

大学入試英語問題はどのような力を試そうとしているのか？

—33 国立・私立大学の入試問題詳細分析—

高校英語授業改革プロジェクト発表その3

O型入試問題例集

<O型問題とは>

- ・ 現在の大学入試問題の中で最も大きい割合を占める。
- ・ 最も多く出題されている形式の「内容確認」や「空所補充」で言えば、B型問題で求められる深い読解よりもむしろ、多くの英文を短時間で読み把握できるかどうかに関心があがる。そのために必要な語彙力や表現力を問う問題もある。
- ・ 大別すると出題数が多い順に、(1) 会話文の空所補充・内容確認問題、(2) 論説文の空所補充、内容確認問題、(3) 並べ替え問題[A型寄り]、(4) 英英辞書式語義提示による語彙問題[A型寄り]となる。
- ・ 会話文の問題は、文脈がなく定型タイプの対話(A型寄り)と、場面や会話の流れからの類推が求められる対話に大別されるが、言語的文脈によって対話を完成させるものが約6割、非言語的文脈によって対話を完成させる問題が約4割で構成されている。
- ・ 論説文の問題は、単語・熟語・文法・語用などの断片的な知識があれば正しく解答できるA型問題とは異なり、場面設定や話の展開などの「内容」を理解していなければ導き出せない。調査した範囲では、内容確認は約6割がテーマ質問と推論質問からなり、空所補充は約8割が推論質問である。どちらも6割以上が言語的文脈に基づく内容理解を要求しているが、テーマ質問ではより広範な場面と結びつけた概要の把握が要求されることもある。

目次

1	2009 年度	早稲田大学	会話文	pp.2~3
2	2008 年度	立命館大学	会話文	p.4
3	2008 年度	上智大学	内容確認	pp.5~6
4	2009 年度	龍谷大学	内容確認	pp.7~9
5	2009 年度	慶応義塾大学	論説文の空所補充	pp.10~12
6	2008 年度	龍谷大学	論説文の空所補充	pp.12~14
7	2009 年度	早稲田大学	段落整序・補充	p.15
8	2008 年度	上智大学	並べ替え	p.16
9	2008 年度	青山学院大学	英英辞書式語彙	p.17

【会話文】

2009年 英語 早稲田大学 2/19,文科系A方式・理科系B方式 教育

【4】次の会話文を読み、設問1～10に答えよ。

A : European hotels seem so expensive this year - do you realize that the one you recommended in Paris wants 120 Euros a night? That's more than 20,000 yen.

B : Yes, things are a lot worse than I expected - it certainly wasn't that expensive the last time I stayed there.

A : I've been thinking. We've always assumed that we would get separate rooms, but maybe we should get a double and split the bill. That may be the only way we're going to be able to stay in a relatively good hotel for a relatively reasonable price.

B : I wouldn't oppose that. (1)There's one thing that I have to warn you about, though. (2)People have told me that I snore pretty loudly.

A : Oh, I can probably deal with that. I have earplugs if I really need them.

B : Whatever happens, I don't want you waking me up because I'm snoring.

A : (3)Gotcha. [A] have you bought your rail pass yet?

B : No, I was thinking of getting it after I arrive in Europe - (4)you can evidently do that with their new global pass.

A : You want to wait in line at a travel agent or a train station in Paris in August when you could be enjoying the Luxembourg Gardens or the Sacre-Coeur? (5)That doesn't sound like a very good idea to me.

B : You may have a point [B]. But my travel agent said that there's a surcharge if you buy it in Japan.

A : I don't think the surcharge applies to internet sales. Oh - now I understand! You're just trying to avoid buying it online.

B : Well, maybe if you helped me....

A : This is taking your internet-phobia to new heights. Just (6)grit your teeth, go online, and buy it.

B : OK, but if I run into any trouble, I'm going to be giving you a call.

1. 同じ部屋に泊まるというAの提案をBはどう考えているか、正しい答えをa～eから一つ選べ。

テーマ質問 より広範な場面

- a. 積極的に賛成だ。 b. 消極的に賛成だ。
c. 賛成とも反対とも言えない。 d. どちらかと言えば反対だ。 e. 断じて反対だ。

2. 下線部(1)で最も強く発音される単語をa～eから一つ選べ。 ※A型問題

- a. thing b. warn c. you d. about e. though

3. 下線部(2)の発言の真意に最も近いと思われるものを a~e から一つ選べ。 推論質問 前後の表現

- a. B wants to share a room with A.
- b. B doesn't want to share a room with A.
- c. B doesn't want to be blamed for snoring if (s)he shares a room with A.
- d. B hopes that A snores too, in which case they will be even on that score.
- e. B is afraid that A may snore too, and is planning to refuse to share a room with A in that case.

