

2022年度

G 3

# 英 語

2月25日(金) 工 学 部  
【前 期 日 程】

12 : 30~13 : 50

## 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、8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、声を出して読むではいけません。
- 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. (25 %)

## 著作権引用のため非公表

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\*unemployment benefits 失業手当

\*\*personnel officer 人事担当者

\*\*\*dye 染料

(“How My Father Lost His Job,” *I Thought My Father was God*, edited by Paul Auster, Picador, 2001. Rewritten and simplified for this test.)

**Questions.** Answer all questions in **Japanese** except Question 3.

1. Why did the owner plan to have his factory blown up with bombs?
2. What did the personnel officer mean when he said, "Well, I think we've found our printer"?
3. Why didn't the officer call or send a letter to the father after the job interview? Choose the most appropriate answer from the following, and write (a), (b), (c), or (d).
  - (a) He didn't know the father's phone number or address.
  - (b) He had decided not to give the father the job.
  - (c) He had already told his final decision to the father.
  - (d) He wanted to tell the father his decision in person.
4. According to the story, why did the father need to keep his sandwich in his pocket?
5. Give a reason why most of the workers at the dye shop didn't say anything about the difficult working conditions.

2

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

Example: Ann (a) lends her own mobile phone (b) to her brother because he (c) had not brought his and needed (d) to call their mother.

Answer:

Example:	
a	lent

1. John (a) sent back the books he had received in the mail because (b) it (c) had been damaged (d) by rain.
2. (a) While the summer vacation, Tom (b) had a part-time job (c) because he wanted to save some money (d) to study abroad the next year.
3. Ken (a) got in the taxi and asked the driver (b) how far (c) was it (d) from Shizuoka Station to the university.
4. John (a) said me (b) to answer the phone, but I was busy (c) cooking, so he (d) had to answer it himself.
5. The office of (a) the head of the company was small (b) but very cozy and (c) tastefully (d) decorating.

3

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

When a person cannot see, hear, or move freely, he or she is said to have a disability. Disability is a difficult topic, but thinking about people's views on this topic is important, both for the disabled (people with disabilities) and those around them. Let's think about two views of disability: the traditional and the social. Both views have led to better lives for people with disabilities. We do not have to choose one of these views — rather, both are necessary.

In the last few years at train stations in Japan, a number of people who are blind have fallen from platforms while waiting for the train, leading to serious hurt or death. Because of this, many people have suggested that platforms be made safer for those with disabilities so that accidents like <sup>(1)</sup>this can be avoided. Supporters of the disabled have <sup>(2)</sup>gone a step further by saying that trains and buses in general need to be easier to use for everyone, whether they are disabled or not. For example, they say, more elevators can be added to train stations. Discussion of this problem increased before the Tokyo 2020 Olympics and Paralympics, which were expected to bring lots of people from overseas; many of these people would be disabled and would need to navigate the city's bus and train lines.

More and more people in Japan are starting to understand the importance of accessibility (making things easy for everyone to use), and this is because of a change in people's general understanding of disability and the feelings of people who are disabled. This change has been a long time coming. Since at least the 1960s, supporters of the disabled have tried to show that traditional ways of helping people with disabilities are not enough. Now, an additional way of helping disabled people has been suggested. That is, society as a whole can be made barrier free.

According to the traditional view of disability, also known as the "medical model," disabilities are part of people's bodies, and they have to somehow <sup>(3)</sup>change themselves to be able to live in society. This can be done in lots of different ways for different people. Here are three examples. First, doctors can fix people's bodies through operations that make people's eyes or ears better able to see or hear. Also, equipment can help, such as a cane\*, which people use to move more easily. Finally, special training can give a disabled person some control over a disability.

These things often do help people live freer and more satisfying lives, but they are only the first step. Supporters of the disabled have added to the traditional view of disability by suggesting a <sup>(4)</sup>social view. This view says that society creates disabilities by putting up barriers that make it hard for everyone to be equal. For example, if people cannot go up some steps, a traditional way of helping would be to give them a cane so that they can go up by

themselves. The social view, on the other hand, would suggest that going up steps should be made unnecessary, for example by having a slope or elevator that everyone can use. People who agree with this view do not say that everyone is the same, but they do say that once barriers such as these are gone, people are less likely to be disabled. In short, society needs to change as well.

