

PART I

[A] 空欄(1)～(15)に入れるのに最もふさわしい語を、それぞれ与えられた選択肢から選び、解答欄に番号で記しなさい。

Different peoples have turned the human commonplace, a head of hair, into expressions of (1) status, beauty, and symbols. This has happened throughout history and in cultures (2) the world.

In ancient Egypt, the rulers wore complex wigs to demonstrate (3) social position. In Republican Rome, the style of hair showed (4) each woman's position was in society: free woman or slave, married or unmarried. This (5) in Imperial Rome when style for style's sake became popular.

This led, (6) Europe, to extensive use of hair aids, including wigs. Women in (7) 18th century wore elaborate, and heavy, wigs that limited movement. Men (8) great curtains of wigs covered with white powder. All of this people did to (9) wealth and position, as well as make personal statements of taste (10) symbolic statements of religion and group membership.

Today wigs may not be a symbol (11) wealth and power. But hair is still a statement, whether it (12) the shaved head of a punk rocker or the silky, long falling hair of a (13) star. With the aid of razor and scissors, with color and gel, we each (14) a statement about our identity every time we pass a comb (15) our hair.

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|-----|----------------|-------------|----------------|----------------|
| 1. | 1 social | 2 socialist | 3 society | 4 sociological |
| 2. | 1 around | 2 in | 3 on | 4 through |
| 3. | 1 his | 2 its | 3 our | 4 their |
| 4. | 1 what | 2 which | 3 who | 4 why |
| 5. | 1 affected | 2 changed | 3 occurred | 4 visited |
| 6. | 1 by | 2 in | 3 on | 4 through |
| 7. | 1 a | 2 any | 3 some | 4 the |
| 8. | 1 had | 2 have | 3 have to have | 4 were having |
| 9. | 1 adapt | 2 display | 3 dispose | 4 encounter |
| 10. | 1 additionally | 2 and | 3 as well | 4 plus it |
| 11. | 1 by | 2 for | 3 of | 4 with |

- | | | | | |
|-----|-------------|------------|------------|------------|
| 12. | 1 be | 2 can be | 3 is being | 4 is to be |
| 13. | 1 celebrity | 2 diligent | 3 movie | 4 talent |
| 14. | 1 construct | 2 engage | 3 make | 4 prove |
| 15. | 1 by | 2 into | 3 through | 4 with |

[B] 与えられた語句から最もふさわしいものを選び、解答欄に番号で記しなさい。

16. If I (1 could know 2 had known 3 knew 4 known) his telephone number, I would call him.
17. Look! It's snowing. Put on your coat before you (1 are going 2 go 3 will be going 4 will go) outside.
18. Enoshima, the place (1 at where 2 in which 3 where 4 which) we first met, remains our favorite spot for summer outings.
19. Before we make a decision, there are a number of questions that (1 need to answer 2 require answering 3 should be answered 4 should answer).
20. I know I missed the first week of school, but (1 being wanting 2 have wanted 3 having wanted 4 wanted) to visit Bali all my life, this was a chance I simply could not pass up.
21. There were over five thousand (1 people present 2 people to present 3 present people 4 to present people) at the demonstration for world peace.
22. My sister was watching television downstairs (1 during 2 hardly 3 while 4 until) I was reading in my bedroom.
23. The prisoner jumped (1 across 2 along 3 over 4 through) the wall and escaped from prison.
24. Parents usually think that their children are very (1 dispensable 2 particular 3 special 4 specific).

25. At a glance, your best friend can (1 explain 2 express 3 learn 4 tell) if there is something wrong with you.
26. When you are doing your homework, always make sure that you begin (1 from 2 in 3 on 4 with) harder problems than easier ones.
27. Before you enter the sickroom, you need to wash your hands very carefully. First you should put one hand on the back of (1 another 2 the contrary 3 the opposite 4 the other) hand and rub them together.
28. Look at my new sweater. I saw it on television and ordered it (1 about 2 by 3 on 4 with) the phone.
29. When a fire follows an earthquake, it is better to keep the doors and windows closed in order to (1 keep the fire from spreading 2 limit the fire inside 3 prevent the fire to be spreaded 4 stop the fire to spread).
30. You must have learned about different religions in high school, but it is not always easy to truly understand them (1 if only you studied them 2 if you only studied them 3 if you studied only them 4 only if you studied them) in the lecture.
31. It has (1 been 2 left 3 passed 4 taken) twenty years since my best friend, Miho, and I met in the children's choir.
32. I will never forget the principal's (1 language 2 speaking 3 talking 4 words) at our high school graduation.
33. Please bring a helmet with you for our hike tomorrow. We will explore a cave and you may need the helmet to (1 keep 2 protect 3 rescue 4 save) your head.
34. I asked my parents if I could go to Chicago and stay with a host family for three weeks this summer. I thought it would greatly help me (1 accomplish 2 achieve 3 improve 4 progress) my listening ability in English.
35. Did you forget to write your name on the test? It is a very (1 common 2 normal 3 ordinary 4 usual) error for students, so you should be careful.

