

平成 28 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15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、下の問いに答えなさい。

When we brought Baby S home from the hospital six months ago, his big sister, B, was instantly smitten. She leaned her curly head over his car seat, tickled his toes and cooed like a pro—in a voice squeakier than Mickey Mouse’s.

B’s voice — already a happy toddler squeal — sounded as if she’d sucked in some helium. My husband and I wondered about her higher pitch. Are humans hardwired to talk squeakily to babies, or did B pick up vocal cues from us? (I don’t sound like that, do I?)

^(a) If I’m like other mothers, I probably do. American English-speaking moms dial up their pitch drastically when talking to their children. But dads’ voices tend to stay steady, researchers reported May 19 in Pittsburgh at the 169th Meeting of the Acoustical Society of America.

“Dads talk to kids like they talk to adults,” says study coauthor Mark VanDam, a speech scientist at Washington State University. But that doesn’t mean fathers are doing anything wrong, he says. Rather, they may be doing something right: offering their kids a kind of conversational bridge to the outside world.

Scientists have studied infant- or child-directed speech (often called “motherese” or “parentese”) for decades. In American English, this type of babytalk typically uses high pitch, short utterances, repetition, loud volume and slowed-down speech. Mothers who speak German, Japanese, French, and other languages also tweak their pitch and pace when talking to children. But no one had really studied dads, VanDam says.

So he and colleagues outfitted 11 preschoolers around 30 months old with recorders placed in tiny shirt pockets and taped a day’s worth of sounds and speech directed at the kids — more than 150 total hours of audio. Then the team fed the data into automatic speech recognition software that analyzed the

pitch of each speaker's voice.

Every mom in the study ^(b)upped her pitch when talking to her child — by about 40 hertz. (The pitch of a typical man's voice is around 120 Hz; a woman's is around 220 Hz.) Such a jump is definitely noticeable, VanDam says.

Unlike moms, whose average pitch soared and bounced up and down as they cooed to their kids, dads were much less likely to talk in a squeaky voice, VanDam's team found. "I wouldn't say that dads never do it or that dads can't do it," he says. "They just do it ^(c)much less frequently."

Infants pay more attention to the high-pitched speech of their moms than the low notes of normal adult conversation, earlier research has shown. This ^(d)extra attention could boost kids' language skills. A 2014 study in *Developmental Science* found that babies who interacted one-on-one with a babytalking caregiver babble more and say more words as two-year-olds compared with infants who miss out on the special chatter.

Kids could also develop their language skills by practicing different styles of speech with different parents. Using an informal style with mom and a more formal one with dad "might give kids a rounded ability to engage in different kinds of speech," VanDam says.

VanDam can't say whether or not my 4-year-old daughter picked up her sweet, Alvin-and-the-Chipmunks voice from me. But she may be following in my footsteps and those of other English-speaking American women. Because we, apparently, are a squeaky bunch.

(Adapted from Meghan Rosen, "Unlike moms, dads tend not to coo in squeaky voices," *Science News*, June 12, 2015)

[注] smitten 夢中の coo 優しく話しかける
squeaky (声が)高い pitch (音の)高さ
acoustical 音響学の tweak 調整する outfit 装着させる
Alvin-and-the-Chipmunks voice (アニメのシマリスが歌うときの高い声)

問 1. 下線部(a)を, do の内容を明らかにして和訳しなさい。

問 2. 下線部(b)の内容について, どのようにして 150 時間を超える音声を集めたのか, 句読点を含めて 70 字以内の日本語で述べなさい。(数字は 1 マスに 1 字だけ書きなさい。)

問 3. What does the underlined part (c) refer to? Explain in English.

問 4. What does the underlined part (d) mean? Explain in detail in English.

II

〔全学部受験者用〕 次の英文を読んで、下の問いに答えなさい。

If we are happier by attending to our experiences, then it makes sense that we should spend our money on good experiences. Indeed, most of us will say that spending money on an experience, such as a helicopter ride, makes us happier than spending it on a material possession, like a flat-screen TV. ^(a) In general, we adapt less quickly to happiness brought about by experiences, which means that their impact persists for longer. Not only does the impact of a new possession wane more quickly as an input into the production of happiness, but alternative choices can remain salient for longer as we think about what other material goods we could have bought.

We also don't make other people miserable when we buy our family dinner in the way we do when we buy a new car. In a series of experiments that gave participants a choice between an experience (say, a vacation) and a possession (such as an electronic device), there was less social comparison for the experiences compared to the possessions, where keeping up with the Joneses matters more. ^(b) Spending more on doing stuff and less on buying stuff allows you to reframe your decisions and reference groups so that the Joneses are no longer your comparison group. And you'll find that this allows you to be happier as a result.