Finally, it is important to change the way people “encourage” the disabled. For example, the general public may praise disabled people for doing everyday things, but this can make the disabled feel separate from everyone else and something other than normal. Viewing the disabled as special because they overcome their disabilities can sometimes be as bad as feeling sorry for them. What everyone needs to understand is that all of us have different abilities — and these differences make us human.

\*cane 杖

**Questions.** Answer all questions in **Japanese** except Question 5.

1. What does <sup>(1)</sup>this refer to?
2. How have supporters of the disabled <sup>(2)</sup>gone a step further?
3. Getting an operation is one of the traditional ways that people with disabilities <sup>(3)</sup>change themselves to be able to live in society. What are the other two ways?
4. What is the <sup>(4)</sup>social view of disability?
5. According to the passage, does each of the following situations show a traditional or social view of disability? Write “traditional” or “social.”
  - a. A local city hall creates sound recordings of printed information about their services posted on websites and in pamphlets. The sound recordings are made available to everyone.
  - b. An infant born with very poor eyesight is fitted with powerful eyeglasses that improve her ability to see.
6. According to the last paragraph, why is it sometimes unkind to praise disabled people who overcome their disabilities?

4

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

- Son: Hey, Mom and Dad, I've picked out a great apartment near the university!
- Father: Well... we have a couple of apartments in mind, too.
- Son: I'm sure they're not as <sup>(1)</sup> (better/easy/nice) as this one!
- Mother: All right, let's hear about it.
- Son: OK, well, <sup>(2)</sup> (it/one/there) has a big bedroom, a big balcony, it's really close to campus, and right next to a convenience store.
- Father: Close to campus is nice, but what about water, gas, and electricity?
- Son: Well, water's only 2,000 yen a month, no matter how <sup>(3)</sup> (many/much/often) I use, and it's all electric, so no gas.
- Mother: That means a big electric bill.
- Son: I promise to be careful.
- Father: Hmm... We'll see. What else? Does it have internet?
- Son: Oh, yes, it has a fast internet connection.
- Mother: That sounds pretty good, but <sup>(4)</sup> (how about/how do you think about/what do you think) the kitchen? Is it big enough for a fridge, a microwave, and a rice cooker?
- Son: Kitchen? I don't need a kitchen!
- Mother: Um... just how do you plan on eating then, son?
- Son: I'll eat out. You know, restaurants, friends' places, and convenience stores. That way I can save on electricity.
- Father: Ah... Well, in that case, maybe YOU should <sup>(5)</sup> (buy/get/pay) for your food and groceries!



**5**

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

Robots to monitor the health of the oceans — After years of studying the icy waters of the Southern Ocean with floating robots, a group of researchers is using them across the planet, from the North Pacific to the Indian Ocean. The oceans are extremely important to the weather, the sustainability of the earth, and the supply of food to large numbers of people. Compared to people on ships, the sensors in the robots help keep an eye on a larger area of the oceans and collect samples more often. The goal is to be able to watch <sup>(1)</sup>the health of the oceans in places where people only go once every ten years or so.

The project, known as the Global Ocean Biogeochemistry Array, started in March when they sent out the first of 500 new floating robots. They have computers, batteries, and a large number of sensors that will send back a clearer picture of the oceans and their health. The sensors will measure pH level, amount of salt, temperature, pressure, and O<sub>2</sub>. The measurements will be taken 1,000 meters down, where the floating robots will drift in slower moving water for a little over a week. The floating robots will then drop to 2,000 meters before coming back up and sending their data to researchers.

That data will be made available to researchers and schools for free. As the data increases over time, we will learn more and more about the oceans.

(Adapted from Reuters, “Robots to fan out across world’s oceans to monitor their health,” April 21, 2021, <https://www.reuters.com/business/environment/robots-fan-out-across-worlds-oceans-monitor-their-health-2021-04-21/> 一部改編)

### Questions

1. According to the article, what is better about using these floating robots to keep an eye on <sup>(1)</sup>the health of the oceans? Answer within 40 characters (letters) **in Japanese**.
2. What information related to <sup>(1)</sup>the health of the oceans do the floating robots get? Give three examples from the article. Answer **in English**.
3. Please give your opinion on the value to science of making the data available to researchers and schools for free. Answer within 60 characters (letters) **in Japanese**.