

2018年度

G 1

英 語

2月25日(日) 人文社会科学部
【前期日程】 教育学部 (音楽教育・美術教育・保健体育教育を除く各専攻・専修)
情報学部
地域創造学環 (選抜方法A) 13:00～14:20

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 問題冊子と下書き用紙は、必ず持ち帰りなさい。

1 Read the following passage from *A Bear Called Paddington* and answer the questions that follow in Japanese. (30 %)

Mr. Brown was pretty close to the truth when he said Paddington was probably having the time of his life while taking a bath. Unfortunately, it wasn't quite the same as he had meant it. Paddington was sitting in the middle of the bathroom floor drawing a map of South America with some of Mr. Brown's shaving cream.

Paddington liked traveling. At least, he liked his type of traveling, which meant seeing strange places and new people. Before he left South America on his long journey to England, his Aunt Lucy, who was a very wise old bear, had done her best to teach him all she knew. She had told him all about the places he would see on the way and she had spent many long hours reading to him about the people he would meet.

It had been a long journey, half-way round the world, and so Paddington's map occupied most of the bathroom floor and also used up most of Mr. Brown's shaving cream. With the little that was left he tried writing his name again. He had several attempts and finally decided on PADINGTUN. It looked very important.

(1) It wasn't until a drop of warm water landed on his nose that Paddington realized the bath was full and was beginning to run over the side. He climbed up onto the side of the bath, closed his eyes, held his nose with one paw*, and jumped. The water was hot, filled with soap, and much deeper than he had expected. In fact, he had to stretch hard even to keep his nose above water.

It was then that (2) he had an unhappy surprise. It's one thing getting into a bath. It's quite another getting out, especially when the water comes up to your nose and the sides are slippery and your eyes are full of soap. He couldn't even see to turn the water off.

He tried calling out "Help," first in a very quiet voice, then very loudly: "HELP! HELP!"

He waited for a few seconds but no one came. Suddenly he had an idea. What a good thing he was still wearing his hat! He took it off and began using it to empty the water out of the bath.

There were several holes in the hat because it was a very old one that had once belonged to his uncle, but (3) if the water didn't get much less, at least it didn't get any more.

"That's strange," said Mr. Brown, jumping up from his chair and touching his head. "I thought I felt a drop of water!"

"Don't be funny, dear. How could you?" Mrs. Brown, busy with her work, didn't even bother to look up.

Mr. Brown tried to relax and returned to his newspaper. He knew he had felt something, but it was no good getting angry. He looked over at the children, but both Judy and Jonathan were busy writing letters.

“How much does it cost to send a letter to the country of Lima?” asked Jonathan.

Judy was about to answer when another drop of water fell down from above, this time right on to the children’s table.

“Oh my!” said Judy as she jumped to her feet, pulling Jonathan after her. There was a scary wet spot right over their heads and right under the bathroom!

“Where are you going now, dear?” asked Mrs. Brown.

“Oh, just upstairs to see how Paddington is doing.” Judy pushed Jonathan through the door and shut it quickly behind them.

“Hey,” said Jonathan, “what’s up?”

“It’s Paddington!” cried Judy over her shoulder as she hurried up the stairs. ⁽⁴⁾ “I think he’s in trouble!”

She ran along the landing and knocked loudly on the bathroom door. “Are you all right, Paddington?” she shouted. “May we come in?”

“HELP! HELP!” shouted Paddington. “Please come in. I think I’m going to drown!”

“Oh, Paddington!” Judy leaned over the side of the bath and helped Jonathan lift a very wet and very scared Paddington onto the floor. “Oh, Paddington! I’m glad you’re all right!”

Paddington lay on his back in a pool of water. “I was lucky I had my hat,” he said, tired. “Aunt Lucy told me never to be without it.”

“But why didn’t you just pull the plug out?” said Judy.

“Oh!” Paddington looked embarrassed. “I, I never thought of that...”

*paw = 熊の手

Adapted from Michael Bond’s *A Bear Called Paddington*, Reprinted by permission of HarperCollinsPublishers Ltd, copyright © 2003.

Questions

Answer the following questions in Japanese.

1. Translate the underlined sentence at (1) into Japanese.
2. In the story, the author says (2) he had an unhappy surprise. Who is “he” and what was the “unhappy surprise”?
3. The author says (3) if the water didn't get much less, at least it didn't get any more. Explain why the water didn't get much less and why it didn't get any more.
4. In the story, Judy says (4) “I think he's in trouble!” Why does she think so?
5. How far did Paddington travel?
6. What does Paddington take with him everywhere he goes?

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. (10 %)

Example: (a) If you do not (b) understand the question, you should (c) rise your hand and ask the teacher (d) to repeat it.

	Example:
Answer:	c raise your hand

1. (a) Unlike me, John (b) easily gave up (c) to smoke, after (d) having been a smoker for many years.
2. (a) Knowing not (b) how to behave properly at such a formal party, Cinderella (c) looked around nervously, (d) unable to speak to anyone.
3. The rumor (a) which the President will resign before he (b) completes his (c) term of office has been (d) denied.
4. I (a) feel exciting because (b) I'm going to see my old classmates (c) for the first time (d) in fifteen years.
5. I forgot to (a) bring a book to read (b) for the long flight. I (c) must (d) buy it at the airport.

