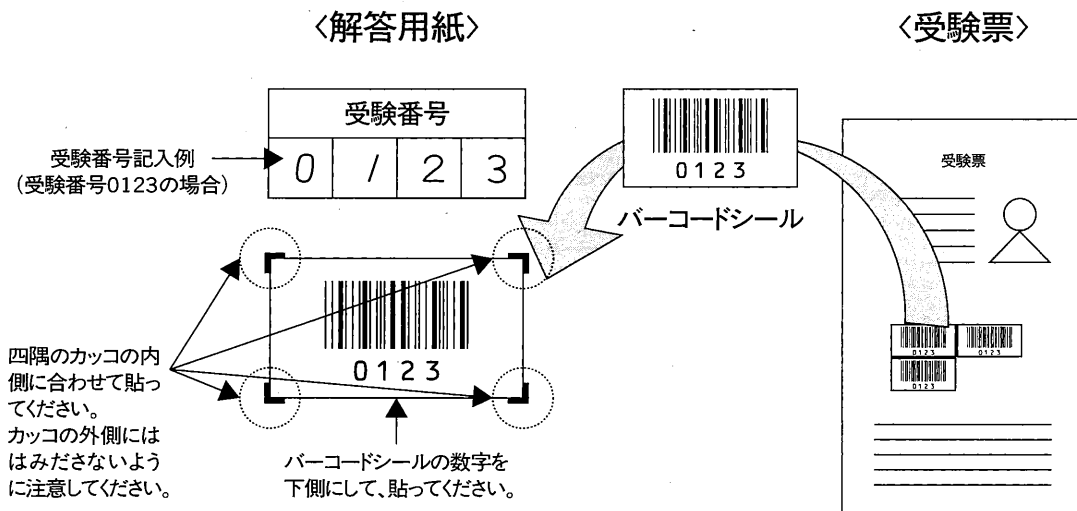


外国語(英語) (2007)

- (注意)
- 1 問題文は15ページあります。
 - 2 解答は一部記述を含むマークセンス方式となっています。問題文の指示および解答用紙の注意事項をよく読んで解答してください。
 - 3 問題Ⅰは学科によって指定されています。
英米文学科志願者は、〔A〕(リスニング・テスト)の問題に答えてください。リスニング・テストは試験の最初の約10分間で実施します。試験開始後に日本語による説明があるので、注意して聞いてください。
日本文学科、国際文化学科および現代社会学科志願者は、〔B〕の問題(4ページより)に答えてください。
 - 4 解答用紙は学科によって指定されているので、確認してください。
 - 5 バーコードシールの貼り方、受験番号の記入方法は監督者の指示に従ってください。
※下記の図を参照してください。
 - 6 バーコードは機械で読みとるので、しわ・たわみのないように貼ってください。



I 英米文学科志願者は〔A〕, 日本文学科志願者・国際文化学科志願者・現代社会学科志願者は〔B〕の問題に答えること。

〔A〕〔英米文学科志願者対象のリスニング・テスト〕

(テープの音声は一回しか流れないので, 注意して聞くこと。)

スピーカーから流れる5つの会話や話を聞いて, それぞれについて用意された質問の答えとして最も適切なものをa～dの中から一つ選び, その記号をマークしなさい。

Situation 1 (Questions 1 and 2)

1. Who is meeting Peter's father?
 - a. the homeroom teacher
 - b. the history teacher
 - c. the head science teacher
 - d. the school's principal
2. What does the woman advise?
 - a. Helping Peter to be quiet and pay attention.
 - b. Reading books together with Peter at home.
 - c. Asking Peter to read more slowly and carefully.
 - d. Getting Peter into additional classes after school.

Situation 2 (Question 3)

3. What will the man probably do next?
 - a. Send the woman to the sale to write a check.
 - b. Move all the paint away from the wall.
 - c. Go back to the opening for a new one.
 - d. Let the woman make an appointment for him.

Situation 3 (Questions 4 and 5)

4. What is probably the speaker's job?
 - a. gardener
 - b. photographer
 - c. repairman
 - d. lawyer

5. What problem is the speaker talking about?
 - a. Mr. Aoki's neighbor's trees have caused damage.
 - b. Mr. Aoki wants to plant some trees.
 - c. A neighbor has cut down Mr. Aoki's trees.
 - d. A neighbor removed Mr. Aoki's trees.

Situation 4 (Questions 6 and 7)

6. What will the man and woman probably do tomorrow?
 - a. Go shopping for the present.
 - b. Call George and Anne.
 - c. Go off to the class party.
 - d. Have dinner with George and Anne.

