

平成 26 年度入学試験問題

外国語（英語）

注意事項

- 1 この問題冊子は、試験開始の合図があるまで開いてはならない。
- 2 問題冊子は、全部で12ページある。(落丁、乱丁、印刷不鮮明の箇所などがあつた場合は申し出ること。)
- 3 解答は、すべて解答用紙の指定された箇所に記入すること。
- 4 受験番号は、各解答用紙の指定された2箇所に必ず記入すること。
- 5 解答時間は、教育学部学校教員養成課程教科教育コース英語教育専修が100分、教育学部(学校教員養成課程教科教育コース英語教育専修を除く)およびその他の学部は90分である。解答すべき問題(○印)および解答用紙の枚数は、下表のとおりである。

受 験 者	解答すべき問題(○印)				解答用紙の枚数
	I	II	III	IV	
人文学部	○	○	○		3
教育学部(学校教員養成課程教科教育コース英語教育専修を除く)	○	○	○		3
教育学部(学校教員養成課程教科教育コース英語教育専修)	○	○	○	○	4
法学部	○	○	○		3
経済学部	○	○	○		3
理学部	○	○	○		3
医学部	○	○	○		3
歯学部	○	○	○		3
工学部	○	○	○		3
農学部	○	○	○		3

教育学部学校教員養成課程教科教育コース英語教育専修のリスニングテストは、試験開始70分後に約16分間実施する。

- 6 下書きは、問題冊子の余白を使用すること。
- 7 問題冊子は、持ち帰ること。



I

〔全学部受験者用〕 次の英文を読んで、下の問いに日本語で答えなさい。

Growing up in the southern Kazakh village of Temirlan, Dina got used to a series of daily corrections.^(a)

She'd pick up a fork with her left hand. Someone would move it to her right. At school she'd work on a lesson holding a pencil in her left hand. Her teachers, worried, would urge her to switch to the "normal" side.

"I was also trying to write with my right hand, but it didn't work," she says. "I was the only one in my school who was left-handed. So it was a hard time because everyone was calling me a lefty. 'Solaqay' — that's in Kazakh. It literally means a person who writes with their left hand, but at that time it did have some negative connotations."

Dina is one of an estimated 900 million people worldwide who are "sinistral," or inclined to use their left hand, rather than their right, for writing and most manual functions.

Natural-born left-handers are believed to make up as much as 13 percent of the human population.

But as the world marks International Left-Handers Day on August 13, some say the real number is in fact far higher, and that many lefties have been forced to switch hands because of unfounded fears that left-handers were somehow disabled, odd, or simply unlucky.^(b)

The stigma was especially widespread in the former Soviet Union, where pedagogical trends stressed qualities like conformity, discipline, and uniform penmanship.

"It was simply a lack of knowledge that played a role," says Gennady Chichkanov, a Moscow-based clinical psychologist. "It's simpler when a child writes with his right hand. So it's easier to put something in his right hand and say, 'Write.' That's how it was in the Soviet Union."

But some say everything from language to religion has added to the longstanding cultural preference for right over left.^(c)

In many languages, of course, the word for “right” is not only used to designate a direction but to signify correctness, truthfulness. By contrast, the word “left” in languages such as Russian is often used to connote something fake or of poor quality.

By extension, it is traditionally the right arm that is used in hand-on-heart pledges, military salutes, and making the sign of the cross. In Islam, standard etiquette dictates that a person must enter a house or mosque right foot first, but use their left foot to enter a lavatory.

With such traditions in mind, it might seem reasonable to encourage left-handed children to switch to the right.

Science, however, provides its own compelling argument for leaving left-handers alone. The brain, after all, is divided into two hemispheres, each with its own distinct function and each directing the motor functions of the body’s opposite side.

In short, the left side of the brain—the hemisphere responsible for language, math, and rational thought—controls the right side of the body. The right side of the brain—more commonly associated with creative, emotional impulses—controls the body’s left side.

Forcing a child to switch the hand he or she writes with can cause considerable chaos as the brain struggles to establish new communication paths with the body.

Adding to the confusion is the fact that people also have a dominant eye and a dominant foot in addition to a dominant hand. According to Chichkanov, tampering with the formula can have devastating consequences on a child’s ability to learn.

