

平成 28 年度 入学試験問題

外 国 語

英 語

2 月 25 日(木) 10:00—11:45

(全学部共通)

注 意 事 項

1. 試験開始の合図があるまで、この冊子と答案紙を開いてはいけない。
2. 問題冊子のページ数は、13 ページである。
3. 問題冊子とは別に答案紙が 5 枚ある。
4. 落丁、乱丁、印刷不鮮明の箇所などがあつたら、ただちに申し出よ。
5. 解答にかかる前に答案紙左端の折り目をていねいに切り離し、答案紙のそれぞれの所定の 2 箇所受験番号を記入せよ。
6. 解答は答案紙の所定の欄に記入せよ。所定の欄以外に書いた答案は無効である。
7. 答案紙の右寄りに引かれた縦線より右の部分には、受験番号のほかは記入してはいけない。
8. 問題冊子の余白は草稿用として使ってもよい。
9. 試験終了後、退室の許可があるまでは、退室してはいけない。
10. 答案紙は持ち帰ってはいけない。問題冊子は持ち帰ってもよい。

I 次の英文を読み、下記の設問に答えなさい。

(*の付いた単語は注を参照すること)

ア

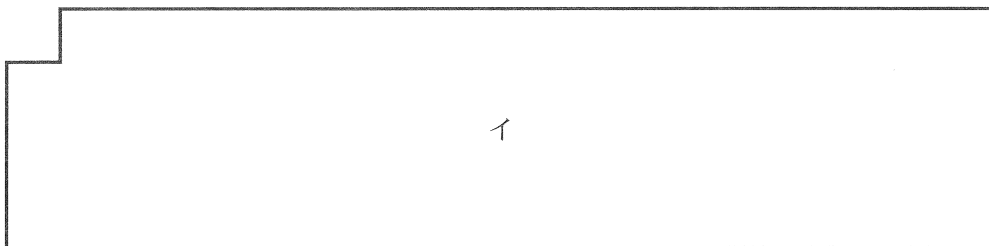
Although children have to learn to read, most do so easily and with relatively little effort. And if reading is second nature to most adolescents and adults, then what could be easier than testing the ability to read? Just take a text, ask a few questions about the text, and you have a valid test of reading! However, it is not so simple. In fact, assessing one's ability to read is a complicated process and reading is far more complex than is perhaps generally appreciated. To develop a valid test of reading, we must know what reading involves.

Clearly, reading involves getting meaning from print, but how does one 'get meaning'? It is generally acknowledged that reading involves recognizing words, and word recognition involves relating print to sound. In alphabetic languages, this means being able to link letters to sounds. The relationship between letters and sounds is, however, not always one to one. In so-called transparent orthographies*, such as Finnish or Spanish, there is indeed a more or less one-to-one relationship between letters and sounds. However, other languages, such as English or French, have what is known as a deep orthography, and the relationship between letters and sounds is much more complex. Other orthographies, such as Japanese *hiragana* and *katakana*, denote syllables rather than individual sounds, and logographic orthographies such as Chinese have no direct relationship between symbols and sounds; rather, characters represent words.

But there is more to reading than 'merely' recognizing the sounds of a language through print. The grammar of a language is important for conveying meaning. A text is not simply a collection of words, because text has structure and structure is governed by the language's grammar and the rules of organization at sentence and paragraph levels. The meaning of a text is not

simply the meanings of words in combination. Readers have to apply their knowledge of the world to a text in order to develop an understanding of that text. However, readers also have to be able to infer meanings that are not explicitly stated, but which readers can agree are available, though hidden, in the text. Understanding text involves drawing inferences, making subjective interpretations, as well as recognizing explicit statements.

Different levels of meaning and of understanding are often distinguished: literal understanding, inferred meanings, global comprehension, and more. It is also increasingly common to refer to a *text model* and a *situation model* of meaning. A text model is what the writer of the text intends his or her readers to understand, whereas a situation model describes the meanings that readers create for themselves from the text. Thus, texts do not simply contain meaning, which is to be ‘mined’ from the text by a reader, but they give rise to meanings in the head of the reader, and those meanings, which the reader creates, will vary with numerous factors including the readers’ purpose for reading, their knowledge of the world, and their ability to think critically.