7. Why is Steve going away?
 - a. To get a management job.
 - b. To have a company party.
 - c. To attend a foreign university.
 - d. To give an academic presentation.

Situation 5 (Questions 8, 9 and 10)

8. What happened to the girl in the news story?
 - a. She gave a gun to a boy.
 - b. She left home with her father's gun.
 - c. She shot a neighbor with a gun.
 - d. She was shot by a neighbor.

9. How many people does the man say were killed with guns?
- a. about 150,000
 - b. about 100,000
 - c. about 15,000
 - d. about 10,000
10. How do the speakers feel about a policy of gun control?
- a. Both the man and woman favor it.
 - b. The woman favors it, but the man opposes it.
 - c. The man favors it, but the woman opposes it.
 - d. Both the woman and the man oppose it.

〔B〕 [日本文学科志願者・国際文化学科志願者・現代社会学科志願者対象の問題]

次の英文を読んで、空所1～8にあてはまる最も適切な表現を、また下記の設問9と10に対して最も適切な答えを、それぞれ下記のa～dの中から一つ選び、その記号をマークしなさい。

There has been a bank robbery. Officer Frost is talking to the bank staff.

Officer Frost: Alright everybody, calm down! Sir, are you okay?

Mr. Bell: Yes, officer, I'm fine. It's nothing, just a scratch.

Officer Frost: Well, just you sit still sir. Here, put this on your forehead. It'll stop the bleeding. The ambulance is on its way. Now, who's in charge here?

Mr. Harris: I am. The name's Harris. I'm the manager.

Officer Frost: Can you tell me what happened, Mr. Harris?

Mr. Harris: As I said to your colleague on the phone, I got here at about 8:20 a.m., parked the car in my usual spot and (1) my way to the side entrance.

Officer Frost: Is that what you normally do sir?

Mr. Harris: Yes. It's the same every day. I'm usually the first to arrive. I open up the branch before the rest of the staff arrive at about 8:45 a.m.

Officer Frost: And you said someone followed you down the alley to the side entrance?

Mr. Harris: Yes. I was just about to unlock the door when I felt something pressed hard against my back. Then a voice said something like, "Don't move. Don't turn around. I've got a gun."

Ms. Willis: Oh Martin! It must have been awful for you!

Officer Frost: (2)

Mr. Harris: I couldn't tell, officer. He had disguised it. It was really high, almost like Mickey Mouse!

Officer Frost: I see. And then what happened?

Mr. Harris: I said, "It's a bit early in the morning for games, Alex." Alex Hunt is my assistant. He's a bit of a joker. I thought he was having a bit of fun with me.

Officer Frost: Right. And where is this ... Alex Hunt?

Ms. Willis: Mr. Hunt's not here today, actually officer. He's been off sick for a couple of days now. He said he hurt himself. He broke a couple of fingers changing a tire or something.

Officer Frost: I see. And that's when the robber hit you?

Mr. Harris: Yes. He punched me in the ribs pretty hard. It shocked me. That's when I (3) that this wasn't a joke. He told me to open up and get inside. So I did.

Officer Frost: And Mr. Bell, you were already inside? Is that right?

Mr. Bell: Yes, officer. I came in early like I do sometimes. We've got a large transfer of cash this morning, about \$5,000,000. I wanted to go over the security procedures before the others got in.

Officer Frost: You have keys to the building?

Mr. Bell: Yes. I (4) security so I have a key. Martin — Mr. Harris, that is — has one, too.

Officer Frost: Okay. So, you're inside and ... what did you do when you saw Mr. Harris and the robber come in?

Mr. Bell: Well, I went for my gun and Martin shouted, "No!" That's when I heard a loud cracking sound, like a whip, or something. Then I passed out.

Mr. Harris: You were so lucky, Tim. That bullet only scratched you, but it (5) killed you!

Officer Frost: So you didn't really get a good (6) at the man, then?

Mr. Bell: No, officer. Not really. He was using Martin as a shield. I couldn't really see much at all.

Officer Frost: Mr. Harris. What about you? Were you able to see him at all?

Mr. Harris: Yes, I was. He was about 1 meter 85. Well-built, too. I'd say around 85 to 90 kilos. Quite young. Early thirties, I'd say.

Officer Frost: What about the face sir? (7)

Mr. Harris: Can't help you there, officer. He was wearing one of those party masks. You know the ones I mean? Really grotesque, like a skeleton. I couldn't see his face.

Officer Frost: Is there anything else you can tell me about him? Anything that might help us identify him. Think (8).

Mr. Harris: Er ..., yes. Wait a minute. His hand!

Officer Frost: What about it?

