

'20

前期日程

英 語

(社会情報学部)

注 意 事 項

1. 試験開始の合図があるまで、この問題冊子を開いてはいけません。
2. 問題冊子は1冊(13頁)、解答用紙は7枚です。落丁、乱丁、印刷不鮮明の箇所等があった場合には申し出てください。
3. 氏名と受験番号は解答用紙の所定の欄に記入してください。
4. 解答は指定の解答用紙に記入してください。
5. 解答用紙は持ち帰ってはいけません。
6. 問題冊子は持ち帰ってください。

1

次の英文は動物の感情について述べたものである。これを読んで下記の設問に答えなさい。解答は解答用紙の所定の欄に書きなさい。(①～⑨の数字は段落番号を表す。)

① Welcome to the fascinating world of animal emotions. As a scientist who's studied animal passions for more than thirty years, I consider myself very fortunate. I love what I do. I love learning about animals, and I love sharing with others what my colleagues and I discover. Whenever I observe or work with animals, I get to contribute to science and develop social relationships at the same time, and to me, there's no conflict between those two activities.
(a)

② The study of animal emotions has changed a great deal in the past thirty years. When I first began my studies, researchers were almost all skeptics who spent their time wondering if dogs, cats, chimpanzees, and other animals felt anything. Since feelings don't fit under a microscope, these scientists usually didn't find any. But there are fewer and fewer skeptics today, and while debates over whether animals have emotions still occur, the question of real importance is becoming why animal emotions have evolved the way they have. In fact, the paradigm is shifting (c) (d) such an extent that the burden of (e) now falls more often to those who still argue that animals don't experience emotions. If our dog, Fido, is observed to be angry or frightened, we can say so with the same certainty with which we discuss human emotions. Scientific journals and the popular press regularly publish stories and reports on joy in rats and grief in elephants, and no one blinks.
(f)

③ It's bad biology to argue against the existence of animal emotions. Scientific research supports the view that numerous and diverse animals have rich and deep emotional lives. Emotions have evolved as adaptations (g) in numerous species, and they serve as a social glue to bond animals with

one another. Emotions also catalyze and regulate a wide variety of social encounters among friends, lovers, and competitors, and they permit animals to protect themselves adaptively and flexibly using various behavior patterns in a wide variety of places.

- ④ Charles Darwin’s well-accepted ideas about evolutionary continuity, that differences among species are differences in degree rather than kind, argue strongly for the presence of animal emotions, empathy, and moral behavior. What we have since learned about animal emotions and empathy fits well with what we know about the lifestyles of different species — how complex their social interactions and social networks are. Emotions, empathy, and knowing right from wrong are keys to survival, without which animals — both human and nonhuman — would die out. That’s how important they_(h) are.
- ⑤ I often begin my lectures with the question: “How many of you believe that dogs have feelings?” Then almost every hand waves wildly and people smile and nod in agreement. To live with a dog is to know firsthand that animals have feelings. It’s a no-brainer_(i). We map their feelings by observing their behavior, guided by the analogy of our own emotional templates, and we do it_(j) very reliably. And today, I’m happy to say, even the majority of scientists agree with what seems like common sense_(k) to everyone else.
- ⑥ Recognizing that animals have emotions is important because animal feelings matter₍₁₎. Animals are sentient beings who experience the ups and downs of daily life, and we must respect this when we interact with them. Animals are not only the companions we live with, care for, and love; they are also the billions of other domesticated animals who live on farms and in slaughterhouses and provide us with food and clothing. And wild animals are continually faced with trying to share our ever-crowded world.
- ⑦ Our relationship with other animals is a complex, ambiguous, challenging, and frustrating affair, and we must continually reassess how we should

interact with them. Part of this reassessment involves asking difficult questions, and making sure our actions match our understandings and beliefs. Thus, I often ask researchers who conduct invasive work with animals or people who work on factory farms: “Would you do that to your dog?” Some are startled by this question, but it’s a very important one to ask. If we wouldn’t do something to our companion animals that we do daily to mice, rats, monkeys, pigs, cows, elephants, chimpanzees, or even non-companion cats and dogs, we need to ask ourselves why.

- ⑧ Humans have enormous power to affect the world any way we choose. Daily, we silence sentience in innumerable animals. However, we also know that we’re not the only sentient creatures with feelings, and with this knowledge comes the enormous responsibility and obligation to treat other beings with respect, appreciation, empathy, and love. There’s no doubt that, when it comes to what we can and cannot do to other animals, it’s their emotions that should inform our discussions and our actions on their behalf, and we can always do more for them.
- ⑨ Emotions are the gifts of our ancestors. We have them and (p) do other animals. We must never forget this.

(Marc Bekoff, *The Emotional Lives of Animals*, 2007 から一部内容を変更して引用。 Reprinted from "The Emotional Lives of Animals" by Arthur Asa Berger, New World Library. Copyright © 2007 New World Library.)

