

令和 8 年度京都工芸繊維大学大学院工芸科学研究科  
博士後期（博士）課程 電子システム工学専攻  
学力検査試験問題

外国語

注意

1. この冊子は合図があるまで中を開かないでください。問題は 2 題あり、全問必答です。試験開始後、問題冊子の印刷不鮮明や落丁に気づいたら申し出ること。
2. 配布物は、この問題冊子 1 部、解答用紙 2 枚、下書き用紙 1 枚です。解答用紙の追加、交換はしません。
3. 机の上には受験票以外に、次のものを置いてよろしい。  
鉛筆（またはシャープペンシル）、消しゴム、鉛筆削り、計時機能のみの時計
4. 解答用紙 2 枚すべての上欄の指定枠内に、科目、志望専攻名、受験番号を必ず記入すること。氏名は記入しないこと。科目欄には「問題番号（科目内容は不要）」を書くこと。
5. 問題 1、問題 2 をそれぞれ別の解答用紙に回答すること。1 枚の解答用紙に複数の問題の解答を書いてはいけません。
6. 試験終了後も退室の許可があるまで退室はできません。
7. 問題冊子と下書き用紙は持ち帰ってください。

[以上]

## 問題 1 (外国語)

問. 以下の英文は京都工芸繊維大学(KIT) (以下“本学”と表記)の英語版ホームページに掲載されている「History」である。文章の後の問(a)～(d)に答えよ

The history of KIT began over 100 years ago with two forerunner institutions; one specializing in engineering, design and the applied arts and another in sericulture, spinning and weaving. Throughout their half century of influence, both predecessor institutions produced human resources vital to the demands of the times. They aided modernization and conserved the applied art traditions of Kyoto at the point of industrialization. With post-war educational revision in 1949, these forerunner schools became the undergraduate Faculty of Engineering and Design and the Faculty of Textile Science. This was the birth of Kyoto Institute of Technology as we know it. KIT responded to post-war social and industrial needs by modernizing and reorganizing existing courses during this period of national reconstruction and subsequent rapid economic growth. A three-year evening program, the Technical College, ran from 1951 making university programs available to persons who worked during the day. To accommodate a growing student body, the Faculty of Textile Science joined the Faculty of Engineering and Design at our current northeast Kyoto location in 1968. A master's program was established in the mid-1960's for each faculty. In 1988, the two master's programs merged and a doctoral level was added. Another change taking place at that time was the gradual discontinuation of the Technical College in favor of evening programs within the engineering and textile faculties.

In 2004, with the advent of the National University Corporation Law which increased the autonomy of national tertiary institutions; KIT planned a reorganization. Faculty were to be separately organized into departments to enable flexibility in interdepartmental teaching. All ten undergraduate programs were to be consolidated under the single faculty of the School of Science and Technology and graduate programs were to branch into twelve master's and four doctoral programs. This went into effect in 2006.

KIT encourages students to participate in internships, experience the realm where design and science converge and take part in projects with our partner universities abroad. KIT also promotes collaboration in business and research with industries. The close rapport maintained with area industries over the past 100 years has allowed us to continue to have our fingers on the pulse of Kyoto design and technology.

※ sericulture, spinning and weaving : 養蚕, 紡糸, 機織                      rapport : 信頼関係  
have one's finger on the pulse ~ : ~の最新動向に通じる

- (a) 本学の創立年と当初の学部数を示し, その学部の英語名をすべて記せ。
- (b) 本学に博士課程が初めて設置された年を答えよ。
- (c) 2006年に実施された組織再編後の学部と大学院の構成を日本語で簡潔に記せ。
- (d) 第3段落の下線部を和訳せよ。

出典 : 京都工芸繊維大学 HP 「History」    <https://www.kit.ac.jp/en/about-us/history-en/>

## 問題2 (外国語)

問1. 下記の英文を和訳せよ。

(a)

著作権の関係で掲載しておりません

(b)

著作権の関係で掲載しておりません

出典：H. C. van de Hulst, *Light Scattering by Small Particles*, p. 3, 1957.

問2. Refer to the following description related to an experiment in a kitchen, and answer questions (a), (b) and (c) in English.

At first fill a half of glass with water and put an enough amount of salt into it. Two copper wires with cleaned ends are inserted into this solution. Other ends of the wires are connected to a battery of 9 V. One will see something to happen on the wires as electrodes in the solution.

(a) What will you need to do this experiment?

(b) Draw schematic of this experiment.

(c) What happens on two wires in the solution?

## 出題意図

### 問題 1

一般的な英文の読解力を確認するために、要求された情報を正確に抽出する能力を有するかどうか、また、適切な英文和訳能力を有するかどうかを判別することを意図した。

### 問題 2

物理学における一般的な英語表現に対して、基礎的な技術用語の知識を備え、表現の内容を理解しているかを確認する。また、適切な文法によって英作文ができることを求める。