

2010年度 一般2月入学試験 2月5日

英 語

〔注 意 事 項〕

1. 試験開始の合図があるまで、問題冊子の中を見てはいけません。
2. 問題冊子は16ページ、解答用紙はマーク・シート1枚です。監督者の指示に従って確認しなさい。
3. 問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に知らせなさい。
4. マークは、マーク・シートに記載してある「記入上の注意」をよく読んだうえで、正しくマークしなさい。
5. 受験番号及び氏名は、マーク・シートの所定欄に正確に記入し、また受験番号欄の番号を正しくマークしなさい。
6. 監督者の指示があってから、マーク・シートの左上部にある「科目欄」に受験する科目名を記入しなさい。
7. 試験終了後、問題冊子は持ち帰りなさい。

英 語

(60分 100点)

解答番号(1)~(40)

第1問 次の(1)~(5)の対話を完成させるために、それぞれの空欄に入る最も適切な表現を①~④の中から1つ選びマークしなさい。(10点)

(1) A: Could you help me with this problem? You're good at math.

B: _____ Is later this afternoon OK?

- ① It's too late to call her.
- ② I'm too busy right now.
- ③ She's too old to still be in school.
- ④ You're too young to do that.

(2) A: Do you go to the movies a lot?

B: _____ I can't remember the last time I was in a movie theater.

- ① About then.
- ② All the time.
- ③ Every day.
- ④ Hardly ever.

(3) A: How's it going?

B: _____ I'm nearly over that cold I caught last week.

- ① By air.
- ② By car.
- ③ Not so good.
- ④ Not too bad.

(4) A: I'm not very comfortable with computers.

B: _____ I can send emails, but not much else.

- ① Are you?
- ② Me neither.
- ③ Me too.
- ④ Should they?

(5) A: I've got a test in German class tomorrow.

B: Really? Good luck. I hope _____.

- ① it doesn't cost too much
- ② we meet again someday
- ③ you get better soon
- ④ you pass

第2問 次の(6)~(10)の日本語の意味を表す英文を完成させるために、それぞれの空欄

[]に入る最も適切な語句を①~④の中から1つ選びマークしなさい。

(10点)

(6) たばこは将来生まれてくる子供に害を与えるおそれがある。

Tobacco can do [] to your unborn children.

- ① favor ② harm ③ nothing ④ suffering

(7) 身ぶりは文化によってさまざまである。

Gestures [] from culture to culture.

- ① bend ② cast ③ occur ④ vary

(8) その少年は武装していた。片手に空気銃を、もう一方の手にはプラスチック製ナイフを持って。

The boy was []: an air rifle in one hand, a plastic knife in the other.

- ① armed ② fixed ③ forced ④ served

(9) 監督は足を組んで座っていた。

The coach was sitting there [] his legs crossed.

- ① by ② for ③ on ④ with

(10) 昨日私は、なくしたと思っていたカメラを見つけた。

Yesterday I found a camera that I thought I [].

- ① had lost ② have lost ③ was losing ④ was lost

第3問 次の(11)~(15)の日本語の意味を表す英文において、下線を引いた語句に誤りがあるものを①~④の中から1つ選びマークしなさい。(10点)

- (11) 夜寝る前に電気を消すことを忘れないように。

Don't forget to turning off the light before you go to bed at night.
① ② ③ ④

- (12) 家に帰って休んだ方がいい。でないとコンテストで最高の演奏をすることができないよ。

You had better to go home and take a rest; otherwise you won't be able to give your best performance at the contest.
① ② ③ ④

- (13) 毎月3作品以上制作しているので、その画家がアトリエから出て来ることはめったにない。

Producing more than two works of art in a month, the artist seldom come out of his studio.
① ② ③ ④

- (14) 今朝その交差点で、飲酒運転のドライバーが運転する車に2人が轢かれた。

This morning a couple of people were run over at the crossing by a car driving by a drunk driver.
① ② ③ ④

- (15) 私にその賞を勝ち取れる見込みが少しでもあったのなら、けがなどものともせずに最善の努力を尽くしたのだが。

Had there been any chances of my winning the prize, I would have made every effort despite the injury.
① ② ③ ④

第4問 次の(16)～(20)の日本語の意味を表す英文を完成させるために、それぞれ①～⑤を並べかえて空欄を補い、3番目の空欄に入る語の番号をマークしなさい。

(10点)

(16) この家を買うことに興味がありそうな人を誰かご存知ですか。

Do you know _____ (16) _____ in buying this house?
① anyone ② be ③ interested ④ might ⑤ who