4. 下線部(3)の和訳として最もふさわしいものを a~e から一つ選べ。 語彙質問 なし

- a. そうですね。 b. 違うでしょう。 c. やった。 d. 了解。 e. 嫌だ。

5. 空所[A]に入れるのに最もふさわしいものを a~e から一つ選べ。 推論質問 前後の表現

- a. By the way, b. On the way, c. In the end, d. At the end, e. Speaking of that,

6. 下線部(4)の言い換えとして最もふさわしいものを a~e から一つ選べ。 パラフレーズ質問 前後の表現

- a. I b. he c. they d. one e. people

7. 下線部(5)で最も強く発音される単語を a~e から一つ選べ。 推論質問 前後の表現

- a. sound b. like c. good d. idea e. me

8. 空所[B]に入れるのに最もふさわしいものを a~e から一つ選べ。 語彙質問 直接的場面

- a. now b. then c. yet d. here e. there

9. 下線部(6)の比喩はどのような意味で用いられているか、最もふさわしいものを a~e から一つ選べ。 語彙質問 前後の表現

- a. 我慢すること b. 身構えること c. 歯ぎしりをする事 d. 愚痴を言うこと
- e. 歯を出して笑うこと

10. 本文の内容に合致するものを a~e から一つ選べ。 テーマ質問 より広範な場面

- a. A has just realized in the course of this conversation that B doesn't like to use the internet.
- b. A has known all along that B's dislike of using the internet was going to influence B's approach to buying a rail pass.
- c. A has long suspected that B might ask for A's help in buying a rail pass, but is unhappy at being asked.
- d. A has known for some time that B doesn't like to use the internet, but did not at first realize that this was going to influence B's approach to buying a rail pass.
- e. A did not suspect that B would ask for A's help in buying a rail pass, but is happy at being asked.

2008年 英語 立命館大学 2/2,A・薬A方式 映像 経営 経済 国際イ(国際) 国際イ(産業) 国際イ(政策) 国際イ(法) 国際関係 産業社会 情報理工 人文イ(文) 政策科学 生命科学 文 文理イ(経営) 文理イ(経済) 文理イ(理工) 法 理工 薬

【3】

〔1〕 次の(A)～(C)はA・B二人の対話である。それぞれの()に入れるのもっとも適当な表現を(1)～(4)から一つ選び、その番号を解答欄にマークしなさい。

(A)

推論質問 言語的連想

A : I bought this jacket here the other day, and it's too big.

B : Would you like to return it or exchange it for another item?

A : ()

- (1) I'll bring it back. (2) I believe it was in the chest.
(3) I'd like my money back, please. (4) I don't have any change on me.

(B)

推論質問 直接的場面

A : I can't believe I failed my driving test!

B : () Most people don't pass on the first try.

- (1) You're right. (2) Don't worry.
(3) Not that way. (4) That's the way!

(C)

推論質問 直接的場面

A : I'm thinking about buying a purple car. What do you think?

B : () you'd be better off with a white car.

- (1) In my opinion, (2) Lucky for you,
(3) On the other hand, (4) Exactly as I thought,

〔2〕 次の会話の(あ)～(え)それぞれの空所に入れるのもっとも適当な表現を(1)～(10)から一つ選び、その番号を解答欄にマークしなさい。

In a dentist's office

A : What seems to be the problem?

B : I've had a toothache for the last few days. It really hurts when I eat cold things.

A : ((あ)) Does it bother you then?

推論質問 言語的連想

B : Not really. Mostly it's just things like ice cream.

A : Let's have a look. ((い))

推論質問 前後の表現

B : On the right side. In the back on the bottom.

A : Have you had problems with this tooth in the past?

B : ((う))

推論質問 言語的連想

A : I see. ((え)) We'd better clean it out and fill it.

推論質問 言語的連想

- (1) Which one is it?
(2) What about frozen food?
(3) Where did I put my light?
(4) I believe this is the first time.
(5) How about when you eat hot food?
(6) I still have some of my baby teeth.
(7) Have you been in pain for a long time?
(8) You can brush your teeth after every meal.
(9) There seems to be a pretty large hole in it.
(10) The two front teeth look like they are loose.

【内容確認】

2008年 英語 上智大学 2/7,第1次試験 外国語 総合人間科学 文

【3】以下の文中の下線部と意味のもっとも近いものをそれぞれ(a)～(d)から1つ選びなさい。

パラフレーズ質問 言語的連想

The people of a village in Algeria were under siege. Lack of food, water, and medical supplies (31)had nearly reduced them to total destruction. Many had already died, and the remaining few were losing hope.

