

2020年度

**G 2**

**英 語**

2月25日(火)

工 学 部

12 : 20 ~ 13 : 40

【前 期 日 程】

**注 意 事 項**

**試験開始前**

- 1 監督者の指示があるまで、問題冊子、解答用紙に手を触れてはいけません。
- 2 監督者の指示に従って、全部の解答用紙(3枚)に受験番号を記入しなさい。

**試験開始後**

- 3 この問題冊子は、10ページあります。はじめに、問題冊子、解答用紙を確かめ、枚数の不足や、印刷の不鮮明なもの、ページの落丁・乱丁があった場合は、手をあげて監督者に申し出なさい。
- 4 解答はすべて解答用紙に記入しなさい。
- 5 問題は、声を出して読んではいけません。
- 6 配点は、比率(%)で表示してあります。

**試験終了後**

- 7 問題冊子は、必ず持ち帰りなさい。

1

Read the following passage and answer the questions. (30 %)

## 著作物引用のため非公表

## 著作物引用のため非公表

(Adapted from George Webbe Dasent's "Popular Tales from the Norse," Public Domain)

## Questions

1. Why did the father call his son <sub>(1)</sub>rabbit-heart? Answer **in Japanese**.
2. Choose the correct meaning for <sub>(2)</sub>him, <sub>(3)</sub>he, and <sub>(4)</sub>him from the following. Write (a), (b), (c), or (d).  
(a) Jack                      (b) the second son                      (c) the father                      (d) the Troll
3. What does the Troll think Jack means when he says <sub>(5)</sub>I'll do the same to you? Answer **in Japanese**.
4. What do <sub>(6)</sub>these little things refer to? Choose three words or less from the passage.
5. In the story, the Troll <sub>(7)</sub>lost his life. Explain the reason why **in Japanese**.
6. Write (T) for true or (F) for false for each of the following statements based on the story.
  - (a) Jack's brothers thought Jack would be afraid of the Troll.
  - (b) Jack couldn't act quickly when he saw the Troll.
  - (c) Jack knew he could eat more than the Troll.
  - (d) Jack gave some silver and gold to his father.

2

Each sentence has four underlined items, (a), (b), (c), and (d). Identify the item that needs to be corrected. Then correctly rewrite the entire item without changing the meaning. (10 %)

Example: Tom was late <sup>(a)</sup>for the meeting because his train <sup>(b)</sup>was delayed <sup>(c)</sup>due to the <sup>(d)</sup>heavily rain.

Answer:

Example:	
(d)	heavy

- The man explained <sup>(a)</sup>to the police where he <sup>(b)</sup>was as <sup>(c)</sup>though he <sup>(d)</sup>has been on the express train.
- “Excuse me. How can I <sup>(a)</sup>get to City Hall?”  
“Take bus No. 50, get off <sup>(b)</sup>at Forest Park and change <sup>(c)</sup>bus there. Take bus No. 12 <sup>(d)</sup>to City Hall.”
- <sup>(a)</sup>At first the problem didn’t seem <sup>(b)</sup>that bad, but later it turned out to be much worse than <sup>(c)</sup>originally <sup>(d)</sup>believing.
- The movie was <sup>(a)</sup>so a big hit that it <sup>(b)</sup>broke sales records <sup>(c)</sup>in the <sup>(d)</sup>very first week.
- There are many <sup>(a)</sup>people <sup>(b)</sup>whose pay <sup>(c)</sup>with <sup>(d)</sup>what is called “plastic money.”

3

Read the following passage and answer the questions. (25 %)

## 著作物引用のため非公表

## 著作物引用のため非公表

(Adapted from <https://www.independent.co.uk/news/science/central-america-mouse-singing-neuroscience-animal-science-a-8818281.html>)

## Questions

1. What is <sub>(1)</sub>This ability? Explain **in Japanese**.
2. Translate the following **into Japanese**: <sub>(2)</sub>No other animal has a brain that can do what is necessary for human language.
3. Which of the following statements is true? Choose the most appropriate answer from the following, and write (a), (b), (c), or (d).
  - (a) When two singing mice sing to each other, they are slow to answer.
  - (b) The singing mice push a ball back and forth in order to communicate.
  - (c) The singing mice are hard to study because they don't sing in their cages.
  - (d) The singing mice make their own songs that have special meaning.
4. What does <sub>(3)</sub>the mice's special communication mean? Answer **in Japanese**.
5. According to the article, what ability is <sub>(4)</sub>very important for developing human speech? Answer **in Japanese**.



4

Choose the best word or phrase to complete the conversation. (10 %)

Dick: Well, we're finally here!

Jane: Yes, I've been looking forward to coming to this <sup>(1)</sup> (shopping mall/amusement park/zoo) since it opened.

Dick: So where do you want to go first?

Jane: Let's go on the roller coaster.

Dick: Good idea. That's a <sup>(2)</sup> (funny/popular/typical) ride, so there will be a long line if we wait.

Jane: Yeah, I hate standing in line for a long time.

Dick: OK, but first I want to get something to <sup>(3)</sup> (drink/ride/wear).

Jane: That sounds good because it's going to be pretty hot today.

Dick: And after the roller coaster, let's go to the haunted house! I love ghosts!

Jane: Actually, I <sup>(4)</sup> (don't/do/would) really like them.

Dick: Well, you don't have to come in with me if you don't want.

Jane: I want to go on the merry-go-round!

Dick: Come on! That's for kids!

Jane: Alright, I'll ride the merry-go-round <sup>(5)</sup> (while/unless/until) you go to the haunted house.

Dick: Anyway, after that we'll probably need to get something to eat.

Jane: Yes, I'm sure we'll be hungry by then.

5

Read the following passage and answer the questions. (25 %)

著作物引用のため非公表

(Adapted from Rob Verger, "MIT is teaching a robot to beat you at Jenga," *Popular Science*, January 30, 2019, [www.popsoci.com](http://www.popsoci.com))

著作物引用のため非公表

## Questions

1. According to the article, what are the <sup>(1)</sup>challenges for developing a robot that can play Jenga? **Answer within 40 characters (letters) in Japanese.**
2. The engineers at MIT used <sup>(2)</sup>two sensors to understand the condition of a tower built by wooden blocks. Which abilities do you think the sensors need to have, and why do you think those abilities are needed? **Answer within 80 characters (letters) in Japanese.**