“If a lefty writes with his right hand, it’s bad, because we’re changing the hand but not the leading eye or the leading foot,” he says. “So a child who has had his hand changed is more prone to distraction; he absorbs information more poorly. As a result, he can become more irritable. That kind of process simply doesn’t improve his chances of success at school.”

Any lingering doubt about left-handers is easily dispelled by a look at some of the world's most accomplished people. Famous lefties include Leonardo da Vinci, Albert Einstein, Aleksandr Pushkin, Paul McCartney, Barack Obama, and Martina Navratilova.

(Adapted from Daisy Sindelar, 'Remembering When Right Was Right And Left Was Wrong,' Radio Free Europe/Radio Liberty, August 13, 2013)

[注] Kazakh カザフ族の, カザフ語 connotations 言外の意味
pedagogical 教授法の penmanship 書き方

問 1. 下線部(a)の具体的な内容を, 句読点を含め, 80 字以内で述べなさい。

問 2. 下線部(b)を和訳しなさい。

問 3. 下線部(c)を和訳しなさい。

問 4. Gennady Chichkanov によれば, 左利きの子供に右手で書かせることが, なぜその子供の学習に悪影響を与えることになるのか。句読点を含め, 100 字以内で述べなさい。

II

〔全学部受験者用〕 次の英文を読んで、下の問いに日本語で答えなさい。

Coffee at a friend's house. We sat trying to make conversation while her three children grappled with one another on the floor. Suddenly I remembered that I had brought some glass marbles with me — a whole bag full. I spilled them out on the floor, in the hope that the little angels would play with them in peace. Far from it: a heated argument ensued. I didn't understand what was happening until I looked more closely. Among the countless marbles there was just one blue one, and the children scrambled for it. All the marbles were exactly the same size and shiny and bright. But the blue one had an advantage over the others — it was one of a kind. I had to laugh at how childish children are!

In August 2005, when I heard that Google would launch its own email service, I was dead set on getting an account. (In the end I did.) At the time, new accounts were very restricted and were given out only on invitation. This made me want one even more. But why? Certainly not because I needed another email account, nor because Gmail was better than the competition, but simply because not everyone had access to it. Looking back, I have to laugh at how childish adults are!

Rara sunt cara, said the Romans. Rare is valuable. In fact, the *scarcity error* is as old as mankind. My friend with the three children is a part-time real-estate agent. Whenever she has an interested buyer who cannot decide, she calls and says 'A doctor from London saw the plot of land yesterday. He liked it a lot. What about you? Are you still interested?' The doctor from London — sometimes it's a professor or a banker — is, of course, fictitious. The effect is very real, though: it causes prospects to see the opportunity disappearing before their eyes, so they act and close the deal. Why? This is the potential shortage of supply, yet again. Objectively, this situation is incomprehensible: either the prospect wants the land for the set price or he does not — regardless of any doctors from London.

To assess the quality of cookies, Professor Stephen Worchel split participants into two groups. The first group received an entire box of cookies, and the second group just two. In the end, the subjects with just two cookies rated the quality much higher than the first group did. The experiment was repeated several times and always showed the same result.

'Only while stocks last,' the adverts alert. 'Today only,' warn the posters. Gallery owners take advantage of the *scarcity error* by placing red 'sold' dots under most of their paintings, transforming the remaining few works into rare items that must be snatched up quickly. We collect stamps, coins, vintage cars even when they serve no practical purpose. The post office doesn't accept the old stamps, the banks don't take old coins, and the vintage cars are no longer allowed on the road. These are all side issues; the attraction is that they are in short supply.

In one study, students were asked to arrange ten posters in order of attractiveness — with the agreement that afterward they could keep one poster as a reward for their participation. Five minutes later, they were told that the poster with the third highest rating was no longer available. Then they were asked to judge all ten from scratch. The poster that was no longer available was suddenly classified as the most beautiful. In psychology, this phenomenon is called *reactance*: when we are deprived of an option, we suddenly deem it more attractive. It is a kind of act of defiance. It is also known as the *Romeo and Juliet effect*: because the love between the tragic Shakespearean teenagers is forbidden, it knows no bounds.