(17) やさしい英語で言っていたら、理解できるかもしれません。

If you could _____ (17) _____, I might be able to understand.
① English ② in ③ it ④ plain ⑤ put

(18) 私たちは緊急時に何をすべきか指示された。

We were _____ (18) _____ an emergency.
① do ② in ③ to ④ told ⑤ what

(19) 困難の中にこそチャンスがあるのです。

In _____ (19) _____ opportunity.
① difficulty ② lies ③ middle ④ of ⑤ the

(20) 彼は真剣な表情をしていたが、残りの者たちは笑いを押さえることができなかった。

He had an earnest expression on his face, but the rest _____ (20) _____ our laughter.
① back ② couldn't ③ hold ④ of ⑤ us

第5問 次の文章を読み、後の設問⁽²¹⁾～⁽³⁵⁾に対する解答として最も適切なものをそれぞれの選択肢から1つ選びなさい。なお、設問の都合上、本文を [A]～[K]の部分に分けてある。また、本文中の下線部および空欄の番号は、設問の番号と一致している。(45点)

[A] The horse most famous for its intellect was Clever Hans, who managed to amaze spectators in the early years of the twentieth century. The nine-year-old Hans, who was “taught” for five years by William von Osten, a retired German schoolteacher, rose quickly to fame during the summer of 1904. Every day at noon in a quiet square in northern Berlin, the horse performed before psychologists, natural scientists, educators, and even the Kaiser (the German Emperor) himself. HORSE KNOWS MUSIC AND ARITHMETIC said one headline from *The New York Times*. BERLIN’S WONDERFUL HORSE: HE CAN DO EVERYTHING BUT TALK ⁽²¹⁾ said another.

[B] To answer an arithmetic problem, Hans would “paw the ground,” hitting it with his foot the appropriate number of times. He spelled words in a similar way, representing each letter by a certain number of hits. Hans also communicated by shaking his head “Yes” or “No” and by picking up objects with his teeth. In addition to arithmetic, the horse could make short sentences, tell the difference between notes of music, and name twelve colors. Professor von Osten said that Hans was as well-educated as a boy who had ⁽²⁴⁾ gone to school for the same number of years.

[C] Although many clever people witnessed Hans’ amazing mental ability, none could explain it. In the interest of science, von Osten allowed a group of famous psychologists from the University of Berlin to test the horse again and again for an entire month. They also reviewed the method von Osten had used to train the animal: Repeat a question until the horse answers it correctly. Do not punish wrong answers, but reward correct ones

with a carrot, a piece of bread, or a lump of sugar.

[D] While the psychologists tested Hans, he became known everywhere. Songs were sung about him. Postcards with his picture were sold. Children played with toys that looked like him. The expression “horse sense” took on⁽²⁶⁾ a new meaning.

[E] In the end, the psychologists reached an interesting conclusion, which was published on the front page of newspapers all over the world — “The horse Hans does not think, but at the same time, his trainer is not trying to trick anyone.” They found that Hans could answer a question (27) someone he could see knew the answer. The people around Hans let the horse know the correct answers by the way they moved or changes in their voices, although they did so unconsciously — they didn’t know that they were doing so.

[F] Those who asked the horse arithmetic questions, for example, often bent their head toward him as he slowly pawed out the answer. When Hans had hit the ground the correct number of times, they would unconsciously raise their heads a tiny bit. Seeing the raised head, Hans would stop. The psychologists showed that this⁽²⁹⁾ was happening by raising their heads too soon (Hans would then stop) or keeping their heads down past the correct answer, so that Hans kept on pawing. Moreover, if they did not bend their heads toward him in the beginning, Hans would not even start pawing. The psychologists noted that even von Osten did not know that he was giving hints to the horse.

[G] Von Osten’s faith in the horse was not shaken by the publication of the psychologists’ findings. He angrily denied them and refused to allow further experiments on the horse. Even the fact that the psychologists were able to make Hans give incorrect answers did not convince him. So firmly did von Osten believe in Hans’ intelligence (30) when the horse gave a wrong answer, he would decide that the horse had done so on purpose

because he was angry at being tested again and again or that he hadn't been paying attention.

[H] One hundred years later, the name of Clever Hans is still known to scientists. To say that an experiment was influenced by "the Clever Hans effect" is to say that the researcher unknowingly influenced the answers that the people in the experiment gave.⁽³²⁾

[I] This effect is a concern today to scientists who are trying to discover whether or not extrasensory perception (ESP) exists. ESP is the ability to know what other people are thinking. In a typical test, the experimenter uses a special deck of 25 cards, in which each card has one of five symbols printed on it. The experimenter takes a card, looks at it, concentrates on it, and asks the test subject to use his mind-reading powers to guess the symbol. Then the card is put aside, another card is taken, and the experiment is repeated. In this manner, the whole deck is gone through, one card at a time.

