

平成 15 年度 **長崎国際大学入学試験問題**  
特待生入試・一般学力 2 月入試  
**英語〔英語 I ・ 英語 II 〕** (100 点 60 分)

注 意 事 項

- 1 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
- 2 この問題冊子は、14 ページあります。  
試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気付いた場合は、手を挙げて監督者に知らせなさい。
- 3 解答用紙には解答欄以外に次の記入欄があるので、監督者の指示に従って、それぞれ正しく記入し、マーク（●印）しなさい。
  - ① 受験番号欄  
受験番号（数字）を記入しなさい。  
正しく記入されていない場合は、採点できないことがあります。
  - ② 氏名欄  
氏名・フリガナを記入しなさい。
  - ③ 志望学科欄， 解答科目欄， 試験会場欄  
該当する欄にマーク（●印）しなさい。
- 4 解答は、解答用紙の解答欄にマーク（●印）しなさい。例えば 

10
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 と表示されてある問いに対して③と解答する場合は、次の（例）のように**解答番号 10** の**解答欄**の③の欄に**マーク（●印）**しなさい。

（例）

解答 番号	解 答 欄				
	①	②	③	④	⑤
10			●		

- 5 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけません。
- 6 試験終了後、問題冊子は机上に残しておきなさい。

**第1問** 次の文章を読み，下のA，Bの問いに答えよ。

At the age of 16, Alex struggled to hold a fork to his mouth. He had very low IQ and a rudimentary <sup>註1</sup> vocabulary. Letters and figures were meaningless to him.

Doctors said it was unlikely that he would ever significantly improve, for he had only half a brain. Surgeons removed Alex's left hemisphere when he was eight in an attempt to phase out the drugs that he was taking to control his epileptic fits <sup>註2</sup>.

Specialists in Britain, Alex's home country, predicted he would never really learn to read or write. Then Alex's mother heard of Professor Reuven Feuerstein (pronounced Foyerstein), an Israeli psychologist who had worked miracles with apparently hopeless cases. Alex spent two years with him in Jerusalem.

When I met Alex, he was 19 and showed off a mane of blond-dyed hair. He greeted me with a cheerful handshake. I handed him a news clipping I'd cut from a magazine. "Would you mind reading this for me?" I asked.

"When you meet him," he began, "Alex does not strike you as a particularly special or unusual boy. He has a birthmark on his head that looks just like Gorbachev's <sup>註3</sup> . ." He smiled, recognizing himself.

In Jerusalem, the boy with half a brain had learned to read. He had also learned to write and do basic mathematics.

Feuerstein's pioneering work for deprived or mentally handicapped children has helped thousands of kids regarded as hopeless to live fuller, sometimes even normal lives.

In a classroom in central Jerusalem, I watched Alex and two other teenage Feuerstein students work with "Orientation in Space," one of a set of "brain-gym" exercises devised by the professor.

On the table before them was a picture of a square. 

1
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 from a face-on perspective, it had a house on the far side, a tree to the right, a flowerbed to the front and a bench to the left.

Ruthie Kaufman, one of Feuerstein's instructors, now asked Alex mentally to transport a boy into the middle of the square. The imaginary boy was facing right.

“Problem,” said Ruthie. “What does the boy see in front of him?”

“A tree,” Alex answered at once, correctly.

Next the boys took it in turns setting the problems. They got progressively more difficult. “If the tree is to the boy’s left, which way is he facing?” one of them asked.

“He’s facing the house,” answered Alex wrongly (the boy would have been facing the flowers).

“How come you got it 2 ?” Ruthie asked him.

“I didn’t think,” Alex replied. “I wasn’t focused.”

Like other Feuerstein exercises, “Orientation in Space” helped students to acquire a number of basic thinking skills, Ruthie told me afterwards. It taught them about points of view and how to adopt problem-solving strategies. Think before you speak was one. Check your work was another.

Feuerstein was the son of the rabbi <sup>註4</sup> of Botosani, Romania. When the boy was eight, an illiterate coachman asked Reuven to teach him to read the Torah in exchange for a pocket watch.

“He learned to read, but I never got the watch,” laughs Feuerstein, who is now 81. “That’s the story of my life.” Feuerstein never charges patients, and his International Center for the Enhancement of Learning Potential (ICELP) in Jerusalem survives largely on voluntary donations.

