

受験番号				
------	--	--	--	--

英 語

合図があるまでは絶対に中を開けないこと

英語の試験は初めにリスニング、次に読解の順序で行います。読解の指示は、リスニングが終わった後で行います。

リスニングの指示

1. リスニングには、PART I, II, IIIの3つがあります。
 2. 各PARTが始まる前に、日本語で説明をします。注意して聞いてください。
 3. 問題冊子には、問いと、4つの答えが選択肢として与えられています。その中から最も適当と思われる答えを1つ選んで、解答カードの相当欄を鉛筆で塗ってください。
 4. 各PARTが終わったら、音声による指示があるまで、次のページを開けないで待っていてください。
-
5. PART Iでは10の短い会話を聞きます。それぞれの会話についての問いに答えてください。
 6. PART IIではPART Iより長めの会話を2つ聞きます。それぞれの会話についての問いに答えてください。
 7. PART IIIでは長めの講義を3つ聞きます。講義の内容について、それぞれ5つの問いに答えてください。

「受験番号」を解答カードの定められたところに忘れずに書き入れること

PART I

Choose the best answer to each question.

Questions 1-10.

1. Why is the woman taking the course?
 - a. She changed her major.
 - b. She is required to take it.
 - c. She cannot take it another time.
 - d. She wants to broaden her knowledge.

2. Where does this conversation take place?
 - a. Library
 - b. Immigration office
 - c. Bookstore
 - d. Economics class

3. What will the woman do first?
 - a. Write a conclusion
 - b. Finish reading
 - c. Take a break
 - d. Have a chat

4. What does the man imply?
 - a. There will be no meeting this Tuesday.
 - b. He will make a new study group on Tuesday.
 - c. She should change her plans for Tuesday.
 - d. The other members will meet on Tuesday.

5. What is the woman going to do?
 - a. Go snowboarding
 - b. Register for a sociology class
 - c. Go to a part-time job in the library
 - d. Study for classes and tests

6. What will the woman probably do?
 - a. Make an appointment
 - b. Come back in 20 minutes
 - c. Talk to the professor
 - d. Go to another meeting

7. What is the homework for Friday?
 - a. To finish three chapters
 - b. To prepare for the discussion
 - c. To study with classmates
 - d. To read Chapter One

8. What does the man imply?
 - a. She can improve her presentation.
 - b. She will not need to do more work.
 - c. She has wasted her time for the last week.
 - d. She should not go to class on Wednesday.

9. What does the woman recommend that the man do?
 - a. Try another section
 - b. Arrange to see a tutor
 - c. Go to the third floor
 - d. Use the databases

10. What does the woman imply?
 - a. She plans to do the study program.
 - b. She has done the internship.
 - c. The man made the right decision.
 - d. The man will work harder.

指示があるまで次のページを開けないで待っていて下さい。

PART II

Choose the best answer to each question.

Questions 11-12.

11. What was Kenji most concerned about?
- He needed notes from his study group.
 - He could not attend classes for ten days.
 - He was too sick to study with his classmates.
 - He did not know how to prepare for the exam.
12. What does the professor suggest that Kenji do first?
- Review all five books
 - Make a study plan
 - Seek help from a classmate
 - Get a doctor's note

Questions 13-15.

13. Why does the man want to talk about Chapter Three?
- He will be absent from a class.
 - He did not understand one class of animals.
 - The professor did not cover the chapter.
 - He likes snakes and turtles.
14. What is the main focus of Chapter Three?
- Categories and classes
 - Frogs and snakes
 - Lizards and crocodiles
 - Reptiles and amphibians
15. What is the woman's opinion of Chapter Three?
- The definition of amphibians is poorly written.
 - It should distinguish categories from classes.
 - The definition of reptiles should be more accurate.
 - More examples of amphibians should be provided.

(このページは空白です)

指示があるまで次のページを開けないで待っていて下さい。

PART III

Choose the best answer to each question.

Questions 16-20.

Listen to a lecture about Dr. Andre Geim.