注

第②段落 skeptic: a person who questions or doubts accepted opinions

microscope 顕微鏡

第③段落 adaptation 適応

social glue 社会的に結び付けるもの

catalyze 触媒作用を及ぼす, 促す

第④段落 Charles Darwin チャールズ・ダーウィン(進化論を唱えたイギリスの生物学者)

empathy 共感

第⑤段落 firsthand 直接に

analogy 類推

template 枠組み

第⑥段落 sentient 感覚のある

domesticated animal 家畜

slaughterhouse 屠殺場, 食肉処理場

第⑦段落 ambiguous 曖昧な

reassess: consider again

invasive (動物に苦痛を与えるなど)侵襲的な

startle びっくりさせる

第⑧段落 inform: have an influence on

on their behalf: for their benefit

設問

問 1 下線部(a)の“those two activities”は何を指すのか, 本文に即して日本語で答えなさい。

問 2 下線部(b)を和訳しなさい。

問 3 下線部(c)の英文を「実際、思考の枠組みが大きく変わりつつあるので、現在では立証責任が、動物は感情を抱かないと今でも論じる人々にかかることがより多くなっている」という意味にするには、空欄(d)と空欄(e)にそれぞれ何を入れればよいか、最も適切な単語の組み合わせを以下の表中(ア)~(エ)の中から1つ選んで記号で答えなさい。

	(d)	(e)
(ア)	on	proof
(イ)	to	proof
(ウ)	on	prove
(エ)	to	prove

問 4 下線部(f)の“no one blinks”の意味に最も近いものを以下の選択肢の中から1つ選んで記号で答えなさい。

- (ア) 誰も怒らない。
- (イ) 誰も驚かない。
- (ウ) 誰も悲しまない。
- (エ) 誰も喜ばない。

問 5 下線部(g)に“Emotions have evolved as adaptations in numerous species”とあるが、感情が動物たちにとってどのような役割を果たしているのか、第③段落から具体例を日本語で3つ挙げなさい。

問 6 下線部(h)の“they”は何を指すのか、本文に即して日本語で答えなさい。

問 7 下線部(i)の“no-brainer”の意味に最も近いものを以下の選択肢の中から1つ選んで記号で答えなさい。

- (ア) 簡単なこと
- (イ) 困難なこと
- (ウ) 非難すべきこと
- (エ) 賞賛すべきこと

問 8 下線部(j)の“do it”はどのような行為を指すのか、その方法も含めて本文に即して日本語で答えなさい。

問 9 下線部(k)の“common sense”は何を指すのか、本文に即して日本語で答えなさい。

問10 下線部(l)の“matter”と置き換えが可能な表現を以下の選択肢の中から1つ選んで記号で答えなさい。

- (ア) are physical
- (イ) are questionable
- (ウ) are secret
- (エ) are significant

問11 下線部(m)を和訳しなさい。

問12 下線部(n)を和訳しなさい。

問13 下線部(o)の英文を「私たちはそれらを持っている。他の動物も同様である」という意味にするには、空欄(p)に何を入れればよいか、以下の選択肢の中から1つ選んで記号で答えなさい。

- (ア) as
- (イ) same
- (ウ) so
- (エ) such

2

次の英文は友情と恋愛について述べたものである。これを読んで下記の設問に答えなさい。解答は解答用紙の所定の欄に書きなさい。(①～⑤の数字は段落番号を表す。)

① Interpersonal relationships have many functions. One of the most important of these involves developing friendships. Friendships usually evolve in distinct stages. We meet someone somewhere (a) chance — at work, at a party, on the internet, at a bar, wherever. This is known as a role-limited interaction because we generally don't disclose very much about ourselves to one another. The next step involves finding out more^(b) about each other to see whether we have interests and tastes in common. Usually people become friends with others who are like them in various ways — who are roughly the same age, have the same education, and status. At the next stage, people start disclosing more, of a personal nature, about themselves. If all goes well, the next step is a caring^(c) relationship in which two people feel bonds of affection toward one another. After a period of time this leads towards a more stabilized relationship, in which the friends tend to see one another frequently. This^(d) stage is characterized by trust and the ability to share intimate matters. Many friendships remain at this stage, but sometimes, for one reason or another, people drift apart and the friendship wanes.

② Some friendships are associative and based on chance relationships, like being students in the same class. When a new semester begins, these friendships often wane. Other friendships involve reciprocity^(e) — in which each person does something for the other and both gain from the relationship. Usually there are feelings of mutual affection in this kind of relationship. Relationships among friends, politicians, movie stars, and so on are also one of the most common topics for conversation among people, since we are all fascinated by other people's behavior.