The mayor called a meeting and said, "My dear friends, the end is near. (32)If we don't surrender immediately we will all die anyway. Perhaps our enemy will take pity on those of us who are still alive if we submit to them now."

The villagers listened with heavy hearts, bowing their heads with this latest burden. Then Aicha came forward. She was an ancient woman, but her eyes were still bright and she walked with dignity.

She turned to the people. "(33)We must not give in just yet. I have an idea and if you will help me I believe we will be saved."

"What is your plan, Aicha?" the mayor asked.

"First I will need a calf!" said Aicha firmly.

The mayor (34)was dismayed. "How can you request a calf? There has not been a calf in our village for months."

But (35)Aicha insisted she needed a calf, and the villagers searched far and wide for one. And after some time they found a calf in the shed of a stingy old man who had hoped to sell it later for a healthy price. The villagers triumphantly brought the calf to Aicha, leaving the old man sputtering in anger at his loss.

"You have done well," praised Aicha when she saw the calf. "Now bring me some corn."

(36)The villagers groaned upon hearing her request. But she entreated them to search everywhere. And soon they all returned with bits and pieces of corn until there was enough to fill a bucket. Aicha added some water to it and fed it to the calf.

"How can you feed that calf when children are crying for a bit to eat and people are dying of hunger each day?" asked the mayor.

But Aicha continued to feed the calf, stating, "Have faith, sir, and you will see that this will save our village."

The mayor (37)resigned himself to giving in to her. When the calf had finished eating, Aicha led it to the city wall and told the sentry to open the gates. The mayor had followed and nodded to the sentry to do as she requested. When the gates were opened Aicha pushed out the calf, which began to graze on the grass outside the gates.

The enemy was watching and wasted no time in capturing the cow and taking it in triumph to their leaders. The enemy king was stunned when he saw what they had brought.

"How can this be?" exclaimed the king. "I thought the villagers were starving and yet they have (38)a calf that they can spare. They must be better prepared than we had assumed. However, let us not waste it. We shall feast tonight."

The men soon slaughtered the cow and were shocked to find that the cow's stomach contained undigested corn. They took this news to the king, who (39)became even more concerned.

"If these villagers can feed corn to this calf they must have more food than we do. (40)We cannot

outlast them or we will be the ones who starve." The king's men agreed and the king gave the order to retreat.

The next morning the sentry ran to the mayor with the grand news. The mayor gathered the villagers and announced that as Aicha had promised, the enemy had departed. The villagers cheered Aicha and she lived the remainder of her days with honor and comfort.

出典: Jane Yolen, *Gray Heroes: Elder Tales from around the World* (Penguin Books, 1999).

- (31) (a) had almost been running out
(b) had barely saved them from starvation
(c) had brought them to the brink of annihilation
(d) had intensified the discord among them
- (32) (a) If we don't yield our village to our enemy now
(b) If we don't attack our enemy skillfully
(c) If we fail in obtaining more food by any means
(d) Unless we call for help from a nearby village
- (33) (a) We have to accept the situation as it is
(b) We must make a move some time later
(c) We had better not be upset now
(d) We shouldn't admit defeat so soon
- (34) (a) was delighted (b) felt hopeless (c) turned away (d) cried out
- (35) (a) Aicha strongly said, "I need a calf" (b) Aicha wondered if she wanted a calf
(c) Aicha was reminded of the need of a calf (d) Aicha was badly in need of a calf
- (36) (a) The villagers went away in little groups as soon as they heard her request
(b) The villagers were determined to deny her request
(c) The villagers were amazed at hearing her request
(d) The villagers expressed their complaint the moment they heard her request
- (37) (a) trusted in her and was confident of the result
(b) began to regret having given her so much freedom
(c) reluctantly agreed to her request
(d) handed his responsibility over to her
- (38) (a) a calf that they can consume (b) a calf that they can afford to give up
(c) a calf that they can keep (d) a calf that they can look after
- (39) (a) got more and more interested (b) became more aggressive than ever
(c) pondered more deeply about the situation (d) became even more anxious
- (40) (a) We cannot endure longer than they (b) We can no longer fight against them
(c) We are not sure about our victory (d) It is impossible for us to conquer them

【1】次の英文を読んで、下の問い(1～15)に答えなさい。

A small former logging company town in northern California is a beautiful village in a ① breathhtaking setting among pine trees near Mount Shasta. In 2003, the town government signed a contract to sell its spring water to a large beverage company. The business deal divided this close-knit community. While some support it because they welcome economic development, others object to the lack of public input on the contract and the possible environmental effects.