Of course, this is not to say that the process is always more variable than the product, any more than that the product never varies across individuals. It is well known that two people can create very different meanings and understandings from the same text — that is what is implied by the notion of a situation model. And the text model does not necessarily imply that the product is unitary. Indeed, the author of the text may well not be aware of all the possible understandings that can legitimately arise from a reading of his or her text.

The distinction between process and product is very useful for the study of reading and reading problems. Researchers want to know what a reader has understood, or misunderstood, and why. The problem is that what one has understood may well be influenced by how the researcher has elicited the (mis)understanding. The classic case is the use of multiple-choice questions in a test of reading, where the incorrect options are intended to cause problems for the unwary reader. Had the product, the understanding, been elicited by some other means, for example, by questions requiring a two- or three-word answer, then the comprehension may have been different. ⁽³⁾ Indeed, some will argue that any test of understanding will not necessarily reveal the understanding at which a person reading for information or for pleasure will arrive. The problem is how else to elicit comprehension in a more natural, less invasive manner.

【出典：Alderson, J. C., Haapakangas, E.-L., Huhta, A., Nieminen, L., and Ullakonoja, R. (2015). *The Diagnosis of Reading in a Second or Foreign Language*. New York : Routledge. 出題の都合上、原文の一部に変更を加えている。】

注

orthography : the spelling system of a language

設 問

- 1 本文の内容に即して、空欄

ア

 に入るもっとも適切な文を以下の(A)~(E)より選び、記号で答えなさい。
- (A) Adults are often surprised by how difficult it is to read books.
 - (B) In most situations it is harder to read than to write.
 - (C) It is not always realized how complex the act of reading is.
 - (D) Parents are often eager to teach their children to read early.
 - (E) There are various ways of improving somebody's reading ability.

- 2 著者は第2段落でフィンランド語、英語、日本語、中国語など様々な言語に言及しているが、それは何を示すためか。句読点を含めて25字以内の日本語で答えなさい。
- 3 下線部(1)を日本語に訳しなさい。
- 4 下線部(2)の理由を本文の内容に即して80字以内(句読点を含む)の日本語で説明しなさい。
- 5 空欄

イ

 の段落を構成する次の(A)～(D)の文を文脈にもっとも適した順に並べ替えなさい。
- (A) It is also highly likely that the process of reading is more variable than the product: how one has reached a given understanding is likely to vary across individuals and occasions, even though the comprehension may be the same across individuals and occasions.
- (B) It is useful, and fairly commonplace, to make a distinction between process and product.
- (C) The process of reading, on the other hand, is normally silent, invisible, internal to the reader, and rarely seen from outside.
- (D) The product of reading is typically what one has understood: the comprehension that one exhibits, for example, in one's answers to comprehension questions or summaries of a text one has read.
- 6 下線部(3)を日本語に訳しなさい。

II Read the following article by Kateri Salk, a doctoral student at Michigan State University. Then answer the questions below. Refer to the NOTES for the words marked by *.

When I was growing up, my parents called me a fish. Given the choice, I⁽¹⁾would have spent more of my Minnesota summers in the water than out of it. The lakes I experienced as a child held so much wonder: the cool feel against my skin, the creatures that called that water home, and a distinct impression that these systems held secret meaning about the wider world.

Indeed, water does hold the key to much of our understanding of how the Earth works. A single water droplet can journey through the atmosphere, living organisms, hollows under the ground, crashing waterfalls, the vast ocean and many other places in infinite combinations. Freshwater systems provide an essential link between the land and the open ocean. Even human civilization, in nearly every aspect, (①) around access to water.

A

 Runoff* from farm fields, residential lawns and urban areas brings with it a cocktail of nutrients and pollutants. When this runoff reaches water bodies, it can cause toxic algal blooms, oxygen deficiency and declines in fish stocks. Our aquatic ecosystems are fundamentally changing and the better we can understand the causes and mechanisms of these changes, the better we can manage them.

B

 She is now finding her place in this changing world and incorporating her fascination with water into a career in aquatic research. As a graduate student, she has the opportunity to follow those water droplets around the world.