(Adapted from Rolf Dobelli, *The Art of Thinking Clearly*, trans. Nicky Griffin, 2013)

問 1. 下線部(a)の内容を，句読点を含め，40 字以内で述べなさい。

問 2. 下線部(b)を和訳しなさい。

問 3. 下線部(c)を和訳しなさい。

問 4. Professor Stephen Worchel が行った実験の方法とその結果を，句読点を含め，120 字以内で述べなさい。

III

〔全学部受験者用〕 次の問題A, Bに答えなさい。

問題A. 下線部(a), (b)を英訳しなさい。

日本にはまだ西洋に匹敵する学問はありませんから、大学で学問が講じられる場合にはほとんど英語が用いられ、エリートたちは中等教育の段階からこぞって英語を勉強したのです。その後、日本の国力の充実にもない、英語による授業は次第に減少し、日本語で学問ができる時代が訪れました。^(a)

わたくしたちは母語の知識を持ち、それを使って生活をしているのですが、その知識の正体についてはほとんど知りません。そして、わたくしたちはその知識を利用して母語を使っているということにも考えが及ばないことが普通です。相手が言ったことの意味を瞬時に理解することができ、自分の言いたいことを瞬時に表現することができるからです。^(b)

〔出典〕 大津由紀雄(他)『英語教育、迫り来る破綻』ひつじ書房

問題B. Read the email below. Imagine that you are Kaoru. What do you think about Zhang's complaint? In reply to her email, write your opinion in about 80 words in English.

Subject: My English Pronunciation

From: Zhang

To: Kaoru

Hi! It's Zhang. How are you? I have a story to tell, and I want to know what you think. Yesterday I went shopping with my British friend, Bethany. We went into a clothing store, and then she asked me, "Which one do you like?" I pointed to the one that I like, and I said, "I like zis one!" Next, Bethany said, "Oh, you should say 'this,' not 'zis.'"

I was a little angry that she corrected me. She obviously understood me because she corrected my "zis" to "this." If everyone understands what I say, then I think my English is fine and she has no right to correct me. Bethany should only correct me if she doesn't understand what I say, rather than when I don't speak like a British person. What do you think?

I'm looking forward to your reply.

Zhang

(注：解答欄末尾の所定の箇所に語数を「(80 words)」のように記すこと。ただし、解答欄に印刷されている部分およびピリオドやコンマなどの句読点は語数に含めません。)

IV

〔教育学部学校教員養成課程教科教育コース英語教育専修受験者用〕

リスニングテスト

注意事項

- ・リスニングテスト中は、質問をすることはできません。
- ・机、椅子などを動かしたり、物音を立てたりしないようにしてください。
- ・風邪をひいている人は、咳をするのをなるべく我慢してください。
- ・問題は、AとBの2題あります。
- ・問題Aも問題Bも2回読まれます。問題Aについては1から5の設問ごとに2回読まれます。
- ・問題Aと問題Bの間に20秒程度の空白があります。
- ・音声を聴きながら、問題冊子の空欄にメモをとってもかまいません。

問題A. Listen to the dialogues and fill in the blanks with the words you hear.

1. [T: Tom, J: John]

T: What's the longest river in the world?

J: The Amazon is a pretty long river. It's probably the longest one.

T: () Here's the encyclopedia.

J: Oh, it says the Nile is the longest river in the world.

2. [W: Waiter, C: Customer]

W: Are you ready to order?

C: Yes, I'd like the roast chicken with lettuce and tomato salad.

W: ()

C: No, thank you.

3. [M: Michael, R: Richard]

M: Hey, it's raining again. I'm starting to feel depressed.

R: You don't like rainy days? I do like them.

M: Really? Why do you like rainy days?

R: () and I love to use them!

4. [S: Student, T: Teacher]

S: I have a question. What does a gap year mean?

T: That's a good question. In my country, some students take a holiday for one year before entering a university or starting to work after graduation. This is called a gap year. Many students spend a gap year traveling in foreign countries. ()

5. [S: Student, U: University staff]

S: I have a question about the university scholarship. How do I apply for it?

U: Sure. The application form is included in the packet of documents that you received at yesterday's orientation. () by the end of this week.

問題B. Listen to the man talking about his experiences of being a student in three different countries and answer the questions in Japanese.