"It's the issue in town," said the manager of a wild fishery conservation group. "Are you for or against it? It's really been dividing the town." ② The beverage company has stirred a lot of controversy. Legal complaints against the company have been made in many states. The debate in the town over the bottling contract is about method and content. Many of the townspeople say that the local government signed the contract (③).

The natural resource manager for the company said that standard consultation procedures were followed for the contract with notices in the newspaper announcing public meetings. However, ④ it wasn't until a meeting held in 2003 that residents came. At the meeting many townspeople asked questions, but ⑤ they went unanswered. Meanwhile, the board for the town government signed the contract.

A congressman investigating this issue said, "People testified that local and state authorities didn't respond to their complaints and ignored their input in the face of these so-called economic benefits that a water bottling plant promised to bring to a region."

⑥ The terms of the town's contract troubled many people. One resident took a survey and found that 77% of townspeople were opposed to the contract as it was written. The money the town would receive for its water was rather low and the contract was to last for 100 years. People also objected to the quantity of water to be sold and the lack of information on how it would affect (⑦).

A local group made a legal complaint against the beverage company saying that an environmental review should have been done before the contract was signed. While the case was going through the courts, ⑧ the beverage company finally began an environmental impact report. However, a group of residents hired experts to study the report. They found out that the report did not consider downstream communities, climate change, fish, diesel fumes from increased trucking, or hazardous waste.

(⑨) the beverage company agreed to make some changes, but refused to change anything in the contract. The congressman said, "The current rules barely recognize that groundwater and surface water are interconnected in a single system. ⑩ For every gallon that's extracted for the bottled spring water, that's one gallon lost for surrounding streams." Consequently, the manager of a fishery group said he worried that water removal could affect the fish and ecosystem.

Under the contract, the company can build a very big plant in the town. Some residents said, "This would destroy the integrity of our small, historic town." Others think that jobs will strengthen the town's economy, and that (⑪). However, one report said that most of the jobs

would be filled "by people who do not live in the town." Only low-paying jobs would be ⑫open to local residents. Will the beverage company take care of the local workers ⑬the way the old logging companies did?

問1 下線部①breathtakingの意味として、もっとも適当なものを一つ選びなさい。

パラフレーズ質問 より広範な場面

- ① extremely high ② highly developed
- ③ shockingly terrible ④ astonishingly beautiful

問2 下線部②の意味として、もっとも適当なものを一つ選びなさい。

語彙質問 なし

- ① 飲料メーカーは大いに論争を巻き起こした。
- ② 飲料メーカーはさまざまな形で買収を行った。
- ③ 飲料メーカーは莫大な利益を上げることになった。
- ④ 飲料メーカーはたくさんの矛盾を抱えることになった。

問3 空所③に入れるのに、もっとも適当なものを一つ選びなさい。

テーマ質問 前後の表現

- ① with little public input ② with method and content
- ③ without dividing the town ④ without the company's consent

問4 下線部④の意味として、もっとも適当なものを一つ選びなさい。

語彙質問 なし

- ① 住民が出席したのは、2003年に開かれた会議が初めてだった。
- ② 2003年に予定された会議は開かれず、住民は出席できなかった。
- ③ 会議の手続きが済んでいない2003年に、町の役所の人たちが来た。
- ④ 2003年まで会議のことは住民に知らされず、住民は出席できなかった。

問5 下線部⑤they went unansweredの意味として、もっとも適当なものを一つ選びなさい。

指示質問 前後の表現

- ① Many townspeople couldn't answer questions.
- ② Many questions were not answered at the meeting.
- ③ Questions were followed by answers from the manager.
- ④ Townspeople were asked many questions, but ignored the board.

問6 下線部⑥の理由として、もっとも適当なものを一つ選びなさい。

推論質問 前後の表現

- ① 一般的な協議手続きが取られずに決まったから
- ② 会社の態度が住民の生活を全く無視していたから
- ③ これまでに町の人々の心を二分させてしまったから
- ④ 金銭的見返りが少ないのに契約期間が長く続くから

問7 空所⑦に入れるのに、もっとも適当なものを一つ選びなさい。

推論質問 前後の表現

- ① the profit ② the report ③ the contract ④ the environment

問 8 下線部⑧の理由として、もっとも適当なものを一つ選びなさい。 推論質問 前後の表現

- ① 住民が起こりうる環境への影響を心配し、法的手段に訴えたから
- ② 建設推進派に現実を見せつけることが、最善の策だと考えたから
- ③ 会社は建設を優先するため、反対派と賛成派を争わせようとしたから
- ④ 会社は労働者の賃金問題に重点を置き、契約の処理をしたかったから