3

Read the following passage and answer the questions that follow in English. (25 %)

"I didn't get invited to Julie's party. . . I'm such a loser."

"I missed the bus. . . nothing ever goes my way."

"My science teacher wants to see me. . . I must be in trouble."

These are the thoughts of a high school student named James. You wouldn't know ⁽¹⁾it from his thoughts, but James is actually pretty popular and gets good grades.

It's sad, but when James comes against a problem he makes a common mistake; he falls into what I like to call "thought holes." Thought holes are distorted* views of reality. They are negative ideas about a situation based on having a poor understanding. For James, thought holes give him a lot of stress and worry.

Here's the thing, all kids take things the wrong way or jump to conclusions at times, but having a distorted view of reality, time after time, is not without its dangers. Studies show that bad thoughts about ourselves (for example, "I'm a loser") can cause negative feelings (pain, stress, tiredness) that, in turn, cause self-defeating actions (acting out, skipping school). If we don't do anything, ⁽²⁾this habit can also lead to more serious problems, such as depression and powerful stress.

Fortunately, in a few steps, we can teach teens how to fill in their thought holes. It's time to throw out the idea of positive thinking and introduce the tool of accurate** thinking. The lesson begins with an understanding of what causes inaccurate thinking in the first place.

One person walks down a busy street and sees words and pictures painted on the wall, dirt on the walkway, and a couple fighting. Another person walks down the same street and notices a cool gentle wind, an ice cream shop, and a smile from a stranger. We each take in a small number of images from our environment through which we try to understand what is happening. In short, we create our own reality by that to which we give attention.

Why don't we just understand what is happening around us by looking at all of the information? We can't; there is simply too much data to think through. In fact, our mind can take in 20 million bits of information through the five senses in a single second. Data is then reduced so that the mind can focus on only 7 to 40 bits. This is a mental shortcut.

Shortcuts keep our minds healthy by keeping us from receiving too much information. Shortcuts help us judge the world around us quickly. Shortcuts also, however, leave us open to errors in the way we see things. Because we see reality through just a tiny piece of information, if that information is not balanced (for example, it doesn't include the positive, but only the negative), we are left with a distorted view of reality, or a thought hole. Not only are we in danger of errors in thinking, but we also often make the same errors over and over again.

Once teens understand why they fall into thought holes and that there are several of them

that many people fall into, they are ready to start filling them in by trying a method called the 3 Cs:

- *Check* for the usual thought holes
- *Collect* more information to paint an accurate picture
- *Challenge* the original thoughts

Let's teach our teens that thoughts, even distorted ones, affect their emotional well-being. Let's teach them to try accurate thinking. Above all, let's teach our teens that they have the power to choose their thoughts.

*distorted = ゆがんだ

**accurate = 正確な

How to Stop Automatic Negative Thoughts Adapted from "How to Stop Automatic Negative Thoughts" by Renee Jain. Huffington Post. 12 December 2016. Copyright © Renee Jain and GoZen.com.

Questions

Answer the following questions in English.

1. What does ⁽¹⁾it refer to?
2. Give an example of a thought hole from the article.
3. Which of the items below correctly explains the process of ⁽²⁾this habit? Write (a), (b), (c), or (d).
(a) ideas → feelings → actions (b) actions → feelings → ideas
(c) actions → ideas → feelings (d) feelings → actions → ideas
4. Two people walk down the street together, but they see different things. Explain why.
5. According to the article, how do we keep ourselves from taking in too much information?
6. According to the article, is each of the following statements true (T) or false (F)? Write T or F.
(a) Teenagers should learn to stop focusing on positive thoughts.
(b) Teenagers should make their own reality different by walking down the street.
(c) Teenagers should jump to conclusions to avoid mental shortcuts.
(d) Teenagers should try to invent their own original thoughts.
(e) Teenagers should practice selecting their ideas.

4 Complete the conversation by filling in each blank with the most appropriate word from the box below. Do not use any word more than once. (10 %)

Daughter: (From far away) Bye, dad! I'm going out!
Dad: Wait! Come here a second. Where are you going?
(Daughter comes into the kitchen)
Daughter: I'm going out with friends.
Dad: Hey, you're not going out with friends (1) that!
Daughter: Why? What's wrong (2) it?
Dad: Well, (3) one, that shirt shows too much...
Daughter: But all my friends are wearing shirts like this.
Dad: ...and that skirt is way too short.
Daughter: Too short? It's barely (4) my knees!
Dad: Well, when I was (5) school the girls all wore their skirts down to their shoes.
Daughter: No they didn't! I saw that picture of you and mom when you were dating, and her skirt was really short!
Dad: Oh...well...that was different!

above	after	among	around	at
beside	by	for	in	into
of	out	through	up	with

5

Imagine you have a chance to interview any famous person, living or dead. First, introduce the person you would like to talk to. Then, explain what questions you would ask them and why you chose those questions. **Answer in about 120 words in English.** (25 %)

問題訂正

科目 英語

訂正箇所

1. 7ページ 問題 4 会話文12行目

(誤) ... No they didn't! ...

(正) ... No, they didn't! ...