



学力検査「英語」

(経済経営学類・食農学類)

経済経営学類

試験科目	ページ	解答用紙枚数	時間
英語 〔コミュニケーション英語Ⅰ・ コミュニケーション英語Ⅱ・ コミュニケーション英語Ⅲ・ 英語表現Ⅰ・英語表現Ⅱ〕	1～4	2枚	70分

食農学類

試験科目	ページ	解答用紙枚数	時間
英語 〔コミュニケーション英語Ⅰ・ コミュニケーション英語Ⅱ・ コミュニケーション英語Ⅲ・ 英語表現Ⅰ・英語表現Ⅱ〕	1～4	2枚	60分

注意事項

1. 試験開始の合図があるまで、この問題冊子を開いてはいけない。
2. この問題冊子は4ページある。印刷不鮮明の箇所などがある場合には、監督者に申し出ること。
3. あらかじめ届け出た試験科目と問題冊子が一致しているか確認すること。
4. 経済経営学類受験者は、Ⅰ～Ⅳすべてに解答すること。
5. 食農学類受験者は、Ⅰ，Ⅱ，Ⅳを解答すること。
6. 解答はすべて別紙の解答用紙に記入すること。
7. 解答用紙の指定欄には必ず受験番号を記入すること。
8. 解答用紙の評点欄には何も記入しないこと。
9. 解答用紙は持ち帰らないこと。

英 語

I 次の英文を読み、下の設問(1)~(5)に日本語で答えなさい。

In Japan, the art of understanding social cues is sometimes referred to as *reading the air*. Someone who can't read the air is considered naive or clueless¹. The ability to read the air is a crucial element of the commonsense social knowledge required for polite behavior. People without this ability bumble along² in their social interactions, clueless about what others are thinking or expecting, thus leaving irritated people around them.

The Japanese aren't the only ones who read the air, of course. We all do. Reading the air involves what social scientists refer to as *social cognition*³, the cognitive knowledge and capacities that allow us to function socially. To get along with others we must accurately interpret social situations, infer what things mean, and follow appropriate social rules. When we are in familiar social environments, we are mostly unaware of social cognition. We know how to politely interrupt someone or make a point without seeming pushy. We are familiar with the routines for ordering in restaurants or making small talk with a check-out clerk. In foreign environments, we are less competent.

Social cognition involves a lot of unconscious knowledge about our social world (often called *schema*) and an understanding of behavioral expectations (often called *scripts*). Schema is the background knowledge that we need to function in a community—everything from knowing what a toothbrush is to the knowledge that blowing your nose at the dinner table may be considered rude. Scripts, on the other hand, refer to expectations about behavior—knowledge of how to introduce yourself, wish someone a happy birthday, or say “bless you” when someone sneezes. Scripts and schema are closely tied together. Knowing which glass is for wine and which is for beer

goes along with knowing how to clink⁴ glasses when making a toast⁵.

Perhaps the most striking thing about our social cognition is how second nature it is. The intuitive mind acts as a kind of social autopilot, reading social patterns based on its store of schema and scripts. In a foreign environment, we may fail because we misread situations, don't understand social clues that locals take for granted, or are oblivious⁶ to the intentions of our hosts. We need to get a *feel* for how things work and what things mean.

[Adapted from Joseph Shaules (2015), *The Intercultural Mind: Connecting Culture, Cognition and Global Living*]

- [注]
- | | |
|-------------------|------------------------|
| 1. clueless : 無知な | 2. bumble along : もたつく |
| 3. cognition : 認知 | 4. clink : カチンとぶつける |
| 5. toast : 乾杯 | 6. oblivious : 気づかない |

[設問]

- (1) 空気を読むための能力とはどのようなものですか。
- (2) 「私たちはなじみのある社会的環境にいるとき、社会的認知にたいいてい気づいていない」にもかかわらず、私たちはどんなことを知っていますか。あげられている4つの実例を書きなさい。
- (3) *schema* (私たちの社会についての無意識の知識)は、詳しくはどのようなものであると述べられていますか。
- (4) *scripts* (期待される行動についての理解)は、詳しくは何を指すと述べられていますか。
- (5) 直観的(intuitive)精神はどんな働きをしますか。

II

次の(1)~(5)の()に最も適当な英語の単語(1語)を入れて、対話の意味が通じるようにしなさい。

(1) A: () yourself to another piece of cake.

B: Thank you. I will. This is really delicious.

(2) A: I heard many international students have started coming back to Japan.

B: They account () five percent of the student population now.

(3) A: I feel nostalgic about this place.

B: Does it remind you () your hometown?

(4) A: Do you know when the meeting will take ()?

B: This Friday, at ten o'clock.

(5) A: How many plastic bags did they use every day?

B: Three bags a day () average.

Ⅲ 次の(1)~(5)が正しい英文になるように、それぞれの()の中の単語を並べかえなさい。解答用紙には()内のみ記入しなさい。

- (1) It's difficult (come, up, better, to, with, a) idea.
- (2) It (had, time, been, finished, the, by) we arrived there.
- (3) He was able to (the, analyzing, with, problem, by, cope) the situation carefully.
- (4) Rock music (keeping, an, played, role, in, important) the party lively.
- (5) I couldn't figure (e-mailing, why, friend, out, my, stopped) me.

Ⅳ 次の(1)と(2)の質問から1つを選び、100語程度の英語で自分の考えを書きなさい。How are you? は3語と数えます。また解答用紙の()に選択した質問の番号を記入しなさい。

- (1) Which do you prefer, visiting a museum or going to a sports event?
- (2) What can we learn from communicating with elderly people?