My research focuses on the role of nitrogen* in water systems. Like other nutrients, nitrogen is an essential component of all living cells. In excess, however, nitrogen can contribute to the numerous problems (②) water bodies today. My goal is to better understand nitrogen uptake by organisms and

the mechanisms by which excess nitrogen is removed from water systems. The second part, nitrogen removal, may provide management opportunities to deal with excess nitrogen.

C

 Microscopic bacteria in the water and sediment munch* up that nitrogen, transforming it from a potentially problematic chemical form to a more inactive chemical form. The degree to which and the pathway by which this process happens are dependent on a variety of environmental factors. Through research, I hope to gain a better perspective on how these factors interact, with the hope of better managing the health of water bodies.⁽²⁾

D

 Nitrogen transformation processes occur in virtually all aquatic ecosystems, and the effects cascade through from those farm fields all the way to the open ocean. Accordingly, my work has taken me from lakes and wetlands in Michigan, to the Great Lakes, and even to coastal sea grass ecosystems in Australia.

The little fish girl has grown up. She has taken on new ways to explore the water, from the top of a surfboard or with a scuba tank on her back. Perhaps more importantly, she has taken her enchantment with water into a career that could positively impact water health. Through research, she hopes to further (③) the roles of aquatic ecosystems on this interconnected globe.

[Source : *MSU Today*, “Kateri Salk : Little Fish Girl Grown Up,” June 17, 2015. For the purpose of making questions the text has been partially adapted.]

NOTES

runoff : water that drains off land into rivers and lakes

nitrogen : a gas that forms about 80 percent of the Earth’s atmosphere

munch : eat something steadily and often noisily

QUESTIONS

- 1 Translate the underlined part after (1) into Japanese.
- 2 Translate the underlined part after (2) into Japanese.
- 3 Select the most appropriate sentences from the list below to insert into spaces

A

 to

D

 . Select only one sentence for each space.
 - ① Here's how nitrogen removal works.
 - ② Let's go back to that fish girl.
 - ③ The aspect of this that captivates me is the continued theme of interconnection.
 - ④ With this important role, however, come increasing problems.
- 4 Select the most appropriate words from the list below to insert into ①, ② and ③. Do not use any word more than once. Change the form of the word to fit the context if necessary.

illuminate plague purify regenerate revolve sink

III Sarah is a student from England who is spending a year studying at Nagoya University. She is talking to a Japanese student, Kenji, in front of the main university library. Read the conversation, then answer the questions below.

Sarah : Hey, Kenji. How are you? You look a bit short (A) breath.

Kenji : Hi, Sarah. I've just come all the way from my apartment by bicycle.

Sarah : What's so tiring about that? You only live about two miles from here, don't you?

Kenji : Yes, but the thing is I haven't ridden a bicycle since I was (B) elementary school.

Sarah : Oh, so you're a bit out of practice.

Kenji : You could say that. And there are quite a lot of hills around here.

Sarah : So I've noticed.

Kenji : But I'm determined to stick (C) it.

Sarah : Why's that?

Kenji : Because cycling has so many benefits.

Sarah : It's a good way to get some exercise, I suppose.

Kenji : Oh yes. I found an article in an online magazine the other day which really opened my eyes. It said there has been a lot of research into the positive influence of cycling on health.

Sarah : Such as?

(1) Kenji : Well, did you know that cycling has been shown to help reduce the risk of heart disease and several other illnesses?

Sarah : That could be said about most types of exercise, couldn't it?

Kenji : True, but cycling is not just good for your health. It can save you money too.

Sarah : You mean because you don't need to pay for the bus or subway?

Kenji : Yes. Do you know what? I reckon this new bicycle should pay for (2) itself in about a year.

Sarah : Cool! But isn't it rather a slow way to get around the city?

Kenji : Not really. When you take into account the time it takes to walk to and from the subway or train station, waiting time and how slow buses can be during the rush hour, I think cycling might actually be faster.

Sarah : So, cycling is healthy, economical and fast! What's not to love?

Kenji : Exactly! And it's fun too. So why don't you get a bicycle?

Sarah : That sounds great. But actually I think I would be a bit nervous if I should ever cycle in Japan.

Kenji : How come?

Sarah : Because I expect the rules of the road for cyclists are different to what they are in England.

Kenji : Well, I don't know about England, but last June the regulations about cycling in Japan were revised. You would have to familiarize yourself with them because they're pretty strict now.