Mr. Harris: It was bandaged. He had his left hand on my shoulder, you see. And I noticed that two of his fingers were strapped together.

Officer Frost: Now that's a coincidence, isn't it? Mr. Harris, could you get me Alex Hunt's address and phone number, please?

1. a. journeyed
b. searched
c. made
d. followed
2. a. Did he make a speech, Mr. Harris?
b. What did he talk about, Mr. Harris?
c. Did he talk like Mickey Mouse?
d. What did the voice sound like, Mr. Harris?
3. a. realized
b. revealed
c. reminded
d. remembered
4. a. take care of
b. put up with
c. come up with
d. find out about
5. a. can have
b. could have
c. will have
d. must have

6. a. sight
b. view
c. look
d. vision
7. a. What did he look like?
b. What does he like?
c. How was he?
d. What kind of body did he have?
8. a. tough
b. firm
c. strong
d. hard
9. What is the most likely reason for Officer Frost wanting to speak to Alex Hunt?
a. Alex Hunt has a spare key to the bank.
b. Alex Hunt recognized the robber.
c. Alex Hunt may be the robber.
d. Ms. Willis does not trust Alex Hunt.
10. Which of the following statements is NOT true?
a. Mr. Bell was shot by the bank robber.
b. Mr. Harris was the first to arrive at the bank.
c. The robber is quite a tall man.
d. The robbery happened at about 8:30 a.m.

以上で学科指定問題は終わりです

II 次の4つの英文を完成させるために、空所に入れるのに最も適切なものをa～dの中から一つ選び、その記号をマークしなさい。

1. The rumor is () that a shopping mall will open in that vacant lot next year.
a. spreading b. turning c. extending d. expanding
2. The Christmas party held at Jenny's house was big and exciting. We found there were () people invited to the party.
a. few b. a few c. quite a few d. fewer
3. Because my mother was sick in bed, she had me () the dishes after dinner.
a. wash b. washed c. have washed d. to wash
4. In many of the developing countries of Asia and Africa where the urbanization process has only recently begun, about () of the population lives in urban areas.
a. one of three b. one-third c. every three persons d. the third

III 次の(1)～(3)をどのように並べれば意味の通る文章になるか。a～fの組み合わせのうち最も適当なものを選び、その記号をマークしなさい。最初と最後の文は与えられています。

1. Like food, clothing is a basic human need. One reason we wear clothing is for physical protection.

- (1) Clothing also helps us keep ourselves warm and dry.
- (2) Clothing protects us from scratches and burns.
- (3) Furthermore, clothing is worn for purposes other than protection.

One of the most important is appearance.

- | | | |
|----------------|----------------|----------------|
| a. (1)-(2)-(3) | b. (1)-(3)-(2) | c. (2)-(1)-(3) |
| d. (2)-(3)-(1) | e. (3)-(1)-(2) | f. (3)-(2)-(1) |

2. For people with offices in an urban area, deciding where to live is a serious problem.

- (1) If they do that, however, they have to endure a longer commute.
- (2) This means that by choosing to live in the suburbs, they will be able to find a larger house at a lower rent.
- (3) Generally speaking, the farther out from the urban center, the lower the rents.

So, in resolving the housing problem, it is important to balance two factors: transportation and rents.

- | | | |
|----------------|----------------|----------------|
| a. (1)-(2)-(3) | b. (1)-(3)-(2) | c. (2)-(1)-(3) |
| d. (2)-(3)-(1) | e. (3)-(1)-(2) | f. (3)-(2)-(1) |

3. As we all know, Hollywood is the home of the American movie industry.

- (1) They started to move to southern California to find natural sunlight and scenery appropriate for their movies.
- (2) At the turn of the century, Hollywood was just farmland, not the place for creating movies.
- (3) In the early 1900s, motion picture production companies in New York and New Jersey could not finish making movies because of the unreliable weather.

Since then, thousands of movies have been made in Hollywood.

- | | | |
|----------------|----------------|----------------|
| a. (1)-(2)-(3) | b. (1)-(3)-(2) | c. (2)-(1)-(3) |
| d. (2)-(3)-(1) | e. (3)-(1)-(2) | f. (3)-(2)-(1) |

IV 次の英文を読み、設問に答えなさい。

Every society has its great figures, leaders, and heroes. We regard these individuals as role models and celebrate their achievements. They represent, we feel, the true model of leadership.

Don't the great leaders teach us what we need to know? This is an important question, and its answer isn't simple. Stories of heroic effort do teach us indispensable lessons in courage and dedication. They also show us the highest human ideals and help parents and teachers ⁽¹⁾pass on important values. And these are not merely stories. ⁽²⁾Without the efforts of great individuals, our world would be an emptier and colder place. We owe these men and women our admiration and gratitude.

