

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7ページである。
- 3 学部名と受験番号を、必ず2枚の解答用紙のそれぞれに記入すること。
- 4 解答は、必ず解答用紙の指定された所に記入すること。

1 次の英文を読み、設問に答えなさい。

One of the basic problems in foreign-language teaching is to prepare learners to be able to use the language. How this preparation is done, and how successful it is, depends very much on (a). For instance, it is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Part of a language course is therefore generally devoted to this objective. But there are other things involved in speaking, and it is important to know what these might be, so that they too can be included in our teaching.

(b), to test whether learners can speak, it is necessary to get them to actually say something. To do ^(c)this they must act on a knowledge of grammar and vocabulary. By giving learners 'speaking practice' and 'oral exams' we recognize that there is a difference between *knowledge* about a language, and *skill* in using it. This distinction between knowledge and skill is crucial in the teaching of speaking.

An analogy with the driver of a car may be helpful. What knowledge does a car driver need? Clearly he or she needs to *know* the names of the controls; where they are; what they do and how they are operated (you move the pedals with your feet, not with your hands). However, the driver also needs the ^(d)skill to be able to use the controls to guide the car along a road without hitting the various objects that tend to get in the way; you have to be able to do this at a normal speed (you can fail your driving test in Britain for driving too slowly or hesitantly); you have to drive smoothly and without getting too close to any dangerous obstacles. And it is not enough to drive in a straight line: the driver also has to be able to manage the variations in road conditions safely.

(e), the job we do when we speak is similar. We do not merely *know* how to assemble sentences in the abstract: we have to produce them and adapt them to the circumstances. This means making decisions rapidly,

implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path.

(Excerpted from *Speaking* by Martin Bygate)

設 問

- (1) (a)に入る最も適切な英文を下から一つ選び、記号で答えなさい。
 - (ア) how we as teachers understand our aims
 - (イ) what we as learners understand our aims
 - (ウ) when we as speakers understand our aims
 - (エ) where we as listeners understand our aims
- (2) (b)に入る最も適切な語句を下から一つ選び、記号で答えなさい。
 - (ア) As a whole
 - (イ) At first
 - (ウ) For instance
 - (エ) For the moment
- (3) 下線部(c)の示す内容を具体的に日本語で説明しなさい。(20字以内)
- (4) 本文の内容に沿って、ドライバーに必要な知識を日本語で4つ挙げなさい。
- (5) 下線部(d)を日本語に直しなさい。
- (6) (e)に入る最も適切な語句を下から一つ選び、記号で答えなさい。
 - (ア) By all means
 - (イ) For the first time
 - (ウ) In a way
 - (エ) On the contrary

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次の英文を読み、設問に答えなさい。

When I started my teaching career at age twenty-five, a colleague who was about eight years older “took me under his wing.” I felt honored because he was an outstanding teacher, and I knew I could learn a lot from him. He took the time to point out the things I was doing wrong and explained what some of my students didn’t like about me. I always appreciated his criticism and worked hard to improve in these areas. As we became friends, he also gave me advice regarding my personal life. Here, also, he pointed out things I was doing wrong. Again, I appreciated his criticism. It was nice to have a friend who was willing to be so honest. There were a number of areas in which I needed to improve, both professionally and personally, and I was glad to have someone point them out. Whenever I got off track, which seemed often, he was there to show me how I’d done it. Sometimes I wondered if I’d ever become the teacher or the person that I wanted to be. But at least I always had someone to show me where I was going wrong.

As I began the sixth year of my career, our faculty was joined by Tim Hansel, who had transferred from another school. It was obvious from the first day that he was immensely popular with the students. Still learning myself, I wanted to see what his magic was. Since we were teaching the same two subjects and became team teachers in one of them, we had daily contact. It didn’t take long to find out why Tim was so effective and so well liked. He seemed to have a special talent for bringing out the best in other people. With his students, instead of emphasizing their mistakes, he emphasized either what they did right or what they *could* do. In each of his classes he consistently did three things: he greeted the students as they entered the room, he praised them for their achievements, and he constantly encouraged them to be their best.

But it didn’t stop there. Tim always had something good to say to me, too. He pointed out all the things I was doing well. He said he admired me for my

dedication and that it was obvious that my hard work was paying off. He reminded me often how much my students liked me and how much they were learning because of my teaching. As we began to spend time together outside of school, he found other things to (d) me about. The effect of all this was that he helped me see some things that had never gotten my attention before: what I was doing *right* both as a teacher and as a person.

