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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。その中から最も適切と思われる答えを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.

1. What does the man mean?
 - a. He should have written the essay earlier.
 - b. He intends to finish the essay today.
 - c. He is glad to be done with his essay.
 - d. He doesn't like writing essays.

2. What does the woman mean?
 - a. The man should check his pocket.
 - b. The books are on the shelf.
 - c. The key was left at the gym.
 - d. The man forgot his jacket.

3. What does the man mean?
 - a. He wants to borrow the woman's notes.
 - b. He's happy to share his own notes.
 - c. He also missed class this morning.
 - d. He arrived late to the lecture.

4. What will the woman probably do next?
 - a. Walk to the student center
 - b. Have some ice cream
 - c. Return the library book
 - d. Continue studying

5. What does the man mean?
 - a. The woman should keep her promises.
 - b. The professor won't accept the woman's work.
 - c. The man doesn't believe what the professor did.
 - d. The woman will probably forget her homework again.

6. What does the woman mean?
 - a. She questions the man's judgement.
 - b. She completely agrees with the man.
 - c. She wishes she could go to the club.
 - d. She thinks the play was not very good.

7. What does the woman imply about the campus bookstore?
 - a. She is satisfied with its discount policy.
 - b. It sells more books than other bookstores.
 - c. Textbooks are cheaper there.
 - d. It should offer discounts.

8. What is the man's problem?
 - a. He can't find his books.
 - b. He forgot his money.
 - c. He can't sign up for classes.
 - d. He can't find his receipt.

9. What does the professor imply?
 - a. The student should not sit so far back in the classroom.
 - b. The equipment in the lecture hall should be replaced.
 - c. In his next lecture he will discuss a solution to the problem.
 - d. He would prefer to speak to a smaller group of students.

10. What does the professor suggest to the student?
 - a. He should review his notes.
 - b. He should go to the meeting with her.
 - c. He should come to her office tomorrow.
 - d. He should focus on the main points she made.

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PART II

Choose the best answer to each question.

Questions 11–12.

11. Why is the woman so excited?
 - a. She will become an intern this summer.
 - b. She got a job with a government agency.
 - c. She can graduate earlier than expected.
 - d. She will travel to Central America.
12. What will the man probably do?
 - a. Return home to New York City
 - b. Look for a part-time job in California
 - c. Try again to work with the high-tech firm
 - d. Apply to the same program as the woman

Questions 13–15.

13. What had the man assumed about the woman?
 - a. She enjoyed living in the dorm.
 - b. She preferred to live off campus.
 - c. She had good friends in the dorm.
 - d. She liked planning dances and parties.
14. What problem does the woman discuss with the man?
 - a. Her failure to get enough sleep
 - b. The behavior of her roommate
 - c. Insufficient time to study
 - d. Missing library books
15. What does the man suggest the woman do?
 - a. Complain to the dorm manager
 - b. Study in the library in the morning
 - c. Miss meetings she doesn't want to attend
 - d. Share her concerns with other dorm students

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PART III

Choose the best answer to each question.

Questions 16–20.

Listen to a lecture about an insect, a beetle called a weevil.

16. According to the lecture, the first human use of the screw-style construction was for
 - a. building ships.
 - b. making wheels.
 - c. bicycle parts.
 - d. water pumps.

17. What is Dr. Riedel's area of research?
 - a. Mathematics
 - b. Engineering
 - c. Medicine
 - d. Biology

18. The speaker implies that scientists did not previously discover the screw-style hip joint in Papuan weevils because the weevil
 - a. is so small.
 - b. is so rare.
 - c. has seldom been studied.
 - d. has only recently been discovered.

19. According to the speaker, what may be one reason that weevils have screw-style hip joints?
 - a. For speed
 - b. For stability
 - c. For strength
 - d. For flexibility

20. What does Dr. Riedel suspect will happen in the future?
 - a. Weevil joints will continue to evolve.
 - b. More weevil species will soon be discovered.
 - c. Similar hip joints will be found in other weevils.
 - d. Humans will adopt new joint designs from weevils.

Questions 21–25.

Listen to a lecture about Steve Jobs, the founder of Apple Computer.