[J] If the subject does not have ESP, he is expected to get five of the twenty-five cards right, since the symbols are equally likely to appear. This will only happen, however, after the deck has been gone through many times and the results averaged. After many trials, the experimenter is likely to think that scores even slightly higher than 5, 5.1 for example, are evidence of ESP.

[K] However, if an experimenter is not careful, he may smile or nod when hearing a correct answer, or note correct and incorrect answers on a pad of paper which the test subject can clearly see. The test subject can make use of this to improve later guesses. If the experimenter doesn't realize that he has given hints of this kind, he is likely to think he's found proof of ESP. The results of the experiment have been influenced by the Clever Hans effect, making the outcome "a horse of a different color."

[設問]

(21) 下線部 HE CAN DO EVERYTHING BUT TALK の意味として最も適切なものを、次の①～④の中から1つ選びマークしなさい。

- ① ハンスは何事も黙ってやり遂げられる
- ② ハンスは何をするにもしゃべりながらできる
- ③ ハンスは話すこと以外は何でもできる
- ④ ハンスは話すことが何よりもうまくできる

(22) [B] において、ハンスが語のつづりを答える方法として述べられているものを、次の①～④の中から1つ選びマークしなさい。

- ① 各文字に割り当てられた数の分だけ、足で地面を打つ
- ② 首を縦横に振って文字を表現する
- ③ 地面に足で文字を書く
- ④ 文字板を順にくわえ上げて示す

(23) [B] において、ハンスにできることとして述べられていないものを、次の①～④の中から1つ選びマークしなさい。

- ① 色の識別
- ② 計算
- ③ 作曲
- ④ 短い作文

(24) 下線部 Hans was as well-educated as a boy who had gone to school for the same number of years⁽²⁴⁾ の内容として最も適切なものを、次の①～④の中から1つ選びマークしなさい。

- ① ハンスは、5年間学校に通って教育を受けた子どもと同じくらいの知識や技能を持っている
- ② ハンスは十分な学習能力があるので、人間の子どものように学校に行ける
- ③ ハンスは長年学校に通って教育を受けたので、十分な知識や技能を身につけている
- ④ ハンスは人間の9歳の子どものに匹敵する、十分な知能を持っている

(25) [C] の内容に一致しないものを、次の①～④の中から1つ選びマークしなさい。

- ① 多くの頭の良い人がハンスの驚くべき知的能力を目撃したが、誰もそれを説明できなかった
- ② ベルリン大学の調査チームは、丸ひと月かけてハンスを繰り返しテストした
- ③ ベルリン大学の調査チームは、ハンスに対するフォン・オステン教授の訓練方法を調査した
- ④ フォン・オステン教授はハンスが答えを間違ったときは叱り、正解すれば褒美^{ほうび}を与えた

(26) 下線部 took on⁽²⁶⁾ の意味として最も適切なものを、次の①～④の中から1つ選びマークしなさい。

- ① brought
- ② found
- ③ gained
- ④ lost

(27) 空欄 (27) に入る語句として最も適切なものを、次の①～④の中から1つ
選びマークしなさい。

- ① although
- ② only if
- ③ regardless of
- ④ unless

(28) [E] において、ベルリン大学の調査チームの出した結論として述べられてい
ないものを、次の①～④の中から1つ選びマークしなさい。

- ① ハンスの周りの人々は自分たちがハンスにヒントを与えていることに気づい
ていない
- ② ハンスは自分で答えを考えているわけではない
- ③ フォン・オステン教授には人々を欺こうとする意図がある
- ④ 見ている人々の動きや声の調子がハンスに正解を教えている

(29) 下線部 this ⁽²⁹⁾ が指す内容として最も適切なものを、次の①～④の中から1つ選
びマークしなさい。

- ① 出題者が意図的にハンスに合図を出すこと
- ② 出題者の頭が上がるとハンスの動作が止まること
- ③ ハンスが足で地面を打ち続けること
- ④ ハンスが計算問題で正解すること

(30) 空欄 (30) に入る語として最も適切なものを、次の①～④の中から1つ選びマークしなさい。

- ① because
- ② but
- ③ that
- ④ then

(31) [G] の内容に一致しないものを、次の①～④の中から1つ選びマークしなさい。

- ① フォン・オステン教授は調査チームの出した結論を信じなかった
- ② フォン・オステン教授はハンスが間違った答えを出すことはあり得ないと思っていた
- ③ フォン・オステン教授はハンスに対する実験の続行を拒否した
- ④ フォン・オステン教授はハンスの頭の良さを決して疑わなかった