What became of these two friendships? Sadly, the first one ended after many years. I say *sadly* because this is a person I'd greatly admired. He had a distinguished teaching career and is a man of integrity. Most of his criticism of me was valid, and I learned a great deal from him. But one of the main reasons it ended was that the criticism was so constant. It was never balanced with any form of praise, and eventually it wore me down. The other friendship continues to flourish after thirty years. In fact, it grows richer as we grow older. I can still count on Tim to give me a lift whether I need one or not. He still reminds me about what's good in the world and what's good in me. I've known only a few people who've had as positive an effect on my life. He still has that special talent for bringing out the best in other people. Fortunately, it includes me.

(Excerpted from *Life's Greatest Lessons* by Hal Urban)

設 問

- (1) 本文の内容から考えて、下線部(a)の意味として最も適切なものを下から一つ選び、記号で答えなさい。
 - (ア) 筆者の生活を常に管理し、公私共に高圧的に指導した。
 - (イ) 筆者が勝手なことをしないように公私共に厳重に見張った。
 - (ウ) 筆者の態度が公私ともに悪いので、そのつど厳しく指摘した。
 - (エ) 筆者に対し、指導するつもりで公私共に率直に苦言を言った。
- (2) 下線部(b), (f)を日本語に直しなさい。(f)については one の意味がはっきりわかるように訳すこと。

- (3) 下線部(c)の3つの事柄を日本語で書きなさい。
- (4) 文脈から考えて、(d)に入れるのに最も適当なものを下から一つ選び、記号で答えなさい。
- (ア) complain (イ) compliment (ウ) criticize (エ) insult
- (5) 下線部(e)のような事態になったのは何故か、本文の内容に即して、50字程度の日本語で答えなさい。

3 次の各文の()内に入れるのに最も適当なものを(a)~(d)の中から一つ選び、記号で答えなさい。

- (1) I was very hungry because I () nothing all day.
(a) eat (b) had eaten
(c) have eaten (d) have not eaten
- (2) The phone rang when I () a shower.
(a) have taken (b) taking (c) was taking (d) would take
- (3) A man's worth is to be estimated not so much by his social position () by his character.
(a) as (b) as well (c) rather (d) than
- (4) () did she dream that her son would commit suicide.
(a) Curiously (b) Little (c) Unexpectedly (d) Unless
- (5) Many people are trying to buy a house before consumption tax () in April.
(a) is raised (b) is risen (c) will be rise (d) will raise
- (6) The nurse () enter the room because the patient was in a critical condition.
(a) said us not to (b) talked us not to
(c) told to us not to (d) told us not to
- (7) I'm younger than you, ()?
(a) aren't I (b) aren't you (c) do I (d) don't you
- (8) Without Chinese influence, Japanese culture () what it is today.
(a) are not (b) had not been (c) were not (d) would not be
- (9) A: Hello, this is Ben Brown. Can I speak to Mr. White, please?
B: Yes, Mr. Brown. Please () the line for a second.
(a) catch (b) grab (c) hold (d) take
- (10) There is () to the borders of space.
(a) no getting (b) not get
(c) not having got (d) not to get

4

下線部(1)～(4)を英訳しなさい。

A : 鹿児島は東洋のナポリと呼ばれているんだってね。

(1)
B : そうだよ。火山の近くに街があるという点で、鹿児島とナポリはよく似ているんだよ。

A : それで、ナポリと鹿児島は姉妹都市というわけなんだ。

(2)
B : そうなんだ。城山から見た鹿児島湾と桜島の景色はナポリに劣らないぐらい美しいんだよ。

A : 本当。鹿児島にいと普通の景色だと思うけどなあ。

B : 「ふるさとの良さはふるさを離れて初めてわかる。」と言うように、鹿児島
(3)
に生まれ育った人には、むしろわかりにくいかもしれないね。僕は鹿児島出身ではないから、鹿児島の良さがかえってわかるんだよ。

A : そうか。僕も大学を卒業したらしばらく鹿児島を離れて暮らしてみなきゃ。

(4)

(注) 東洋のナポリ : Naples of the Orient

5

It is reported that the physical strength of Japanese children has been declining in recent years. Why do you think this is? Give two possible reasons for it in 80 – 100 English words.