

2024 年度 一般入学試験前期日程 (2月1日)

問題〔コミュニケーション英語 I・II 及び英語表現 I〕

I. 次の1～5について、下線部の発音が同じものには○、異なるものには×を、それぞれ解答欄に書きなさい。

- | | |
|--------------------------------------|--|
| 1. (swe <u>a</u> t, swe <u>e</u> t) | 2. (de <u>a</u> r, de <u>e</u> r) |
| 3. (hou <u>s</u> e, hou <u>s</u> es) | 4. (loo <u>k</u> ed, wat <u>ch</u> ed) |
| 5. (bo <u>th</u> , smoo <u>th</u>) | |

II. 次に示す例にならって、下の1～5の単語でもっとも強く発音される音節を、それぞれ解答欄に書きなさい。

例： **án**-a-lyze 第1音節； a-**nál**-y-sis 第2音節； an-a-**lýt**-ic 第3音節
(太字にアクセント記号のある部分がもっとも強く発音される音節です。)

- | | |
|--------------------------|--------------------------------|
| 1. con·sid-er (consider) | 2. in-di-vid-u-al (individual) |
| 3. ho-ri-zon (horizon) | 4. at-ti-tude (attitude) |
| 5. po-ta-to (potato) | |

III. 次の1～10の()内に入るもっとも適切な語を下記の語群より選びなさい。語は繰り返し選べます。

1. All five hated () another.
2. Many people thought () those days that the world would get much better.
3. Terry devoted 30 years () the company.
4. The politician tried to protect the nation () terrorist attacks.
5. I'll pick you () at the station.
6. At last Linda found () which way she should go.
7. You should have focus () the lesson.
8. His lecture dealt () global warming.
9. I'm going to care () my parents.
10. Suzan is married () a Japanese.

[for from in on one out to up with]

IV. ()内の語を並べ替え、日本文の意味を表す英文にしなさい。文の始めは大文字にして答えなさい。

1. この前の金曜日に誰が私に会いに来たか、知っていますか？
(came, do, Friday, know, last, me, see, to, who, you,)?
2. 私の息子が本気でフランス語の勉強を始めた。
(began, earnest, French, in, my, son, study, to).
3. カレンは目が覚めたらソファの上に横になっていた。
(awoke, find, herself, Karen, lying, on, the, sofa, to).
4. テッドがそんなばかなことをするはずがない。
(a, can't, done, have, silly, such, Ted, thing).
5. その歌手はたまたまそのパーティーに出席していた。
(at, be, happened, party, present, singer, the, the, to).

V. 次の英文を読み、下記の設問に答えなさい。*付きの語は注があります。

Certain arm behaviors relay the message, “Don’t come close to me; don’t touch!” For instance, watch some university professors, doctors, or lawyers as they walk down a hallway, or for that matter, look at the Queen of England or her husband, Prince Philip. (1) When people place their arms behind their backs, first they are saying, “I am of higher status.” Second, they are transmitting, “Please don’t come near me; I am not to be touched.” This behavior is often misunderstood as merely a pensive or thinking pose, but unless seen in someone studying a painting at a museum, for example, it is not. Putting the arms behind the back is a clear signal that means, “Don’t get close; I don’t want to make contact with you.” Adults can convey this message to each other and to children—even pets are sensitive to *segregating gestures of the arms. (2) Imagine how *isolating it must be for a child growing up in a household where each time he *yearns to be held, his mother withdraws her arms behind her back. Such *nonverbal messages, unfortunately, have lasting effects on a youngster and, all too often, like other forms of neglect and abuse, are later imitated and transmitted to the next generation.

Humans dislike it when we feel unworthy of being touched. When a couple walks together and one or the other’s arms are behind the back, they are restraining themselves. Obviously, closeness or intimacy is not reflected by (3) this behavior. Note how you feel when you extend your arm to shake someone’s hand and he does not respond. When we reach out for physical contact and it is not *reciprocated, we feel rejected and *dejected.

There is ample scientific research that suggests that touch is very important for the well-being of humans. (4) Health, mood, mental development, and even *longevity are said to be influenced by how much physical contact we have with others and how often positive touching takes place. We have all read about studies where merely stroking a dog lowers a person’s heart rate and serves as a calming agent. Perhaps this is true because pets are typically so unconditional in their affections that we never have to worry about reciprocation.

As a species, we have learned to use touch as a barometer of how we feel. We reach toward the things we really like and hold unpleasant things at arm’s length. If (5) you hand someone a dirty *diaper for disposal, notice how the immediate reaction is to grasp it with as few fingers as possible and hold the arm away from the body. No one receives training in this, yet we all do it, because the *limbic brain limits contact with objects that are disagreeable, unhealthy, or dangerous to us.

This *arm-distancing* phenomenon occurs not only when we encounter objects we don’t like, but also when we are around people we don’t enjoy. Our arms will act as either barriers or blocking mechanisms (like a running back stiff-arming a would-be tackler) to protect and/or distance us from threats or anything we *deem negative in our environment. You can

learn a lot about how a person feels about someone or something by noting whether the arm either engages or distances from the individual or object in question. Watch people at the airport or on a packed sidewalk and notice how (6) they use their arms to protect themselves or to block others from getting too close as they make their way through the crowd. Then note how people with whom *you* interact greet you in social or business situations. I think you'll start to see that the saying "keeping someone at arm's length" has real meaning and practical consequences.

(*What Every Body Is Saying* (2008))

注： segregate 分離する・隔離する、 isolate 孤立させる、 yearn 切望する、
nonverbal 非言語的な、 reciprocate 返礼する、 dejected 落胆した・憂鬱な、
longevity 寿命、 diaper おむつ、
limbic brain 辺縁脳（感情・行動などをつかさどると考えられている）、
deem 考える・思う

1. 下線部（1）の時、二つの意味が生じます。それらを日本語で答えなさい。
2. 下線部（2）を日本語にしなさい。
3. 下線部（3）は、どんな行動ですか。日本語で答えなさい。
4. 下線部（4）は、どのようなことに影響を受けますか。日本語で答えなさい。
5. 下線部（5）のような時、相手はどう反応しますか。日本語で答えなさい。
6. 下線部（6）を日本語にしなさい。