks in, dreams in, writes a diary in, writes poetry in” (Skutnabb-Kangas, 1981:18).

For most Americans, there is only one language that fits all of these definitions. ( B ) Many people grow up bilingual, perhaps because their parents are native speakers of two different languages, or because the language of their family and community differs from the regional or national language. Many others come into contact with a second or third language ( C ) migration to another country. In these cases, ( D ). The immigrant, in particular, is often faced with a situation in which the new language begins to supplant the native one. Outside one’s home and community, the new language is usually required. But in the most private of thought processes, such as the ones described in Skutnabb-Kangas’ (1981) last definition, the speaker must choose between two languages. This dilemma is (E) most acute for immigrant children, whose formative experiences are taking place in a language and culture different from the ones they have previously experienced.

(Excerpted from *Languages in America*, Susan J. Dicker, p. 2, 2003)

- (注) hypothesize : 仮説を立てる      sociologist : 社会学者  
sociolinguist : 社会言語学者      social psychologist : 社会心理学者  
lay person : 普通の人      supplant : ~に取って代わる  
acute : 鋭い, 鋭敏な      formative : 作りあげる

設 問

- (1) 社会言語学者にとって母語はどのように定義されていますか。日本語で説明  
しなさい。
- (2) 下線部(A)の意味を日本語で説明しなさい。
- (3) ( B )に入る最も適切な英文を, 以下の選択肢から選んで記号で  
答えなさい。
- (ア) But a large part of the world's population makes use of only one  
language during a lifetime.
- (イ) But a large part of the world's population makes use of two languages  
during a lifetime.
- (ウ) But a large part of the world's population makes use of two or more  
languages during a lifetime.
- (エ) But a large part of the world's population makes use of many dialects  
during a lifetime.
- (4) ( C )に入る最も適切な語句を, 以下の選択肢から選んで記号で答えな  
さい。
- (ア) for the sake of
- (イ) as a result of
- (ウ) by means of
- (エ) an aspect of

(5) ( D )に入る最も適切な英文を、以下の選択肢から選んで記号で答えなさい。

(ア) defining one's "mother tongue" becomes more simplified

(イ) defining one's "mother tongue" becomes more justified

(ウ) defining one's "mother tongue" becomes more complicated

(エ) defining one's "mother tongue" becomes more annoyed

(6) なぜ下線部(E)のようなことが起こるのか、その理由を日本語で説明しなさい。

3

次の会話の( )に入る最も適切な語句を選び、番号で答えなさい。

(1) A: Excuse me, where can we buy that special item?

B: ( ) of the merchandise in the shop may now be purchased online from our web site.

- |             |         |
|-------------|---------|
| 1. A number | 2. Much |
| 3. Many     | 4. Few  |

(2) A: This coupon is not valid with any other discounts, ( ) must be used by August 31st.

B: Oh, really? Well then, I have to use it as soon as possible.

- |        |        |
|--------|--------|
| 1. and | 2. or  |
| 3. but | 4. not |

(3) A: Mt. Fuji is truly a beautiful symbol of Japan.

B: Yes, indeed, many people regard Mt. Fuji as Japan's ( ) landmark.

- |                |                    |
|----------------|--------------------|
| 1. more famous | 2. the most famous |
| 3. most famous | 4. most famously   |

(4) A: ( ) the continuous rain, tomorrow's excursion will be postponed.

B: That's too bad. I'm looking forward to taking part in it.

- |         |           |
|---------|-----------|
| 1. As   | 2. If     |
| 3. When | 4. Due to |

(5) A: You look so nice in that T-shirt made in Vietnam.

B: I heard that Vietnam's export of clothing items ( ) increased by more than 100 percent over the last five years.

- |              |              |
|--------------|--------------|
| 1. have      | 2. has       |
| 3. will have | 4. have been |

(6) A: My boss asked me to look (        ) his writing and provide him with some feedback.

B: Do you have time to do it?

- |         |        |
|---------|--------|
| 1. on   | 2. in  |
| 3. over | 4. out |

(7) A: I hear the University of Queensland is (        ) ranked as one of the top 8 universities in Australia.

B: That's why my son is going to send in a written application.

- |                 |               |
|-----------------|---------------|
| 1. consistently | 2. consistent |
| 3. consistence  | 4. consisting |

(8) A: In (        ) many hours of hard practice, the baseball team was unable to reach the semifinals.

B: It's a pity, this was their last chance.

- |                |                    |
|----------------|--------------------|
| 1. reaction to | 2. compliance with |
| 3. time for    | 4. spite of        |

(9) A: What is Ms. Tanaka looking for on the Internet?

B: She is (        ) a new job since her boss always forces her to work overtime.

- |            |              |
|------------|--------------|
| 1. looking | 2. seeking   |
| 3. asking  | 4. searching |

(10) A: I hope I can talk with you again soon.

B: (        ).

- |            |            |
|------------|------------|
| 1. So I am | 2. So am I |
| 3. So I do | 4. So do I |

4

次の二人の対話の下線部(ア)～(エ)を英訳しなさい。

- A: 和食が世界文化遺産に登録されたね。日本人として全く誇らしく思うよ。  
(ア)
- B: Yes, indeed. 日本人の平均寿命は世界一だよ。その一番の理由は健康的な食生活だ。 Japanese food is nutritious, as it has a good balance of rice, vegetables, fish, and eggs.  
(イ)
- A: There's a French proverb that says 君が何を食べているのかを教えてください、そうしたら、君がどんな人間かが分かる。  
(ウ)
- B: That sounds very French. By the way, do you know the original meaning of the Chinese character “和”?
- A: I don't know. What does it mean?
- B: 左側の「のぎへん」は、「木に実がなる」という意味で、その実が口に入るから「心が和む」という意味になるんだよ。
- A: I didn't know that. Chinese characters are so interesting! 日常生活の中に先人の英知が隠されているんだね。  
(エ)

5

Write your answer in English to the following question in 90 to 100 words.

What is one of the possible advantages and one of the possible disadvantages for Japan in hosting the Tokyo Olympics in 2020? Give your reasons. (語数を最後に記入すること。)