- ③ Some friendships (f) into love affairs. People “fall in love.” But ^(g) what does it mean to fall in love? When we trip over something and are falling, we have no control over ourselves, and this feeling explains what we mean by falling in love. We’ve lost control of ourselves, and we hope that when we land, we won’t get hurt. It also may explain what happens when love affairs don’t work out and we “fall out of love.” Before we fall in love, when we think about our partner, there is often some speculating about the suitability of the love affair: is our love object similar to us in important ways, is our love object physically attractive?
- ④ Like friendships, love relationships also involve certain steps, from (h) aware of a potential love object, (i) a connection, (j) to know one another better, (k) a great deal of time together, (l) passionately involved with one another, and falling in love. Now, in the age of social (m), many love affairs start on the internet. There are various sites that help people find others like them.
- ⑤ Romantic love is a matter that preoccupies our greatest playwrights, novelists, and pop song writers. It is, for most people, their most important relationship. When I was growing up there was a popular song called “All in the Game” which suggested that love is a game. Seeing love as a game casts it in a much different light than seeing love as something serious and important. If love is a game, if you get tired of playing it with someone, you can stop and find someone else to play the game with. The high rate of divorce in America and many other countries suggests that love is one of the more difficult relationships to maintain. And that is ⁽ⁿ⁾ because in all relationships there are inevitably conflicts that have to be resolved one way or another. ^(o) If there are too many conflicts and they become too serious, romantic love isn’t enough to hold people together, and they separate or get divorced. A great deal of popular music is devoted to problems with love affairs, with being cheated on, with being

“dumped,” and other complications leading to heartbreak and sadness.

(Arthur Asa Berger, *Messages: An Introduction to Communication*, 2015 から一部内容を変更して引用 . Reprinted from "Messages : An Introduction to Communication" by Marc Bekoff, Left Coast Press 2015)

注

第①段落 interpersonal 個人間の

stabilize 安定させる

drift apart 疎遠になる

wane 弱くなる

第②段落 associative 連帯の

semester 学期

第③段落 trip over つまずく

speculate 思いめぐらす

suitability ふさわしいこと

第⑤段落 preoccupy 夢中にさせる

playwright 劇作家

“All in the Game” 1958年にヒットしたトミー・エドワーズの歌

complication 困難な状況

設 問

問 1 空欄(a)に入る最も適切な単語を以下の選択肢の中から1つ選んで記号で答えなさい。

(ア) by

(イ) from

(ウ) in

(エ) on

問 2 (1)下線部(b)を和訳し, (2)なぜ私達は下線部(b)で述べられているような行動をとるのか, 本文に即して日本語で説明しなさい。

問 3 下線部(c)を和訳しなさい。

問 4 下線部(d)の “This stage” で, (1)友人同士はどのような状況にあるのか, (2)この段階の特徴は何か, 本文に即して日本語で説明しなさい。

問 5 下線部(e)にある相互関係(reciprocity)とはどのようなものと説明されているか, 本文に即して日本語で2つ挙げなさい。

問 6 空欄(f)に入る最も適切な単語を以下の選択肢の中から1つ選んで記号で答えなさい。

(ア) break

(イ) look

(ウ) turn

(エ) vanish

問 7 下線部(g)の “fall in love” という表現は, 恋に落ちることがつまずいて倒れ込む(fall)ことと似ているために用いられる。どういった点が似ているのか, 本文に即して日本語で2つ挙げなさい。

問 8 相手との恋愛関係がふさわしいものか思いめぐらす際に私達が考える具体的な内容を第③段落から日本語で2つ挙げなさい。

問 9 空欄(h)～(l)に入る最も適切な単語の組み合わせはどれか、以下の表の(ア)～(オ)の中から1つ選んで記号で答えなさい。

	(h)	(i)	(j)	(k)	(l)
(ア)	becoming	making	getting	spending	becoming
(イ)	being	building	coming	spending	making
(ウ)	becoming	maintaining	getting	making	getting
(エ)	being	making	coming	spending	working
(オ)	becoming	using	getting	making	getting

問10 空欄(m)に入る最も適切な単語を以下の選択肢の中から1つ選んで記号で答えなさい。

- (ア) anxiety
- (イ) connection
- (ウ) media
- (エ) science

問11 第⑤段落では恋愛とゲームの類似性について述べられているが、ゲームのどのような点が恋愛と似ているのか、本文に即して日本語で説明しなさい。

問12 下線部(n)について“that”(1語目)の指す内容を明らかにした上で和訳しなさい。

問13 下線部(o)を和訳しなさい。

3

次の日本文(1)と(2)を英訳しなさい。解答は解答用紙の所定の欄に書きなさい。

(1) A：残念ですが、そろそろ行かなければ。

B：でも外はひどい雨ですよ。雨の中を運転するのは、特に夜は、とても危険です。

A：そうかもしれません。では、もうしばらくいてもいいですか。

(2) 何か革命的なことが起こりつつある。情報技術は新しい世界経済だけでなく、新しい文化的秩序を創造している。