[C] 下線をつけた箇所から不適切な表現を選び、解答欄に番号で記しなさい。

36. After he described me the situation, I advised him to consider applying to a different school.
37. My computer had broken down and I hoped that the new one arrives before the weekend, but it was not possible.
38. June and Mary asked me to go to the movies with them, but I was tired and I didn't want.
39. I envy Peter. He speaks Chinese very good and can travel around the country without any trouble.
40. When you are steaming vegetables, be sure not to overcook them. It is one of the most important thing to remember if you want to be a better cook.
41. This is what I heard. Now, I don't know if or not it's true, but the rumor is that classes will be canceled next week.
42. I find difficult to understand why Jack is always late. He knows how much it annoys me.
43. I often make noodles when I am home on weekends. The only problem is that my wife likes them more soft than I would prefer.
44. After playing basketball for several hours, you should clear your body thoroughly in a shower.
45. Since Michala was only three years old, she needed her mother's help when wearing the new pair of pants.
46. Many students decide to study nursing in college as they learned the importance of helping surrounding people while growing up.

47. When the game 1) was over, players 2) from both teams came to the 3) center of the court and 4) shook hand.
48. 1) All you have to do to unlock the safe is to get the key, put it 2) into the keyhole and 3) turning the key to 4) the left twice.
49. I 1) very admired John's ability 2) to play the piano. He played the Mozart sonata 3) flawlessly. It 4) brought tears to my eyes.
50. I 1) just noticed that one of the coffee cups you are holding 2) has a stain. Will you hand 3) a cup to me so I can 4) wash it off?

PART II

[A] 以下の文を読み、設問に答えなさい。

Let us now consider how we learned basic words. The first thing they have in common is that we learned them quite unconsciously. In every language, children acquire basic words effortlessly while living through everyday situations. In this way they learn phonological* shapes of words and their meanings together as a harmonious whole. Children do not have to ask the meanings of basic words.

When learning more difficult words, such as antiquated** words, loan-words***, and technical terms****, however, we typically go through the following process. First, we hear a word spoken or see it in print, and then ask someone what it means.⁽¹⁾ Or we may first see an object and then ask someone what it is called.

With basic words, there is no such separation of sound and content.⁽²⁾ Sound and content always go together as a set, neither one preceding the other. It makes no sense, therefore, to ask self-explanatory questions such as “What is *ishi*?” and “What does *itai* mean?” Because their meanings are empirically**** so clear, they need not be explained with other words.

A basic vocabulary is thus shared by virtually everyone who belongs to the same language community. Each person can use it effortlessly. Does this mean that everyone understands all basic words in exactly the same fashion? Not really, since each person has had a different experience with any given word.⁽³⁾

Consider the word *dog*. The word *dog* evokes very different images in the minds of those who have been bitten by dogs and those who have not. Dog lovers can distinguish different kinds of dogs and point out their respective characteristics, while people who are not interested in dogs cannot.⁽⁴⁾ But this does not keep anyone from understanding and using the word *dog*. With this in mind, I feel that the meaning of a word should be as follows: the sum total of all the individual experience and knowledge we have in connection with a certain phonological shape.