21. What is the main topic of this talk?
 - a. The difficult life of Steve Jobs
 - b. Steve Jobs' many failures
 - c. The inventions of Steve Jobs
 - d. Lessons from Steve Jobs

22. According to the lecture, what was Steve Jobs' most significant failure?
 - a. Failing to receive a college degree
 - b. Losing his job at Apple Computer
 - c. Having his first company go bankrupt
 - d. Making errors in computer design

23. According to the speaker, what design principle did Steve Jobs follow?
 - a. Focus on function
 - b. Anticipate the future
 - c. Solve problems creatively
 - d. Combine beauty and technology

24. Which famous inventor does the speaker mainly compare Steve Jobs to?
 - a. Henry Ford
 - b. Thomas Edison
 - c. Leonardo da Vinci
 - d. Steve Wozniak

25. According to the lecture, what best describes the main characteristic of the teams that worked with Steve Jobs?
 - a. Diversity
 - b. Loyalty
 - c. Wealth
 - d. Practicality

Questions 26–30.

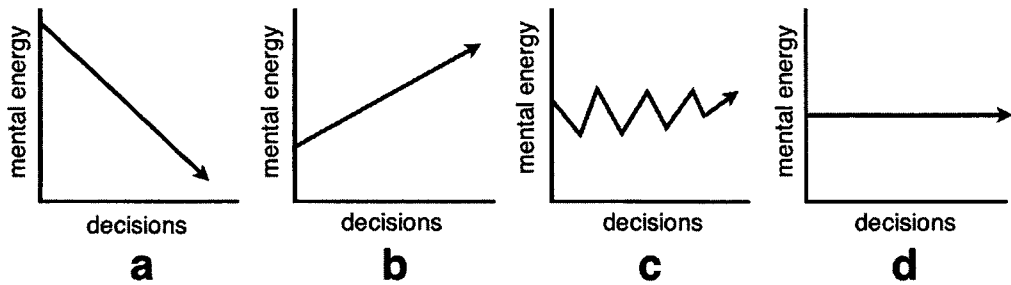


Fig. 1: Four graphs showing use of mental energy

Listen to a lecture on mental energy.

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26. Which graph from Figure 1 best represents the relationship between the number of decisions and the amount of mental energy used?
- Graph **a**
 - Graph **b**
 - Graph **c**
 - Graph **d**
27. According to the lecture, what is the worst shortcut caused by decision fatigue?
- Changing one's mind suddenly
 - Feeling a strong emotion
 - Making a foolish choice
 - Failing to take any action
28. According to researchers, what aspect of the decision-making process requires the most energy?
- Identifying the possibilities
 - Examining the choices
 - Making the decision
 - Carrying out the action
29. What does the speaker imply about poor people and decision-making?
- They frequently make bad decisions.
 - Too many decisions may keep them in poverty.
 - Insufficient choices lead to their poor decisions.
 - They need help making choices for schools and jobs.
30. What principle might we learn from the lecture?
- Don't make decisions late in the day.
 - Talk to others before making decisions.
 - Write down possible choices you may have.
 - Don't waste time regretting past decisions.

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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 6 0 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 1 0 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 2 0 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 1 7 頁にありますので、それに従ってください。

PART 1

Text 1

1. “Palestine is the mother of all problems” is a saying common in the Muslim world. Since 1948, when the state of Israel was founded and hundreds of thousands of Palestinians fled or were driven from their native land, the issue of Palestine has dominated Middle-Eastern politics. Regardless of what kind of Palestinian state is eventually established, future violent conflict is probable, even inevitable.
2. If humans were “rational,” as many economic and political theorists assume, the two sides would long ago have found a way to co-exist, saving billions of dollars and sparing thousands of lives. Over the past five years, two social scientists—Scott Atran, an anthropologist at the University of Michigan, and Jeremy Ginges, a psychologist at the New School for Social Research—have studied the attitudes and language underlying the Israeli-Palestinian dispute. Their analysis suggests that both sides reason from a distinct moral framework. And unless that moral framework is understood, neither side can come to agreement. Each will continue to reject financial compensation, land exchanges, and even a peace “bonus” (less suffering and more prosperity) because almost any agreement will violate their sacred values. Atran and Ginges argue that “rational world” theorists mistakenly ignore the fact that people have core values they regard as absolutely essential regardless of their cost. Among the most common are love of country (whether real or imagined), devotion to family (or group), and faith in religion.
3. To conduct their study, Atran and Ginges surveyed 4,000 Palestinians and Israelis, asking them to react to a number of theoretical compromises in which their side would give up something valuable in order to gain a lasting peace. The study found that more than 50 percent responded they would not compromise because it would mean giving up a core value that was sacred to them: Israelis believed, for instance, that their land was “granted them by God,” and Palestinians felt that Jerusalem was their holy city and that they had a fundamental “right” to return to their homeland. Surprisingly, the two social scientists found that the greater the financial reward offered for a “compromise” (more land, a larger amount of aid, higher compensation), the more passionately each side rejected it. As the two social scientists described it, “Israelis and Palestinians alike often reacted as though we had asked them to sell their children. This strongly implies that using the standard approaches of ‘business-like negotiations’ favored by Western diplomats will only backfire.” In short, the “rational assumptions”