16. What is the main topic of this lecture?
- The discovery of graphene
 - A single-minded approach to science
 - Winning the Nobel Prize
 - An unusual approach to research
17. Which of the following is NOT a characteristic of graphene?
- It is extremely thick.
 - It is stronger than steel.
 - It is almost transparent.
 - It conducts heat well.
18. Graphene was found with the use of
- magnets.
 - Scotch tape.
 - light panels.
 - electricity.
19. According to the lecture, the Ig Nobel Prize is intended to
- encourage researchers to conduct long-term and large-scale research.
 - complement the Nobel Prize by honoring scholars who did not win.
 - reward an achievement that is both humorous and thought-provoking.
 - support young researchers who are not very well-known in their fields.
20. According to the lecture, Dr. Geim was the first person to
- study the biology of flying frogs.
 - develop graphene-based touch screens.
 - use solar cells to form an atom.
 - win the Ig Nobel and the Nobel Prizes.

Questions 21-25.

Listen to a lecture about animals and emotions.

21. What was assumed about animals and emotions for most of human history?
- Animals are complex machines programmed to hunt.
 - Animals have human characteristics such as caring for their families.
 - Animals are distinct from and inferior to humans.
 - Animals share six basic emotions with humans.
22. The field of ethology is the study of animal
- behavior.
 - classification.
 - evolution.
 - habitat.
23. According to the lecture, anthropomorphizing was seen as a problem by scientists because it
- interpreted the meaning of hugs, kisses and pats.
 - neglected animal rights in scientific research.
 - ranked animals according to their importance to humans.
 - assumed animals had human qualities.
24. Which one of the following is a secondary emotion?
- Anger
 - Grief
 - Happiness
 - Sadness
25. The speaker concludes with the recommendation that we
- reconsider our interactions with animals from a moral perspective.
 - explore ways to adopt animal communication methods.
 - interpret animal emotions to better meet their needs.
 - develop advanced technologies to properly measure animal emotions.

Questions 26-30.

Listen to a lecture about choice.

Two Styles of Decision-Making

Result Style	OBJECTIVE	SUBJECTIVE
MAXIMIZER	Best	←
SATISFICER	Good Enough	Satisfaction

26. Why does the speaker talk about a typical American supermarket?
- a. To draw attention to the convenience of modern life
 - b. To compare a variety of different products
 - c. To emphasize the large number of choices
 - d. To highlight the competition between companies
27. According to Dr. Schwartz, what are the two main problems caused by the expansion of choice?
- a. Higher stress and tendency to settle
 - b. Inability to choose and regret
 - c. Wasted time and frustration
 - d. Limited opportunity and dissatisfaction
28. According to the lecture, a maximizer
- a. takes less time making decisions.
 - b. selects a product or service spontaneously.
 - c. searches for the lowest possible price.
 - d. considers all possible options carefully.
29. Choose the most appropriate word to fill in the box.
- a. Shame
 - b. Fatigue
 - c. Hesitation
 - d. Doubt

30. Which idea would Dr. Schwartz most likely support?
- a. Time spent on selecting the best product is worthwhile and meaningful.
 - b. Awareness of priorities is essential to making wise decisions in life.
 - c. Abundance of choice reflects the wealth and freedom of American societies.
 - d. Financial freedom is vital for maximum choice among goods and services.

指示があるまで次のページを開けないで待っていて下さい。

(このページは空白です)

読解力考査の指示

1. 読解力考査には、PART 1 と PART 2 の 2 つがあります。
 2. 解答時間は、PART 1、PART 2 を合わせて 60 分です。どちらの PART、どの問いから始めてもかまいません。
 3. 各問いには 4 つの答えが選択肢として与えられています。その中から最も適切と思われる答えを 1 つ選んで、解答用カードの相当欄を鉛筆で塗ってください。
 4. 考査終了の指示があったら直ちに鉛筆を置いて、考査用紙と解答用カードを係が集め終わるまで待っていてください。
-
5. PART 1 では、2 つの文章をよく読んで、それぞれの文章についての 10 の問いに答えてください。文章はくりかえし読んでもかまいません。
 6. PART 2 では、文章中の 20 の空欄を埋めて、意味が通るように文章を完成させてください。PART 2 の解答指示は 17 ページにありますので、それに従ってください。