The problem is that the heroic view of leadership looks at people ⁽³⁾in () of a pyramid. At the top are the great figures. They have clear, strong values and know right from wrong. They act boldly, sacrifice themselves for noble causes, ⁽⁴⁾() powerful examples for others, and ultimately change the world. At the bottom of the pyramid are those who are idle and irresponsible. They are afraid to act and only concerned with self-interest. They inspire no one and change nothing.

But where does this view leave everyone else? Most people, most of the time, are neither saving the world nor exploiting it. They are living their lives, doing their jobs, and trying to take care of the people around them. The pyramid approach, by saying little about everyday life and ordinary people, seems to leave much of humanity unvalued. ⁽⁵⁾This is a serious mistake.

Consider the view of Albert Schweitzer, a German who, by any standard, was a truly heroic leader. In his late twenties, Schweitzer abandoned two promising career paths — one as a musician, the other as a theologian*— that would have led to ⁽⁶⁾a secure life. Instead, he became a medical missionary and spent most of his life serving lepers** and victims of sleeping sickness in central Africa. His decades of hard, lonely, and sometimes dangerous work were rewarded with the Nobel Peace Prize in 1952.

Schweitzer changed many lives and inspired countless others. Yet, in his book, he wrote these words about the role of great individuals in shaping the world:

Of all the will toward the ideal in mankind only a small part can manifest itself in public action. All the rest of this force must be content with small and obscure deeds. The sum of these, however, is a thousand times stronger than the acts of those who receive

wide public recognition. The latter, compared to the former, are like the foam on the waves of a deep ocean.

This is a remarkable, almost radical statement. Here is Albert Schweitzer, a great man, telling us to reconsider and even devalue the role of great figures in human affairs. Schweitzer's view represents a profoundly different way of thinking about leadership. We have to take Schweitzer's view to heart. If we look at leadership with a wide-angle ⁽⁷⁾ lens, ⁽⁸⁾ we can see men and women who are far from heroes and yet are successfully solving important problems and contributing to a better world.

(注)

*theologian 神学者

**lepers ハンセン病患者

1. 下線部(1)の意味に最も近いものを一つ選び、その記号をマークしなさい。
a. take over b. put on c. hand down d. look up
2. 下線部(2)を日本語に直しなさい。
3. 下線部(3)の()に入る最も適切な語を一つ選び、その記号をマークしなさい。
a. spite b. terms c. charge d. place
4. (4)の()に入る最も適切な語を一つ選び、その記号をマークしなさい。
a. set b. fit c. get d. cut
5. 下線部(5)の This の内容に最も近いものを一つ選び、その記号をマークしなさい。
a. 普通の人々がピラミッドの頂点に立つのは困難であるということ。
b. 普通の人々は少数の指導者を敬い従うべきであるということ。
c. 優れた指導者が人類のために成し遂げた偉業を否定すること。
d. 偉人にのみ注目し大多数の普通の人々をかえりみないこと。

6. 下線部(6)の意味に最も近いものを一つ選び、その記号をマークしなさい。
- a. a dull and monotonous life
 - b. a life full of unexpected events
 - c. a stable and comfortable life
 - d. a life aimed at wealth and excitement
7. 下線部(7)の意味に最も近いものを一つ選び、その記号をマークしなさい。
- a. What we should do is to evaluate Schweitzer's viewpoint severely.
 - b. It is important for us to listen to and appreciate Schweitzer's opinion.
 - c. We are easily convinced by what the great man said.
 - d. Schweitzer's words are so radical that we cannot accept them.
8. 下線部(8)の意味に最も近いものを一つ選び、その記号をマークしなさい。
- a. from a traditional angle of vision
 - b. from a religious standpoint
 - c. from a broad perspective
 - d. from a critical point of view
9. 本文の主題を以下から一つ選び、その記号をマークしなさい。
- a. There are two opposing views of leadership, and both are equally convincing and appealing.
 - b. The true model of leadership is represented by people who gained great fame and admiration through their heroic efforts.
 - c. Countless small, good deeds by the common people should not be underestimated because they are also making this world a better place.
 - d. Our society is improved by a handful of heroes who work for the common good, while the rest are concerned only with their private affairs.
10. 本文のタイトルとして最もふさわしいものを一つ選び、その記号をマークしなさい。
- a. Rethinking Leadership
 - b. Fame and Success
 - c. The Meaning of Pyramid Approach
 - d. The Life of Albert Schweitzer

V Read the following passage and answer the questions.

