

## 平成 27 年度入学試験問題(前期)

# 英語Ⅱ・リーディング・ライティング

### 注 意 事 項

1. 試験開始の合図があるまで、この問題冊子を開いて見てはならない。
2. 本冊子には ① から ④ までの 4 問題が印刷されていて、7 ページある。  
落丁、乱丁、印刷の不鮮明な箇所等がある場合には、申し出ること。
3. 解答用紙と下書き用紙を別に配付している。解答は、解答用紙の指定された箇所に記入すること。所定の箇所以外に記入したものは無効である。
4. 日本語で解答する問題と、英語で解答する問題があるので、注意すること。
5. 解答用紙の指定された欄に、学部名および受験番号を記入すること。
6. 提出した解答用紙以外は、すべて持ち帰ること。

- 1 次の英文は 1990 年代末に書かれたコンピュータに関する書籍から抜き出したものである。この英文を読み、下の設問に答えなさい。(後ろに星印[\*]がついている語には英文の後に注がある。)

We live in interesting times. We are indeed in the midst of a major revolution, one brought about by the converging\* interests and technologies of communication, computation\*, and entertainment. Technological revolutions have (1)several interesting properties. First, we tend to overestimate\* the immediate impact and underestimate\* the long-term impact. Second, we tend to place the emphasis on the technologies themselves, when it is really the social impact and cultural change that will be most dramatic. And, finally, we think revolutions are fast, with changes occurring in months or, at worst, a few years.

In reality, (2)technological revolutions are fast only from a historical point of view. Look at the revolution triggered by Gutenberg's\* development of the movable-type printing press\*. Its impact was rapid — within 100 years it was felt all across Europe. To the historian, 100 years is a short time; for someone living at the time, it is an eternity\* — more than most lifetimes. All new technologies take a long time to affect the lives of ordinary people. The telephone was invented in 1875, but it didn't have a major impact until the 1900s. The airplane was conceived in the late 1800s and flown successfully in 1903, but it didn't become commercially available for passengers for 30 years and, even then, it was a risky, foolhardy\* means of transportation. The fax machine was invented in the mid 1800s and even today has not yet made much of an impact in the home.

Today we often hear that the pace of change has speeded up, that changes happen in “internet time,” in months or weeks, not decades or years. (3)False. The internet had its start in the 1960s as a government-sponsored\* research network for universities and company research laboratories. Thirty

years later, at the end of the 1990s, it still is not present in the majority of homes in the United States, and its adoption\* in other countries is even lower. The digital computer is fifty years old, the personal computer more than twenty, yet fewer than half the homes in the United States have computers and the number is far lower in other countries. These rates of adoption might be faster than the airplane and the telephone, but not by as much as you might have been led to believe. Technological revolutions are rapid when measured by the time span of civilization, but slow when measured by the time span of an individual's life.

(From Donald A. Norman, *The Invisible Computer*, 1998, The MIT Press)

注 : converge 集中する      computation 計算  
overestimate 過大に評価する      underestimate 過小に評価する  
Gutenberg グーテンベルク      movable-type printing press 活版印刷  
eternity 永遠      foolhardy 無謀な  
government-sponsored 政府が資金を出す      adoption 採用

設問 1 下線部(1)が指していること 3 つについてそれぞれを日本語で説明しなさい。

設問 2 下線部(2)で述べられている内容について日本語で説明しなさい。

設問 3 下線部(3)について以下の設問に答えなさい。

- 1) 何が False であるのかを日本語で説明しなさい。
- 2) False である理由を例を 2 つ挙げてそれぞれを日本語で説明しなさい。

**2** 次の英文を読み、下の設問に答えなさい。

Senior Student: Welcome to university. So, what is your goal for the next few years?

Junior Student: What do you mean? Do I need a goal?

Senior Student: Well obviously the goal is to graduate and get a good job. But, I mean, ( 1 )

Junior Student: I never thought of university that way. I thought you just took classes, and then passed your classes.