問 9 空所⑨に入れるのに、もっとも適当なものを一つ選びなさい。 語彙質問 前後の表現

- ① Lately
- ② Eventually
- ③ Apparently
- ④ Once again

問 10 下線部⑩の内容として、もっとも適当なものを一つ選びなさい。 語彙質問 なし

- ① ボトル用に地下から汲みあげられた水量と、河川からの取水量は異なる。
- ② ボトル用に地下水が汲みあげられても、河川の水だけは尽きることがない。
- ③ ボトル用に地下水が汲みあげられると、同量の水が周囲の河川から失われる。
- ④ ボトル用に地下水が汲みあげられても、同量の水が周囲の河川から補われる。

問 11 空所⑪に入れるのに、もっとも適当なものを一つ選びなさい。 推論質問 言語的連想

- ① townspeople would lose their jobs
- ② any job would be better than no job
- ④ no change would happen to the company
- ⑤ local residents would stay away from the company

問 12 下線部⑫の意味として、もっとも適当なものを一つ選びなさい。 パラフレーズ質問 言語的連想

- ① available
- ② confined
- ③ exposed
- ④ subject

問 13 下線部⑬the way と同じ用法の the way を含む文を一つ選びなさい。 語彙質問 なし

- ① Do it the way I told you.
- ② Tell her not to stand in the way.
- ③ Please clear the way for an ambulance.
- ④ He saw the accident on the way to school.

問 14 本文の内容と一致しないものを一つ選びなさい。 テーマ質問 前後の表現

- ① 住民や団体は、飲料メーカーの事業に対して訴訟を起こしてきた。
- ② 飲料メーカーの事業は、町の人々の利害もからんで、町を二分した。
- ③ 住民は、環境の変化が致命的でない限りは、経済的な恩恵を優先させた。
- ④ 飲料メーカーは、住民運動が活発になってようやく環境影響評価を始めた。

問 15 本文の表題として、もっとも適当なものを一つ選びなさい。 <※B 型問題>

- ① People Gain from Complaints
- ② Spring Water Splits Small Town
- ③ Logging Company in Small Town
- ④ Townspeople against Conservationists

【論説文の空所補充】

2009年 英語 慶應義塾大学 2/14 理工

【1】 次の英文は、ある学者がアメリカの家族の会話について著したものである。これを読み、設問に答えなさい。

In the wake of bad news, or a rush of sad feelings, you pick up the phone and call your sister, your mom, your brother, or your dad. You are looking for comfort - and often you find it. But sometimes you end up frustrated, even (7)snapping.

Why does talk in the family so frequently go in circles, leaving us tied up in knots?

[A] Through talk we create and shape our relationships. Through talk we are comforted; through talk we are hurt. My life's work has been understanding relationships - how they work, how to make them work better - by figuring out the workings of everyday talk. And nowhere (1. more powerful 2. is 3. than 4. talk 5. or more troublesome) among members of our family. Therefore I now turn my attention to conversations that take place in the family - especially among adult family members: adults and older-adult parents; parents and grown-up children; adult sisters and brothers.

[B] In fact, we hear a lot of talk about "family" these days. Politicians pepper their speeches with the phrase "family values." If someone leaving a job or public office gives the explanation "I want to spend more time with my family," no one questions that motive. We excuse behavior we would (1) not tolerate with the all-forgiving comment, "Well, they're family."

Why does the word carry such (2)?

[C] Family represents a sense of belonging - a (3) for everything else we are or do. It feels that if we can fit into our families, we can fit into the world. And if our families can see us for who we really are, we can be who we are not only in the family but also in the world. But the coin has another side: If members of our family - those who, presumably, know us best and care the most - are critical, find us wanting, then who will love us?

The more impersonal, complex, and overwhelming the world gets, the more we turn to our families for comfort and belonging. Though it's possible to reject our families completely - and sometimes that becomes necessary - in most cases we want to keep contact, keep the caring. Yet at times we feel frustrated by the very contact we seek.

Sometimes it feels as if the seeds of family love yield a harvest of criticism and judgment rather than (or along with) approval and acceptance. When we talk to family members, we search for signs of love but become (4)attuned to signs of disapproval.

One woman whose daughter called her often but ended up getting annoyed at her each time, protested, "You called me! Why do you call me if you don't like what I say?"

We all keep calling - by telephone, e-mail, or in our hearts - because we want the connection that family affords. That's why we need to find ways to ensure that those conversations more often yield the comfort we seek and less often lead to (5)dismay.

Every relationship is an ambivalent one, a psychologist friend used to say. There are things we treasure, and things that irritate, about each person in our lives, including each person in our families. At times those irritations blossom into arguments - and often the arguments get as (4) as uncontrollable vines. Part of the power of understanding talk in families is the ability to see what makes this happen. With this knowledge we stand a better chance of working things out without (イ)working each other over.