Imagine this: A teacher inserts a CD into a player, and the classical sounds of Mozart fill the classroom. The students sit back and listen. An exercise in music appreciation? No, it's a math lesson.

This scenario is based on the idea that listening to certain kinds of music stimulates a part of the brain involved in perceiving space. This stimulation is supposed to help students learn math subjects such as geometry. So, to teach students how to calculate the area of a square, first play Mozart. This theory is, of course, still uncertain — especially ⁽¹⁾ because the Mozart Effect, as it is called, has been attacked by researchers of late. Yet there are those who are convinced that this kind of teaching will become common practice in the future. Indeed, the hottest thing in education today is brain-based teaching. The assumption behind brain-based teaching is that research in neuroscience* should guide instruction.

So what kinds of discoveries have researchers made that might prove useful in education? Consider these:

1. Complex environments produce smarter brains than do boring environments. You should provide lots of variety in classroom activities and offer students new challenges every day.

2. The brain requires sleep to clear out the neurochemical** waste that increases during the day and to make strong memories. You should encourage students to get plenty of sleep, say, provide naptime after lunch.

3. Experiencing high levels of stress for prolonged periods can destroy brain cells. You should reduce stress (no more unexpected exams) and lead students in relaxation exercises.

Unfortunately, some supporters of brain-based teaching recommend practices that they like, but which have little or no support in neuroscience. For example, educational consultant Eric Jensen urges teachers to “give praise for students’ performance.” There is probably nothing in neuroscience to support this advice, though a great many earlier studies have shown that, when used correctly, earned praise is a powerful teaching tool. There is nothing wrong with educators writing books to promote their ideas about teaching. But it is dishonest to suggest that brain research supports those ideas when, in fact, it does not.

Why are teachers so excited about the topic of brain-based teaching? Perhaps they

think it will improve their status; if teachers can understand the functions of a dozen substances in the brain, ⁽²⁾identify the parts of the brain and know which of those parts heat up when a student studies French, they might be given more respect. But teachers who talk like brain surgeons won't impress ⁽³⁾parents and taxpayers for long. Outstanding student achievement will, and that can be accomplished only through excellent teaching.

In the meantime, if you're a teacher who agrees with the Mozart Effect and you have a geometry lesson ahead of you, here's my advice: Put a CD in your home stereo and listen to Mozart. Then, when you get to school, show your students how to calculate the area of a square. That works almost every time. Imagine that.

Notes:

*neuroscience 神経科学

**neurochemical 神経化学の

1. Why is playing music considered effective in math class?
 - a. Music, especially Mozart, is popular among scientists.
 - b. Music provides students with a relaxed environment.
 - c. Music puts students to sleep and eventually makes their brain clear.
 - d. Music helps the brain work better in understanding space.
2. Choose the sentence that best describes why this theory is, of course, still uncertain?⁽¹⁾
 - a. Neuroscientists have not yet proved the Mozart Effect.
 - b. Music and math are different subjects.
 - c. The Mozart Effect works only in case of geometry.
 - d. Researchers don't know how to make use of the Mozart Effect.
3. Choose TWO teaching methods acknowledged by neuroscientists.
 - a. Keep students working hard as long as they can.
 - b. Offer a lot of activities so that students could pick a favorite one freely.
 - c. Ask students to do tasks after they have had sufficient amount of sleep.
 - d. Make students clean the classroom and do some exercise to feel relaxed.
 - e. Praise students' performances as often as possible.
 - f. Avoid surprising students with sudden exams.

4. What does the author think of Eric Jensen and his advice?
- a. He is an excellent educator and a lot of teachers should follow his advice.
 - b. Although it is a powerful teaching tool, praise can make students lazy.
 - c. His advice is old-fashioned and teachers should not follow it any more.
 - d. He should say that his advice is not yet proved by brain researchers.
5. What is the closest in meaning to identify?
(2)
- a. connect
 - b. distinguish
 - c. examine
 - d. idealize
6. According to the author, what do parents and taxpayers think is the most important quality in a teacher?
(3)
- a. Having knowledge of the relationship between the brain and learning.
 - b. The ability to draw out excellent achievement from students.
 - c. Eagerness to try new approaches to teaching.
 - d. Always being honest and good at communicating with people.
7. Which is closest to the author's attitude toward the Mozart Effect?
- a. He thinks that educators should not promote neuroscientific methods.
 - b. He is convinced that music is important for outstanding teaching.
 - c. He doesn't give any clear judgment about whether the effect really works or not.
 - d. He thinks that traditional teaching methods are similar to neuroscientific methods.