注 1 : rudimentary 未発達のもの、幼稚な

注 2 : epileptic fits てんかんの発作

注 3 : 旧ソ連・ロシアの政治家

注 4 : ユダヤ教の指導者

(*Reader's Digest*, August, 2002 より, 一部修正)

A 本文の文脈から判断して、空欄  ,  に入る最も適当なものを、それぞれ下の ~ のうちから一つずつ選べ。

問1

Seeing                      To see                      Having seen                      Seen                      Saw

問2

correctly                      right                      fault                      smoothly                      wrong

B 次の問い(問1~5)について、本文の内容と最もよく合っているものを、それぞれ下の ~ のうちから一つずつ選べ。  ~

問1

- Alex は 16 歳になると簡単な文章なら読むことが出来た。
- Alex は今後次第によくなっていくだろうと医者達は予測していた。
- Alex は 8 歳の時に手術を受けた。
- 英国の医者は優れているので、Alex に読み書きを教えることができた。
- Alex は英国で生まれ育ち、他の国へ行くことはなかった。

問2

- Alex は 19 歳になっても握手の仕方がわからなかった。
- 19 歳の Alex は雑誌記事を読むことができた。
- 19 歳の Alex は文字を読むことはできたが、その内容は理解できなかった。
- エルサレムの少年はみな字を読むことができる。
- 19 歳の Alex は文字を書くことはできたが、計算は全くできなかった。

問3 5

Feuerstein 教授は Alex と同じ故郷出身である。

Feuerstein 教授は多くの子供達に対し、通常の生活を送る見込みがないとの診断をくだしてきた。

Feuerstein 教授は Alex 一人に集中して診療を行った。

Feuerstein 教授は独自の「頭の体操」を考案した。

Feuerstein 教授はたった一人で多くの子供達を教えている。

問4 6

生徒達はテーブルの上の四角い紙に絵を描いている。

絵の中には、向こう側に家、手前にベンチが描いてある。

絵の中に少年がいると仮定して、彼が右側を向くと目の前には木が見える。

左側に木があるとすると、目の前に何が見えるかアレックスにはわかった。

左側に木があるとすると、目の前には家が見える。

問5 7

Feuerstein 教授が考えた頭の体操をすることで、生徒達は基本的な考える技術を身につけることができる。

Feuerstein 教授も 8 歳の時には文字を読むことが出来なかった。

Feuerstein 教授は 8 歳の時に、トーラー（ユダヤ教の律法）の読み方を教えて懐中時計をもらった。

Feuerstein 教授が初めて人に読むことを教えたのは 81 年前である。

Feuerstein 教授は、患者さんからもらったお金で、学習能力を高めるための国際センターを設立した。

**第2問** 次の文章を読んで、空欄 **8** ~ **13** に入れるのに最も適当なものを、それぞれ下の ~ のうちから一つずつ選べ。

When I first moved to Cambridge, Massachusetts, I walked and rode my bicycle everywhere. As a result, I eventually **8** some critical landmarks - mostly restaurants, coffee shops, bookstores, and movie theaters - and generated a mental map of how to move **9** from one destination to another, even when the path was unfamiliar. Given the snow and rain, I decided that my feet and bicycle were not always convenient, and thus purchased a car. What a disaster! My mental map of the area was **10**. All the routes and shortcuts that I had been accustomed to were obsolete given that most of the streets in Cambridge are one-way. No problem for travel on foot or by bicycle, but a serious impediment for **11**. Large sections of my map were deleted as I began the process of reconstructing new landmarks and new routes. It took **12** year for a car-friendly map of Cambridge to emerge in my head, and I am slowly adding on Boston and the neighboring areas. Fortunately, my wife and I are both spatially challenged, so we have come to expect and somewhat enjoy the **13** of getting lost.

(Marc Hauser 著, *Wild Minds: What Animals Really Think* より一部修正)

- (1) **8**  
lost                      came to                      went to                      saw                      learned
- (2) **9**  
efficiently                      obviously                      evidently                      slowly                      earnestly
- (3) **10**  
effortless                      useful                      reliable                      useless                      important
- (4) **11**  
children                      walkers                      dogs                      drivers                      customers
- (5) **12**  
another                      all                      the other                      each                      a few
- (6) **13**  
happiness                      failure                      process                      success                      point

**第3問** 次の問い(問1～4)の(A)～(E)の文を二人が交互に話す会話としてまとめるように並べかえるとき,最も適当な配列を,それぞれ下の～のうちから一つずつ選べ。  ～

**問1**

- (A) I'm sorry. She is in a meeting at the moment.
- (B) Could I leave a message?
- (C) Certainly.
- (D) Could I speak to Ms. Stewart?
- (E) Could you tell her I called?