PART 1

Text 1

1. Giving up our seat to someone on a train, donating money to a charity or risking our lives to help others in distress are varying examples of altruistic behaviour. Altruism is defined as the unselfish devotion to the welfare of others, even when such behaviour may actually be disadvantageous to the person giving help. The question of why we act altruistically has been studied in both the social sciences and natural sciences, with two of the most prominent yet distinct theories coming from the fields of social psychology and neurobiology. However, in order to achieve a comprehensive understanding of altruism, rather than seeing these theories in competition with each other, it may be more beneficial to recognise the contributions of both the social explanation of altruistic behaviour and the new evidence coming from neurobiology.
2. To explain why we act altruistically, social psychologists have put forward the social exchange theory. This theory asserts that people help others in the expectation that they will be rewarded for the help they have given. Furthermore, the theory assumes that humans want to gain as much as they can from a particular action without having to sacrifice too much. Thus, people help others when they calculate that the reward they will receive outweighs the cost of the action. An altruistic act can be rewarded in different ways. The most obvious is that at some point in the future the person we have helped will offer help in return. Another type of reward is that altruism makes us feel good about ourselves; our self-esteem is enhanced as a result of the approval we receive from other members of society.
3. One weakness with the social exchange theory is that it cannot fully explain all acts of altruism. For example, the risk of death when jumping into a fast-flowing river to save a drowning person may be far greater than the possible rewards. One explanation for such acts is that altruism is triggered neurobiologically. In a 2006 study, Dr. Jorge Moll and Dr. Jordan Grafman, neuroscientists at the National Institute of Health in America, provided the first evidence of this. They conducted an experiment to record the brain's reaction to the altruistic act of giving money to a charity. They found that giving to charity stimulated regions of the brain associated with pleasure, social connection and trust. In other words, the results of the experiment suggest that altruism is an instinctive reaction built into our brains.
4. More recently, another neurobiological discovery demonstrated, for the first time, a direct connection between a specific gene and altruistic behaviour. In 2010, Dr. Martin Reuter and his research team linked altruistic acts to a gene known as the COMT gene. Every human being carries one of the three variations of this gene. Their experiments found that people who have either of two of the variations of the COMT gene acted far more altruistically than those who had the third variation. Their results showed that approximately 75% of the participants had one of the two variations; as such, most people are biologically predisposed to altruistic acts.

5. While these neurobiological findings are significant in themselves, they also complement the social exchange theory, thus creating a more complete understanding of altruism. Indeed, diverse research on altruism continues to be conducted. Some researchers are studying what social conditions might motivate altruistic behaviour, whereas others are interested in how to increase altruism in humans. These studies may well have an important bearing on future human societies in a wide variety of areas such as public health, the workplace and education. It seems clear that examining altruism by combining different perspectives is essential to comprehending this complex phenomenon.

31. Which of the following is the best title for this text?
- An Historical Overview of Altruism
 - How Altruism Works in Society
 - The Genetic Basis of Altruism
 - An Integrated Understanding of Altruism
32. Which of the following actions can best be explained by the definition of altruism in paragraph 1?
- A student studies diligently to get into university.
 - A soldier throws himself on a bomb to protect people.
 - An archaeologist risks her life to find an ancient tomb.
 - A shop owner works so hard that he becomes ill.
33. Which one of the following is true about the research on altruism according to paragraph 1?
- Defining altruism has been the main focus of research.
 - Social scientists have presented contradictory theories.
 - Altruism has been investigated in different fields of study.
 - Researchers from various disciplines study altruism together.
34. The word “outweighs” underlined in paragraph 2 is closest in meaning to which of the following?
- benefits
 - exceeds
 - prevails
 - dominates
35. According to the text, which one of the following is true of the social exchange theory?
- Help is given because people think they will be compensated in the future.
 - People do not think about the sacrifice they make when they give help.
 - Altruism is easier to understand if we look at it in two contrasting ways.
 - Research has shown that those with high self-esteem tend to act altruistically.

36. The word “triggered” underlined in paragraph 3 is closest in meaning to which of the following?
- a. organised
 - b. enhanced
 - c. activated
 - d. received
37. According to the text, what is significant about the 2006 study by Moll and Grafman?
- a. It proved that the social exchange theory is irrelevant.
 - b. It presented scientific proof that altruism is based on trust.
 - c. It connected the sociological theory to neurobiology.
 - d. It offered evidence that altruism has a basis in biology.
38. How does paragraph 4 connect to paragraph 3?
- a. It points out weaknesses of the theory introduced in paragraph 3.
 - b. It offers a contradictory argument to the one in paragraph 3.
 - c. It adds further evidence to the argument in paragraph 3.
 - d. It gives an example of the theory presented in paragraph 3.
39. According to the text, which of the following is true about the COMT gene?
- a. Everybody has the COMT gene.
 - b. One out of three people has the gene.
 - c. People have one of the two COMT genes.
 - d. Most people have three variations of the gene.
40. Which is closest to the author’s view on the future study of altruism?
- a. Neurobiologists will develop the most convincing theory on altruism.
 - b. Social scientists should look for a new definition of altruism.
 - c. The relationship between altruism and health should be the major focus.
 - d. Complementary approaches to the study of altruism will be indispensable.