(32) 下線部 the Clever Hans effect の内容として最も適切なものを、次の①～④の中から1つ選びマークしなさい。

- ① 実験者が、実験に関わる人々に受け入れられるよう無意識に答えをゆがめてしまうこと
- ② 実験者が想定している答えを被験者が理解し、期待に沿った答えを返すこと
- ③ 実験者が無意識のうちに、被験者の答えに影響を及ぼしていること
- ④ 実験者の予測した結果が、被験者が出した答えと食い違うこと

(33) [I]において、超感覚的知覚（ESP）の存在を試すテストの手続きとして述べられていないものを、次の①～④の中から1つ選びマークしなさい。

- ① 25枚のカードすべてについて記号当てを繰り返す
- ② 25枚のカードそれぞれに5種類の記号が印刷されている
- ③ 実験者は1枚のカードを見て、そこに意識を集中させる
- ④ 被験者に、読心術を使って実験者が見ている記号を当てさせる

(34) [J]の内容に一致しないものを、次の①～④の中から1つ選びマークしなさい。

- ① 5つの記号の出現率はすべて均等である
- ② 実験者は、被験者の正答率が20%をほんの少しでも超えていれば、超感覚的知覚が存在する証拠であると考えられる傾向がある
- ③ 何度も繰り返して実験し、それらの結果を平均すると、正答率は20%より高くなる
- ④ 被験者が超感覚的知覚を持っていないなら、正答率は20%であると予測される

(35) [K]の内容に一致しないものを、次の①～④の中から1つ選びマークしなさい。

- ① クレバー・ハンス効果の下では、その実験で得られるはずの結果とは異なる結果が出る
- ② 実験者が各回答の正解／不正解を被験者に見えるように記録していると、被験者のその後の回答に影響が出る
- ③ 被験者が答える前に実験者がほほ笑んだりうなずいたりすると、被験者には正解がわかってしまう
- ④ 被験者にヒントを与えていることに気づかない実験者は、超感覚的知覚が存在すると考えてしまう

第6問 次の会話文を読み、後の設問に答えなさい。(15点)

Jan: Have you heard about Hannah?

Dan: No. Why? (36) She hasn't been in an accident, has she?

Jan: Nothing like that. Her boyfriend asked her to marry him and she said yes.

Dan: She's getting married? (37)

Jan: What? What do you mean? ... Do you think she's too young to get married?

Dan: Not at all. In fact, I think twenty-eight is the perfect age to get married.

Jan: (38) ... Do you dislike her boyfriend?

Dan: Not exactly. I mean, I've never even met him.

Jan: Well, I have, and he's really nice. Besides, he has a good job, and he really loves her, and they both want to have a big family ...

Dan: In other words, you think (39)

Jan: That's right. I do. So what's your problem with them getting married?

Dan: It's just that I always thought that someday I'd ask Hannah to marry ME.

Jan: Marry you? ... But you've never said anything to her about that, have you?

Dan: No. I was waiting until we knew each other better. I think it's important to be friends first.

Jan: I think so too, but you've known each other since nursery school!

Dan: Yeah. I guess (40)

[設問]

(36) 空欄 (36) に入る表現として最も適切なものを、次の①～④の中から1つ
選びマークしなさい。

- ① Did something happen to her?
- ② Is that her boyfriend?
- ③ What did she hear about it?
- ④ Who is she?

(37) 空欄 (37) に入る表現として最も適切なものを、次の①～④の中から1つ
選びマークしなさい。

- ① That's great!
- ② That's terrible!
- ③ You got it!
- ④ You're right!

(38) 空欄 (38) に入る表現として最も適切なものを、次の①～④の中から1つ
選びマークしなさい。

- ① Oh, how often?
- ② So, when is it?
- ③ Then, where to?
- ④ Well, why then?

(39) 空欄 (39) に入る表現として最も適切なものを、次の①～④の中から1つ
選びマークしなさい。

- ① he's already married.
- ② he's just her type.
- ③ she doesn't like kids.
- ④ she's unhappy about it.

(40) 空欄 (40) に入る表現として最も適切なものを、次の①～④の中から1つ
選びマークしなさい。

- ① I waited a bit too long.
- ② I'm really lucky.
- ③ You'll win the game, then.
- ④ You've known her.