(D)(A)(E)(C)(B)

(E)(A)(B)(C)(D)

(D)(C)(E)(A)(B)

(D)(A)(B)(C)(E)

(B)(C)(D)(A)(E)

**問2**

- (A) What time do you want the reservation for?
- (B) I'd like to make a reservation for four people for tomorrow night.
- (C) Hello, this is the ABC Restaurant.
- (D) I'd like to make the reservation for 7 p.m.
- (E) Okay.

(B)(E)(A)(D)(C)

(C)(B)(A)(D)(E)

(C)(D)(A)(B)(E)

(A)(C)(E)(D)(B)

(A)(D)(E)(B)(C)

**問 3** 16

- (A) I must stop smoking.
- (B) Why don't you start today?
- (C) No, I can't. I have an appointment with my friend.
- (D) That's a good idea.
- (E) And I must do exercise.

(A)(D)(E)(B)(C)

(A)(D)(B)(C)(E)

(A)(C)(D)(B)(E)

(E)(D)(A)(B)(C)

(A)(B)(C)(D)(E)

**問 4** 17

- (A) I have a toothache.
- (B) Yes, and I can't eat anything.
- (C) That's too bad. Does it hurt much?
- (D) You look pale. What's wrong?
- (E) You should see a dentist right away.

(D)(B)(C)(A)(E)

(A)(C)(B)(E)(D)

(D)(A)(C)(B)(E)

(D)(A)(E)(C)(B)

(A)(E)(B)(C)(D)

**第4問** 次の問い(問1~20)の空欄  ~  に入れるのに最も適当なものを,それぞれ下の ~ のうちから一つずつ選べ。

**問1** This book I bought yesterday  by Shakespeare.

- |             |             |        |
|-------------|-------------|--------|
| wrote       | was writing | writes |
| was written | had written |        |

**問2** Please help me look  my glasses.

- |      |         |    |
|------|---------|----|
| of   | for     | to |
| over | forward |    |

**問3** You should close the window when you  .

- |            |           |                 |
|------------|-----------|-----------------|
| leave      | left      | will be leaving |
| will leave | have left |                 |

**問4** I did not have  to drink.

- |         |           |          |
|---------|-----------|----------|
| nothing | something | anything |
| another | none      |          |

**問5** The house  is not far from here.

- |               |                    |                 |
|---------------|--------------------|-----------------|
| where to live | that she lives in  | which she lives |
| which to live | where she lives in |                 |

**問6** I don't feel at  in English.

- |         |        |      |
|---------|--------|------|
| best    | school | rest |
| country | home   |      |

問 7 A thief was seen  out of the house.

went to go had gone  
gone go

問 8  he is over seventy, he can run very fast.

In spite of Because Even though  
Despite As

問 9 If I had had a little more time, I  my room.

have cleaned cleaned might clean  
might have cleaned clean

問 10 She is on good  with her classmates.

relatives terms friends  
parts time

問 11 I have four times  books as he has.

as many more as  
many such

問 12 I stayed at the party  nine o'clock.

on for at  
by until

問 13 Don't you like playing tennis?

No, I play tennis every day. Yes, I never play tennis.  
Yes, I play tennis every day. No, I do. Yes, I don't.

問 14 The doctor advised her  too much.

to smoke	don't smoke	not smoke
smoke not	not to smoke	

問 15 You  have been a little more careful.

should	will	ought
shall	used to	

問 16  cannot be cured must be endured.

That	What	It
Which	All	

問 17 Don't forget  your homework.

to do	do	doing
done	to be done	

問 18  any answer, he wrote to her again.