(Adapted from Deborah Tannen, I Only Say This Because I Love You)

[1] 空所(1)～(4)に入る最も適切なものを選択肢 1～4 の中から選び、それぞれ解答欄 (1) から (4) にマークしなさい。 推論質問 前後の表現

(1) 1. always 2. otherwise 3. if ever 4. as it were

(2) 1. responsibility 2. comment 3. disgrace 4. weight

(3) 1. foundation 2. satisfaction 3. comprehension 4. distribution

(4) 1. exploited 2. loosened 3. tangled 4. supported

[2] 段落[A]のカッコ内にある語句を文法的・内容的に適切な順序に並べかえたとき、2番目と5番目にくるものを選択肢 1～5 の中からそれぞれ選び、解答欄 (5) と (6) に順にマークしなさい。

推論質問 前後の表現

[3] 段落[B]と段落[C]の構成を最も適切に表すものを選択肢 1～4 の中からそれぞれ選び、解答欄 (7) と (8) にマークしなさい。 <※B型問題>

1. 該当する段落内の第1文で提示した主張の根拠となる複数の具体例を、第2文以下で提示している。
2. 該当する段落内の第1文で提示した主張をめぐる対照的な2つの面を、第2文以下で説明している。
3. 該当する段落内の第1文で提示した主張に対する代替案を、第2文以下で挙げている。
4. 該当する段落内の第1文で提示した主張に対する反例を、第2文以下で挙げている。

[4] 下線部(ア)～(エ)に最も近い意味を持つものを選択肢 1～4 の中から選び、それぞれ解答欄 (9) から (12) にマークしなさい。 パラフレーズ質問 言語的連想

(ア) 1. losing heart 2. losing chance 3. losing control 4. losing face

(イ) 1. audible 2. receptive 3. possible 4. incomprehensive

(ウ) 1. disguise 2. dislike 3. distaste 4. distress

(エ) 1. hurting each other 2. soothing each other 3. boring each other 4. seeing each other

[5] 本文の内容に照らして、次の文(1)～(5)の下線部に入る最も適切なものを選択肢 1～4 の中から選

び、それぞれ解答欄 (13) から (17) にマークしなさい。

推論質問 より広範な場面

(1) Politicians _____ refer to "family values" when they make a speech.

1. scarcely 2. rarely 3. seldom 4. often

(2) *Family represents a sense of _____.*

1. apathy 2. attachment 3. wonder 4. humor

(3) We usually don't like to be found _____ by members of our family.

1. jealous 2. anxious 3. disappointing 4. happy

(4) We sometimes cannot help having _____ feelings about our family.

1. mixed 2. fantastic 3. protesting 4. comfortable

(5) Understanding talk in families can possibly help us to deal with _____ involved in family relationships.

1. power 2. topics 3. difficulties 4. chances

2008年 英語 立命館大学 2/2, A・薬A方式 映像 経営 経済 国際イ(国際) 国際イ(産業)
国際イ(政策) 国際イ(法) 国際関係 産業社会 情報理工 人文イ(文) 政策科学 生
命科学 文 文理イ(経営) 文理イ(経済) 文理イ(理工) 法 理工 薬

【2】 次の文を読んで、問いに答えなさい。

Scientists don't know for sure how the process of recall occurs in the brain, but American psychologist Roger Sperry established that the two sides of the brain deal with

(A) functions. The right side focuses on pattern recognition, music, emotion and creativity, while the left deals with order, sequence, logic and language. Now scientists know that the more people use both sides of their brain, the more each side benefits (あ) the other. The study of music helps the study of math, for example, and the study of rhythm helps the study of languages. And scientists are now aware that a person with an excellent memory uses both sides of the brain.

So, what transpires¹ in my brain if I run into a woman in the grocery store whose name I can't (B) ? Sylvain Williams, assistant professor of psychiatry at McGill University, explains the process as follows: Seeing this woman triggers my hippocampus², the brain's command centre for creating new memories. It immediately begins to form impressions based on the woman's characteristics, such as hair colour, height, clothing and mannerisms. To look for any of (イ) these same impressions, the hippocampus's neurons³ ? tiny nerve cells that act as transmitters⁴ ? start connecting and activating other teams of neurons located in my cortex⁵, where long-term memories are stored.

Together they search for any stored pieces of information on the woman. If her name can't be

located, other regions of my cortex, such as the prefrontal cortex, will be called into service. They will then go back to my hippocampus and other cortical regions to “brainstorm⁶” together, and hopefully (C) the woman’s name. If they don’t, it’s time for me to work on my memory-boosting techniques a bit more.