Sarah : Are they? Why?

Kenji : I think the government is worried about the number of bicycle accidents that occur every year.

Sarah : Oh, I see. Japanese roads certainly are pretty crowded and bicycles seem popular here with people of all ages, so I guess the government has got to do something to keep people safe.

Kenji : Yes, of course. But a lot of cyclists feel that the regulations are not sufficiently black and white.⁽³⁾

Sarah : Really?

Kenji : Yes, especially when it comes to the so-called "safety violations".

Sarah : What are they?

Kenji : Well, things like riding a bike while using a smartphone, listening to music on headphones or even holding an umbrella.

Sarah : What's so problematic about that?

- Kenji : Well, the problem is that individual police officers have the authority to make decisions (D) a case-by-case basis. Some people think that's unfair.
- Sarah : It doesn't sound too unreasonable to me. What are the penalties for such violations, anyway?
- Kenji : I have heard that if any cyclist over fourteen years of age commits a violation twice or more in a three-year period they have to attend a seminar about road safety. It'd take a big chunk out of your day and it costs over five thousand yen.
- Sarah : Oh, that's quite a lot of money to us students. I hope you don't get caught doing anything like that.
- Kenji : So do I. I'm going to ride as safely as I can. In fact, after class today I'm going to the bicycle shop near my apartment to buy a helmet.
- Sarah : That does seem sensible. Can I come with you?
- Kenji : Sure, but you don't have a bike.
- Sarah : Can I ride on the back of yours?
- Kenji : Sorry, that's (E) the regulations. And I don't think my legs would be up to it.
- Sarah : OK, then I guess I'll just have to go by subway.
- Kenji : Yes, and we'll see who gets there first.

QUESTIONS

- 1 Considering the context, what other two-word English phrase with a similar meaning could Sarah have used in (1)?

- 2 Complete the sentence below by adding 15 English words or less to explain what Kenji means by "pay for itself" in (2).

He means that _____.

- 3 Complete the sentence below by adding five English words or less to explain what Kenji means by “not sufficiently black and white” in (3).

The regulations are _____.

- 4 Fill in spaces (A) to (E) using the most appropriate words from the list below. Do not use any word more than once.

above	against	between	from	in
of	on	toward	under	with

- 5 Based on the text, which two of the following are most likely to be true?

- a Kenji and Sarah expect that the new regulations will be revised soon.
- b Kenji and Sarah are planning to meet at the bicycle shop.
- c Kenji is not aware of the new regulations concerning cycling.
- d Kenji wants to attend a road safety seminar.
- e Sarah has been studying at Nagoya University for over a year.
- f Sarah has not ridden a bicycle in Japan.

- 6 Kenji is enthusiastic about cycling, but using public transport has its advantages too. Explain two such advantages that you can think of, using from 10 to 20 English words for each one. Write in complete sentences.

Ⅳ 次の文章を読み、下線部(1)～(3)を英語に訳しなさい。

25 年後までに沖縄県の平均寿命を日本一に復活させるという目標に向け、息の
(1)長い活動が始まっている。

日本一復活には、官民一体となった健康づくり運動を展開することが不可欠だ。
特に死亡率が高いといわれる勤労者世代(20 歳から 64 歳)の対策が急がれる。

2000 年、男性の平均寿命が全国 1 位から 26 位に転落して以降、県を先頭に多く
(2)の団体が、県民に健康づくりを呼び掛けた。

だが、13 年に県内事業所の定期健康診断で「異常」が見つかった労働者の割合「有所見率」が、3 年連続で全国ワーストとなるなど、県民の「健康悪化」を押しとどめるには至っていない。

死亡率の高さは、食の欧米化や車社会の影響で勤労者世代の肥満率が上昇し、そ
(3)れに伴い生活習慣病が増加したことなどが主な原因といわれる。

この世代は家庭や職場の大黒柱だ。このままの状態では、沖縄全体の活力の源を失いかねない。

労働者それぞれの意識を高めることはもちろんだが、企業、地域、県民挙げて健康長寿復活に挑まなければならない。

【出典：『琉球新報』(2015 年 6 月 14 日)。出題の都合上、原文の一部に変更を加えている。】