注 *phonological = 音韻論的な

***loanwords = 外来語・借用語

****empirically = 経験的に

**antiquated = 時代遅れの

****technical terms = 専門用語

設問

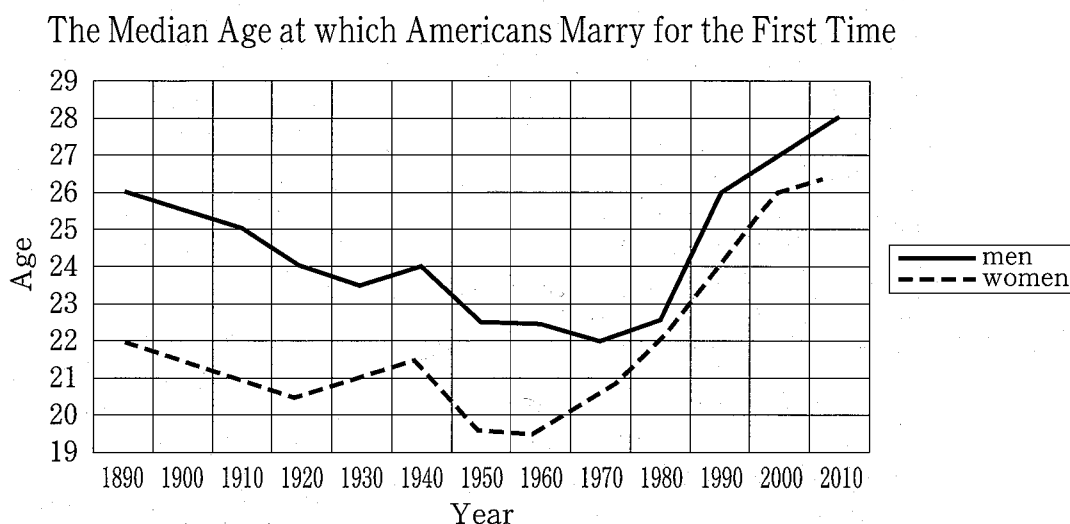
- (1) 下線部(1)を日本語に訳しなさい。
- (2) 下線部(2)を日本語に訳しなさい。
- (3) 下線部(3)を日本語に訳しなさい。
- (4) 下線部(4)を日本語に訳しなさい。
- (5) この文の題として最も適切なのは以下のどれか。1つだけ選び、その番号を選択式解答欄に記しなさい。

- 1. How children learn language
- 2. The language community
- 3. The meaning of words
- 4. Those who love dogs and those who don't

[B] 次の文を読み、以下の設問に答えなさい。

Patterns of marriage and family life in the United States are undergoing major shifts. One of the most significant trends in the changing US marriage patterns is the decision by young people to postpone marriage.

As you can see from the chart below, the average age of first-time brides and grooms declined from the 1890s to the 1950s. In 1890 the typical first-time bride was 22 years old, but by the 1950s she was in her early twenties. For about 20 years there was little change. Then, in the 1970s, the average age started to increase sharply. Today the average first-time bride or groom is older than at any time in US history.



A wide range of changes in social attitudes and cultural values may help explain the increase in later marriages. For example, there is the growing acceptance of cohabitation in which adults live together in a sexual relationship without being married. Cohabitation has increased rapidly since the 1970s.

This shift in marriage patterns has numerous implications. One is smaller family size, as couples marrying later have a shorter time in which they can have children. Another is the increasing number of older parents; people getting married and having a child in their 30s means they will be in their 50s as the child graduates from high school.

Whatever the future of marriage in America, we can be sure there will be a future. Marriage is in no danger of disappearing. Marriage, in one form or another, is functional in so many ways that it exists in every society. The forms of marriage as we now know them may change, but marriage is in good shape.

設問

1. The best title for this passage would be “_____.”
 1. Dangers facing marriage
 2. Postponing marriage
 3. Reasons for late marriage
 4. The results of cohabitation
2. Based on the chart, the year at which men and women were closest in age at the time of their first marriage was _____.
 1. 1960
 2. 1970
 3. 1980
 4. 1990
3. One result of later marriages is that _____.
 1. fewer children are likely
 2. more children will graduate from high school
 3. families will increase in size
 4. there will be more cohabitation
4. A possible reason for later marriages is that _____.
 1. families will become smaller and smaller
 2. more and more people are cohabitating
 3. the institution is in danger of becoming out of date
 4. there will be more older parents
5. The writer thinks that _____.
 1. first-time brides are in danger of disappearing
 2. marriage is too functional to continue to exist
 3. marriage will continue, though possibly in different forms
 4. the future of marriage and families is under attack
6. “Implications” in the fourth paragraph means _____.
 1. beginnings
 2. consequences
 3. reasons
 4. variations

[C] 以下の設問に答えなさい。

In 100 to 150 words in English, write a short essay in response to the following question. Be specific and include examples and /or reasons.

“If you could travel anywhere in the world, where would you like to go?”

【出典】

PART I

[A] Inspired by and based in part on: Singleton, K., “Much ado about hair through the centuries” *International Herald Tribune*, 2006 May 31.

PART II

[A] Suzuki, T. 1989. *Words in context: A Japanese perspective on language and culture*. Translated by Akira Miura, Kodansha International.

[B] Based on: Henslin, J.M. 2001. *Sociology: a down-to-earth approach*. Boston: Allyn and Bacon.