It helps to make connections between unconnected things. “When people can’t find their car in the parking lot, they think it’s because of a faulty memory,” says Tony Buzan, one of the world’s leading experts on memory. “But memory has nothing to do with it; they just didn’t take the time to (D) and they didn’t associate.” Here’s what you can do: Next time you park your car in a busy lot, create a picture of the surrounding environment. Turn the lot into a jungle, perhaps, seeing the lampposts as giant trees, a no-parking zone as quicksand⁷ and the entrance to the building as a cave. (う)This will create a memorable⁸ map with the location of your car firmly fixed in it.

Ever since I started learning about mnemonics⁹ and paying attention to what I want to (E) , I’ve noticed a huge improvement. I especially like to use the Roman Room system, which uses rooms in your house to mentally hang things you want to remember.

The other day, (F) , I had to run some errands ? do some photocopying, pick up a bracelet I’d taken in for repair, deposit a cheque¹⁰ at the bank and pick up a bottle of wine for dinner. Normally, I’d write things down in an order which ensured I’d take the most logical, fuel-efficient route.

Instead, I (G) the Roman Room technique and pictured walking in my back door and seeing sheets of paper spilled across the floor and my husband slipping on them (reminding me to photocopy the papers). I proceeded to the living room and spotted the cat asleep on the couch, wearing my gleaming bracelet as a collar (reminding me to pick up the bracelet). I then imagined my flower-patterned kitchen wallpaper transforming into a pattern of \$20 bills (reminding me to deposit the cheque). (H) , mentally walking into the dining room, I discovered a medieval feast with everyone drinking wine from jeweled glasses (reminding me to pick up some wine).

The experts are right ? it’ s really not that hard to remember things once you know how. Sure, writing a list doesn’ t take long, but nowadays ? in just seconds ? I’ m giving my brain cells some (え)essential exercise.

(Adapted from a work by Diane Sewell)

(注)

1. transpire 起こる
2. hippocampus 海馬
3. neuron 神経単位, ニューロン
4. transmitter 伝達装置
5. cortex 大脳皮質
6. brainstorm いろいろと情報を出して検討する
7. quicksand 砂地獄
8. memorable 記憶しやすい
9. mnemonics 記憶術
10. cheque = check

[1] 本文の (A)~(H) それぞれに入れるのもっとも適当なものを(1)~(5)から一つ選び、その番号を解答欄にマークしなさい。

- (A) 語彙質問 言語的連想
(1) additional (2) different (3) positive (4) similar (5) study
- (B) 語彙質問 前後の表現
(1) believe (2) pronounce (3) realise (4) recall (5) spell
- (C) 語彙質問 言語的連想
(1) deliver (2) guess (3) memorise (4) organize (5) store
- (D) 語彙質問 言語的連想
(1) make a mental image (2) search for their car (3) take a digital picture
(4) tip the parking attendant (5) write anything down
- (E) 語彙質問 言語的連想
(1) become (2) experience (3) remember (4) say (5) separate
- (F) 文章構造質問 前後の表現
(1) for example (2) in contrast (3) nevertheless (4) on the other hand (5) therefore
- (G) 語彙質問 言語的連想
(1) created (2) discovered (3) explained (4) recognized (5) used
- (H) 文章構造質問 前後の表現
(1) Actually (2) Currently (3) Finally (4) Originally (5) Recently

[2] 下線部(あ)~(え)それぞれの意味または内容として、もっとも適当なものを(1)~(4)から一つ選び、その番号を解答欄にマークしなさい。

- (あ) the other 指示質問 前後の表現
(1) the other skills (2) the other people
(3) the other scientist (4) the other side of the brain
- (い) these same impressions 指示質問 前後の表現
(1) both sides of the brain
(2) features of the woman in the grocery store
(3) neurons of a person who has an excellent memory
(4) explanations from the assistant professor at McGill University
- (う) This 指示質問 前後の表現
(1) finding your car in a parking lot
(2) imagining the parking lot as a jungle
(3) parking your car in a no-parking zone
(4) taking time to consider why your memory is faulty
- (え) essential exercise 推論質問 言語的連想
(1) making a written list of things to do
(2) trying hard to remember things I once knew
(3) employing the techniques which support my memory
(4) memorizing details about everyone I see during the day

【段落整序・補充】

2009年 英語 早稲田大学 2/16,一般 基幹理工 先進理工 創造理工

【2】 Answer the questions in Sections A and B.

Section B: Choose the best answer from a - d for questions 7 and 8.