Text 2

1. In many developed countries, women continue to work outside of the home after giving birth. In Japan, however, about seventy percent of women stop working after having children, which is double the percentage in countries such as the United States and Germany. According to the 2013 Global Gender Gap Report – which measures differences between men and women in economics, politics, education and health – Japan ranks a low 105 out of 136 countries. In particular, with respect to economics, there is a huge gap in wages between men and women: Japanese women still earn only two-thirds of what men receive for doing the same job. Clearly, one major problem facing Japan today is inequality between men and women in the workplace.
2. A second serious problem facing Japan is the declining birthrate. The International Monetary Fund predicts that by 2055, the population will have decreased by almost thirty percent, which will have a negative impact on the Japanese workforce. In fact, the workforce in Japan is diminishing more rapidly than anywhere else in the world. Interestingly, these two problems are interrelated in that reducing inequality between men and women at work may also help reverse the decline in the birthrate.
3. There are several factors contributing to gender inequality in the Japanese workplace. One factor is that the long working hours required by Japanese corporate culture makes it unfeasible to care for one's children. A typical example is Nobuko Ito, who had to quit her job as a lawyer after becoming a mother. She reports, "If you want to keep working, you have to forget about your children. You have to just devote yourself to the company." Another issue is the lack of women role models in business. Although the Equal Employment Opportunity Law was passed more than twenty-five years ago, it has not been enforced sufficiently. Indeed, only nine percent of Japanese managers are women, far less than in other developed countries. A third factor is inadequate childcare support, both inside and outside the home. Inside the home, Japanese fathers spend far less time with their children than in other developed countries, which increases the burden on Japanese mothers. Outside the home, there are just not enough daycare facilities.
4. To address these factors, it will be necessary for the government, for companies and for communities to take the following measures: (1) improve working conditions, including flexible hours; (2) increase the number and diversity of female role models; and (3) provide more childcare support. Additionally, men and women will need to transform their ways of thinking about gender roles.
5. Although taking these measures would help to reduce gender inequality in the workplace, there is still one deeply-rooted reason why progress has been so slow. This reason connects the problem of gender inequality with Japan's second major problem, the declining birthrate. The argument used to justify keeping things as they are is the belief that if more women work, there will be fewer children. And at first glance, this claim seems to make sense.

6. However, evidence from other countries suggests that the birthrate rises if women are able to continue working. For example, in Denmark, Sweden and the United States, there is a high female employment rate and a high birthrate, whereas in Italy, South Korea and Japan, there is a low female employment rate and a low birthrate. Furthermore, a study from the University of Toronto claims, “unemployment induces females to postpone and space births, which, in turn, reduces the total fertility rate.” Thus, the commonly held belief in Japan that working and having a family are in conflict seems to be challenged by these research findings.
7. In conclusion, improving the situation of women in the workforce may resolve the related problem of the negative effects of a shrinking population. Making this a reality could also have a powerful effect on reviving the Japanese economy. Indeed, according to Kathy Matsui of Goldman Sachs, encouraging Japanese mothers to continue as workers could increase the Japanese GDP by as much as 15% and therefore this encouragement should be a “national priority.”
-

41. Why does the writer provide statistics in paragraph 1?
- To draw attention to two social issues facing Japan today
 - To warn the reader about the sharp decline in wages
 - To inform the reader about gender inequality in Japan
 - To emphasize the fact that Japan is behind in social welfare
42. According to the text, what two major problems are connected?
- working long hours and lack of daycare
 - falling birthrate and gender gap at work
 - discrimination and low level of education
 - low birthrate and shrinking workforce
43. The word “unfeasible” underlined in paragraph 3 is closest in meaning to which of the following?
- impractical
 - inappropriate
 - unacceptable
 - unbelievable
44. According to the text, what is true about working women in Japan?
- They are a small proportion of the management.
 - Their salaries are half of what men earn.
 - They are provided with flexible working hours.
 - Their husbands are highly involved in childcare.