Even simply talking about experiential purchases as compared to material ones can make us happier. When a group of undergraduate strangers were placed in pairs and each pair was randomly assigned to talk about either an experiential purchase (spending money with the primary intention of having a life experience) or a material purchase (spending money with the primary intention of having a material possession), those who discussed experiential purchases reported enjoying the conversation more than those who discussed material purchases. So to enjoy your conversations more, talk about what you have done or plan to do rather than what you own or plan to buy. People will

also like you more if you do this: pairs of participants who discussed experiential purchases reported having more favorable impressions of their conversation partners than those pairs who discussed material purchases.

Having said that, when material and experiential purchases turn out badly, people report experiencing about the same low levels of happiness from them. A lot depends on the expectations you have. If you expect to own a home and you don't, this will make you miserable, just as those students who expected to earn a lot when they were older but did not earn as much as anticipated turned out to be dissatisfied with their lives.

It's also worth saying that the distinction between experiential and material purchases is not always clear-cut. A decade or so ago, I owned a TVR Chimaera. It was a lovely car. I bought it as much for the sound of the engine as anything else. Every time I started it, I smiled to myself a little bit; and this feeling did not fade much over time. It was also an amazing car to drive (if a little beastly, which resulted in me crashing it, but that's another story). Cars are often seen as material purchases but my TVR was pure experience; and I have some fond memories of those experiences (even the crash, by now). Like most things in life, you need balance, though probably with a shift slightly toward more experiential goods over more material ones.

(Adapted from Paul Dolan, *Happiness by design: Finding pleasure and purpose in everyday life*, 2015)

〔注〕 wane 弱くなる salient 目立った

keep up with the Joneses 近所の人に負けまいと見栄を張る

reframe 再構成する reference group 参照集団

TVR Chimaera (イギリスのスポーツカー)

問 1. 下線部(a)を和訳しなさい。

問 2. 下線部(b)の内容を、本文中の具体例を用いて説明しなさい。句読点を含めて 50 字以内の日本語で述べなさい。

問 3. 下線部(c)の内容を、句読点を含めて 50 字以内の日本語で述べなさい。

問 4. 下線部(d)について、筆者はどのような具体例を挙げて説明しているか。句読点を含めて 70 字以内の日本語で述べなさい。

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。

With an increasing number of corporations saying they cannot afford to train employees, industrial circles are strongly pressing colleges and universities to have their students acquire practical skills helpful to them when they enter the workplace after graduation. 英文学を教えるより、英語^(a)試験で高得点をとらせる指導をした方が有益だという極論すら聞こえる。

However, it should be noted that students who explore classical works, philosophy and history will be able to acquire viewpoints that will allow them to look at things from different perspectives. そうした学生は様々な価値観を^(b)尊重する姿勢も身につける。 We believe one important task for colleges and universities is to help students gain a broad range of general knowledge and deep insight.

(Adapted from 'Do not abandon humanities studies in reforming national universities,' *The Japan News*, June 18, 2015)

問題B. Read the first paragraph of an essay about on-line distance courses below. Use your own ideas and argue either FOR or AGAINST on-line distance courses. Complete the essay in English by adding about 80 words.

On-line distance courses have become increasingly popular in the last twenty years. Some people think on-line courses offer many advantages compared with traditional courses. However, other people believe that it is only possible to study successfully face-to-face with a teacher in the classroom.

[注] on-line distance course オンライン遠隔講座
face-to-face 対面式で

- ・解答欄には第2パラグラフ以降を書くこと。
- ・解答欄末尾の所定の箇所に、解答に用いた語の数を「(80 words)」のように記すこと。
- ・ただし、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. [R: Rob, H: Helen]

R: So Helen, do you communicate with other people a lot on social media?

H: Yes, I do. ().

2. [R: Rob, H: Helen]

R: Ah, Helen, are you feeling OK? You're looking a bit tired.

H: I am. (). I have so much reviewing to do for my exam.

3. [H: Helen, G: Grandfather]

H: Grandad, what was it like when you were young?

G: Well, Helen, we didn't have TV, although I did listen to the radio.

H: Wow, it must have been really boring without TV.

G: Well, actually ().

4. [H: Helen, S: Station employee]

H: Excuse me. I want to get to Shibuya Station.

S: OK. You need to get on the Marunouchi Line.

H: Does that train take me directly to Shibuya?

S: No, ().

5. [R: Rob, H: Helen]

R: Hi, Helen. Do you want to go skating with us at the rink?

H: That sounds great. When are you going?

R: Well, I have to do my homework first, so how about after lunch?

H: OK. ().

問題B. Listen to John's story and answer the questions in Japanese.