Not to have received	Having not received	Not to receive
Not having received	To have received not	

問 19 Man cannot do  water.

unless	without	on
despite	aside	

問 20 I'm not interested in that movie in the .

lest	all	little
least	way	

**第5問** 次の問い(問1～6)の下線部について、その意味を最もよく表しているものを、それぞれ下の～のうちから一つずつ選べ。  ～

**問1** I can't understand what she is trying to say.   
get on          look out          make out          take up          put down

**問2** The storm kept me from going to Tokyo.   
held          protected          escaped          prevented          insisted

**問3** He turned down her offer without any good reason.   
replied          accepted          submitted          fell          refused

**問4** I went to Nagasaki and played with a child of my aunt.   
nephew          niece          cousin          uncle          sister

**問5** You have to explain your absence from school.   
stand for          account for          hand out          take out          apply for

**問6** I will go along with him on this plan.   
agree          work          enjoy          prepare          accompany

**第6問** 次の問い(問1～7)の日本語の意味を表すように、( )内の1～7までの語句を並べかえるとき、3番目と5番目にくる語句の最も適当な配列を、それぞれ下の ~ のうちから一つずつ選べ。ただし、( )の中では、文頭にくる語句も小文字で表示している。 44 ~ 50

**問1** 学校まで歩いて20分かかります。 44

(1 me 2 to my school 3 walk 4 takes 5 it 6 to 7 twenty minutes).

\_\_ 1 \_ 6 \_\_                      \_\_ 7 \_ 6 \_\_                      \_\_ 2 \_ 6 \_\_  
 \_\_ 1 \_ 3 \_\_                      \_\_ 6 \_ 2 \_\_

**問2** 新しい仕事はとても簡単に見つかった。 45

(1 my new job 2 in 3 finding 4 difficulty 5 no 6 I 7 had).

\_\_ 4 \_ 3 \_\_                      \_\_ 1 \_ 5 \_\_                      \_\_ 5 \_ 2 \_\_  
 \_\_ 3 \_ 4 \_\_                      \_\_ 6 \_ 5 \_\_

**問3** きみはすぐに医者に診てもらう必要がある。 46

(1 is 2 to see 3 necessary 4 you 5 a doctor 6 it 7 for) at once.

\_\_ 3 \_ 5 \_\_                      \_\_ 4 \_ 5 \_\_                      \_\_ 7 \_ 3 \_\_  
 \_\_ 3 \_ 4 \_\_                      \_\_ 7 \_ 2 \_\_

**問4** こんなに怖い映画ははじめて観たよ。 47

I have (1 never 2 this 3 so 4 as 5 watched 6 a movie 7 fearful).

\_\_ 3 \_ 4 \_\_                      \_\_ 7 \_ 4 \_\_                      \_\_ 4 \_ 6 \_\_  
 \_\_ 2 \_ 7 \_\_                      \_\_ 3 \_ 6 \_\_

**問5** 彼の話し方は彼のお母さんを思い出させる。 48

(1 he 2 the way 3 speaks 4 reminds 5 of 6 his mother 7 me).

\_\_ 3 \_ 7 \_\_                      \_\_ 4 \_ 5 \_\_                      \_\_ 7 \_ 2 \_\_  
 \_\_ 7 \_ 6 \_\_                      \_\_ 3 \_ 6 \_\_

問6 その本を見せてください。 49

Please (1 a 2 me 3 let 4 the book 5 have 6 look 7 at).

-- 6 \_ 4 --

-- 5 \_ 6 --

-- 6 \_ 7 --

-- 3 \_ 6 --

-- 4 \_ 2 --

問7 彼はいつも人の悪口ばかり言っている。 50

(1 He 2 always 3 something 4 bad 5 is 6 saying 7 about others).

-- 2 \_ 3 --

-- 5 \_ 4 --

-- 5 \_ 3 --

-- 2 \_ 4 --

-- 6 \_ 4 --

平成15年度 長崎国際大学入学試験

特待生 一般学力入試

< 解答 >

英語 I・II

英語 I・II(解答番号 1 ~ 50)

解答番号	解答	解答番号	解答
1	4	26	4
2	5	27	2
3	3	28	1
4	2	29	5
5	4	30	3
6	3	31	5
7	1	32	1
8	5	33	2
9	1	34	1
10	4	35	4
11	4	36	2
12	1	37	4
13	3	38	3
14	4	39	4
15	2	40	5
16	1	41	3
17	3	42	2
18	4	43	1
19	2	44	1
20	1	45	3
21	3	46	4
22	2	47	5
23	5	48	1
24	2	49	2
25	3	50	1