45. Which of the following is NOT mentioned as a factor influencing the gender gap in the workplace?
- Insufficient childcare
 - Changes in family structure
 - Lack of female role models
 - Long working hours
46. In addition to the first three measures, what else does the writer recommend in paragraph 4?
- Men and women should change their roles in the workplace.
 - Both women and men should reconsider their traditional roles.
 - Men as well as women should consider exchanging their gender roles.
 - More women should transform into male gender roles.
47. What is the logical relationship between paragraphs 5 and 6?
- Cause and effect
 - Description and analysis
 - Comparison and classification
 - Argument and counter-argument
48. The word “induces” underlined in paragraph 6 is closest in meaning to which of the following?
- reminds
 - prepares
 - causes
 - evaluates
49. Which of the following statements is being challenged by research?
- Japan’s Equal Employment Opportunity Law has been ineffective.
 - Japan’s declining population is largely due to the aging population.
 - Employing women is essential to Japan’s economic recovery.
 - Japan’s birthrate will decline if female employment increases.
50. What is the author’s main point in the conclusion?
- A number of measures must be taken to support Japanese mothers.
 - Japan’s top priority should be to increase the Gross Domestic Product.
 - The problems of gender inequality and low birthrate are deeply connected.
 - Better working conditions for women are a key to solving interrelated problems.

PART 2

次の文章には 20 の空欄 (51-70) があり、18 ページに各空欄に対する 4 つの選択肢が与えられています。最初に 1 度文章を通読して、全体の意味を把握するようにつとめてください。その後、各空欄に最も適切と思われる答えを 1 つ選び、解答用カードの相当欄を鉛筆で塗ってください。

Many people argue that texting, or sending written messages through smartphones, is having a negative ____ (51) ____ on young people's ability to write, particularly ____ (52) ____ grammar, punctuation and capital letters. ____ (53) ____, according to John McWhorter, Professor of Linguistics at Columbia University, texting is a new style of communication which should not be seen as writing but as "speaking with fingers."

In order to show this, McWhorter compares writing with casual speech. He argues that writing is usually a ____ (54) ____ process which encourages self-editing, and also requires a higher level of linguistic complexity. Casual speech, ____ (55) ____, is a spontaneous act. In addition, spoken exchanges are also brief; ____ (56) ____ have shown that we tend to speak in packages of seven to ten words. Therefore, casual speech is more relaxed, more ____ (57) ____ and much less reflective than writing.

McWhorter argues that the introduction of the smartphone has changed the way we communicate, in particular, our written communication. Most significantly, it allows for the sender of ____ (58) ____ information to create messages quickly and for the receiver to have ____ (59) ____ access to them. As a result, texting has ____ (60) ____ more like casual speech than ____ (61) ____.

However, the very fact that speaking with fingers is actually written ____ (62) ____ creates a problem. A number of researchers have found that texting ____ (63) ____ feelings of regret among young people because they "speak" ____ (64) ____, without reflection, and share too much information. ____ (65) ____, unlike real speech, these texts remain as a ____ (66) ____ record, ____ (67) ____ could be damaging to ____ (68) ____ relationships.

There is no doubt that texting will continue to be a part of our daily communication. However, there is still a lot ____ (69) ____ about the appropriate use of this tool in order to ____ (70) ____ unwanted consequences.

51	a. consideration b. decision c. effect d. relationship	52	a. as described by b. as opposed to c. in comparison with d. in terms of	53	a. For example b. However c. Similarly d. That is
54	a. conscience b. conscious c. consciously d. consciousness	55	a. despite that b. on the other hand c. therefore d. to this end	56	a. economists b. linguists c. mathematicians d. politicians
57	a. complicated b. detached c. grammatical d. telegraphic	58	a. writer b. writing c. written d. wrote	59	a. instant b. legitimate c. two-way d. unlimited
60	a. become b. kept c. moved d. resembled	61	a. face-to-face communication b. formal writing c. phone conversations d. public speech	62	a. across b. down c. in d. on
63	a. entitles b. erases c. leads in d. results in	64	a. fairly well b. less frequently c. quite seriously d. too casually	65	a. In addition to b. More importantly c. Otherwise d. What is better
66	a. hidden b. national c. permanent d. secure	67	a. what b. when c. which d. why	68	a. personal b. personality c. personalize d. personnel
69	a. as learned b. for learners c. of learning d. to learn	70	a. avoid b. ignore c. increase d. provide		