7. Paragraph [A] consists of six sentences (1) - (6), which are not in the correct order. Rearrange the sentences and choose the correct order from a - d. 文章構造質問 より広範な場面

[A]

- (1) Anthropologists would not think of the practice as strange or ugly.
- (2) When they study other cultures, they try not to make any judgments about them.
- (3) Cultural anthropologists examine aspects of ancient and modern cultures such as art, clothing, language, religion, customs, and social structure.
- (4) For example, there are groups of people who pierce and stretch their earlobes with large plugs.
- (5) They might also compare the earlobe stretching to the practices of other groups.
- (6) Rather, they would find out why the people stretched their earlobes.

- | | |
|--------------------------------------|--------------------------------------|
| a. (1) - (3) - (4) - (2) - (5) - (6) | b. (1) - (4) - (6) - (5) - (2) - (3) |
| c. (3) - (2) - (4) - (1) - (6) - (5) | d. (3) - (4) - (2) - (6) - (5) - (1) |

8. Paragraph [A] above and the three paragraphs [B] - [D] below make up a four-paragraph passage but are not arranged in the correct order. Rearrange the four paragraphs and choose the correct order from a - d. 文章構造質問 より広範な場面

[B] The word anthropology comes from Greek words meaning "the study of human beings." Anthropologists, the people who practice anthropology, describe humans and their cultures, from prehistoric times to today. They try to find out what the first human societies were like. They research how cultures and languages developed.

[C] There are two main divisions of anthropology: physical and cultural. Physical anthropologists study the physical features of modern humans, including their shape, size, and anatomy. They find similarities and differences among people in geographical regions. They also study the remains of prehistoric humans to learn about human origins and human evolution.

[D] They often do this by comparing different human communities to each other. They try to determine the similarities and differences between them. By studying specific groups of people, anthropologists hope to increase the understanding of humanity as a whole.

- | | |
|--------------------------|--------------------------|
| a. [B] - [C] - [A] - [D] | b. [B] - [D] - [C] - [A] |
| c. [C] - [B] - [A] - [D] | d. [C] - [D] - [B] - [A] |

<Adapted from Britannica DVD 2008: Elementary Library.>

【並べ替え】

2008年 英語 上智大学 2/13,第1次試験(B方式) 理工

【4】次の英文(A), (B)中の(39)~(50)に入る語句を, 与えられた語を並べ替えて完成させなさい。解答は4番目に来る語を1つ選んでマークすること。ただし, 文頭に来る場合も小文字にしてある。なお, *印のついた語には, 文末に注が与えられている。

推論質問 **前後の表現**

(A)

Most people think of education as (39). Well, that is a good place to start. In your case, your high school has a particularly good record for turning out fine students, and I expect (40) as such an excellent institution is the emphasis it places on discipline. Of course, lots of good men and women make it without ever (41) school - but the main reason is still the same: discipline. In this case, mostly self-discipline. That is the key ingredient that separates those who make it (42). But a good school and a good mixture of people to enjoy it with us is certainly an advantageous start. Combine these somewhat uncontrollable external forces (43) and it becomes pretty hard to keep a determined fellow down. (44) formal schooling it is important for you to bring an element of inquisitiveness* to the classroom.

(G. Kingsley Ward, Letters of a Businessman to His Son)

注

inquisitiveness: 知りたいという気持ち

(39)

(a) do (b) having (c) school (d) to (e) with

(40)

(a) for (b) its (c) one (d) reason (e) success

(41)

(a) attended (b) having (c) of (d) this (e) type

(42)

(a) do (b) from (c) not (d) those (e) who

(43)

(a) characteristics (b) good (c) internal (d) some (e) with

(44)

(a) framework (b) of (c) the (d) within (e) your

[英英辞書式語彙問題]

2008年 英語 青山学院大学 2/10,A方式 理工

【2】以下のそれぞれの定義に従って、指定された頭文字で始まる単語を書きなさい。(ただし、解答は与えられた頭文字から書くこと)

パラフレーズ質問 なし

(解答例) someone who is trained in science, especially someone whose job is to do scientific research

→(s) 正解(scientist)

1. the small red planet that is fourth in order from the sun

→(M)

2. a building or place with a stage where plays are performed

→(t)

3. a building where important cultural, historical, or scientific objects are kept and shown to the public

→(m)

4. a length of time equal to a sixtieth of a minute

→(s)

5. the state of being well, without disease

→(h)

6. a large area of land that has very little water and very few plants

→(d)

7. a sudden, violent shaking of the ground

→(e)

8. a person professionally trained to treat the teeth

→(d)

9. one of four equal parts of something

→(q)

10. a book that gives a list of words in alphabetical order, with their meanings in the same or another language

→(d)