Senior Student: Of course, you have to take classes, but ( 2 ) Say, you can join a club — that is a great way to meet new friends.

Junior Student: Does everyone join a club?

Senior Student: Some do and others don't. ( 3 ) There are sports clubs and cultural activities clubs.

Junior Student: Don't clubs interfere with studying?

Senior Student: You should choose wisely, because some clubs are very demanding and the members are really busy. But ( 4 ) — just be sure to get your work done first — then play after.

Junior Student: What about doing a part-time job?

Senior Student: You have to be careful here too. ( 5 ) — then you won't get your credits. Remember what I said.

Junior Student: Right, work first, play later. Got it.

Senior Student: Wait, that means school work first, and then part-time job second.

設問 (1)～(5)には、次の(a)～(e)の日本語文に相当する英文のいずれかが入る。解答欄[A]には(a)～(e)の記号を記入し、解答欄[B]にはそれに対応する英文を書きなさい。

- (a) 他にもできることがたくさんあるよ。
- (b) 時には、夜遅くまで働いて、授業に出ない学生もいるね。
- (c) ここにいる間に何をやり遂げたいと考えてるの？
- (d) 時間をうまく管理する方法を身に付けなきゃね。
- (e) 何に興味を持っているか、どれだけ時間があるかによるね。

- 3 次の英文を読み、下の設問に答えなさい。(後ろに星印[\*]がついている語には英文の後に注がある。)

Sara tried to befriend\* her old friend Steve's new wife, but Betty never seemed to have anything to say. (1) While Sara felt Betty didn't hold up her end of the conversation, Betty complained to Steve that Sara never gave her a chance to talk. The problem had to do ( a ) expectations about pacing and pausing.

Conversation is a turn-taking game. You talk, then I talk, then you talk again. One person starts talking when another is finished. That seems simple enough.

But how do you know when I'm finished? Well, when I stop. (2) But how do you know when I'm stopping? When my voice gets softer, when I start repeating myself, or when I slow down and leave a gap at the end.

But (3) how soft does my voice have to get to mean "That's about it" as opposed to "This isn't the main point yet"? Does repeating myself mean "I'm out of new things to say" or "I'm emphasizing"? And how much ( b ) a gap after a word means "I'm stopping" as opposed to "I'm pausing within my turn" — pausing for breath, to find the right words, for dramatic effect, or, as with any conversational signal, just ( c ) of habit?

(4) In the midst of a conversation, you don't take time to puzzle this out. You sense when I'm finished, or about to make a point, or chatting aimlessly, based ( d ) your years of experience talking to people. When our habits are similar, there's no problem. What you sense and what I feel are similar. But if our habits are different, you may start to talk before I'm finished — ( e ) other words, interrupt — or fail to take your turn when I *am* finished — leading me to observe that you're not paying attention or have nothing to say.

That's what was happening with Betty and Sara. The tiny pause ( f ) which Betty kept waiting never occurred when Sara was around, because before it did, Sara sensed an awkward silence and kindly ended it by filling the gap with more talk — hers. And when Betty did start to say something, she tended to have what seemed to Sara like long pauses within her speech, giving Sara the impression that Betty was finished when she had hardly gotten started.

(Adapted from Leila Monaghan, *et al.* (eds), *A Cultural Approach to Interpersonal Communication*, 2007, Wiley-Blackwell)

注 : befriend 助ける

設問 1 下線部(1)で述べられていることを日本語で説明しなさい。

設問 2 下線部(2)の問いかけに対する答えを日本語で説明しなさい。

設問 3 下線部(3)を日本語に訳しなさい。

設問 4 下線部(4)を日本語に訳しなさい。

設問 5 ( a ) ~ ( f ) に適切な語を以下から選んで記入しなさい。ただし、同じ語を二度使用することはできない。

about	at	by	for	in
of	on	out	to	with

4

Do you want to learn a foreign language other than English? If so, what is the language and why do you want to learn that language? If not, why do you think you have no need to learn another language? Provide your answer in about 100 words in English.