underlying current attempts to resolve the dispute are entirely wrong.

4. Beyond identifying the problems with the current approach to peace, the research also provides suggestions as to how the conflict could eventually be resolved. It showed that Israelis and Palestinians who had sharply rejected “offers of money or peace for sacred land” were considerably more flexible if the other side would make “symbolic but difficult gestures” of understanding. They also noted that Palestinians would be more willing to recognize the right of Israel to exist if the Israelis simply offered an official apology for Palestinian suffering in the 1948 war. Similarly, Israelis would agree to a division of Jerusalem and a change in borders if major Palestinian groups explicitly recognized Israel’s right to exist.
 5. Words go a long way in human relations. In fact, the willingness to make an apology or recognize another’s “right” appears to be more fundamental than financial or territorial gain. It may not be rational, but that’s the way we are built.
-
31. In the first paragraph, what prediction does the author make about a future Palestinian state?
 - a. Its creation will likely involve armed combat.
 - b. Its creation will achieve justice for Palestinians.
 - c. It will provide a home to which Palestinians can return.
 - d. It will probably never be established.
 32. According to the discussion in paragraph 2, many economic and political theorists would view both sides in the Israel–Palestine dispute as NOT being
 - a. moral.
 - b. reasonable.
 - c. guilty.
 - d. optimistic.
 33. The word “violate” underlined in paragraph 2 is closest in meaning to which of the following?
 - a. observe
 - b. cancel
 - c. break
 - d. confuse
 34. The word “their” underlined in paragraph 2 refers to which of the following?
 - a. people
 - b. theorists
 - c. core values
 - d. Atran and Ginges

35. Which of the following is NOT referred to in the text as an example of a typical core belief of human beings?
- National pride
 - Family loyalty
 - Self esteem
 - Religious faith
36. What was an unexpected finding from Atran and Ginges' research?
- The more material reward is offered, the more people may reject compromise.
 - Even if they deny it, human beings are ultimately motivated by selfishness.
 - People living in the Middle East may be less rational than in other regions.
 - Political opponents will cooperate only when facing an enormous loss.
37. According to Atran and Ginges' study, what could lead to a possible solution to the Israeli-Palestinian conflict?
- A greater willingness to exchange land for peace
 - An expression of sympathy from both sides
 - A firm rejection of immoral behavior
 - A more rational approach to problem-solving
38. The word "explicitly" underlined in paragraph 4 is closest in meaning to which of the following?
- generally
 - clearly
 - ultimately
 - ambiguously
39. The phrase underlined in paragraph 5, "that's the way we are built" implies that
- humans are irrational beings.
 - feelings are as important as financial gain.
 - apologies are an essential human right.
 - mutual understanding is a basic human value.
40. The metaphor "Palestine is the mother of all problems" underlined in paragraph 1 can best be interpreted to mean that of all contemporary Muslim issues the Palestinian issue is
- the most fragile.
 - the most cherished.
 - the most protective.
 - the most central.

Text 2

1. In this digital age where classrooms are more and more filled with computers and touch screens, the old-fashioned skill of connecting the letters in a word through “cursive handwriting” seems to have little or no relevance. Students complain it is boring, and parents argue it is a waste of class time. Researchers, however, are finding that writing by hand in this way is more than just a means to communicate. Indeed, cursive writing may be one of the most important skills a child can learn.
2. Using a magnetic resonance imaging machine (MRI), researchers at Johns Hopkins University measured the neural activity in the brains of children who were shown letters before and after receiving some type of letter-learning instruction. They found that the neural activity of the children who had practiced cursive handwriting was far more enhanced and adult-like than those who had merely looked at letters. This finding would not surprise neurologist Frank Wilson, author of *The Hand: How Its Use Shapes the Brain, Language, and Human Culture*. Wilson points out that the human hand and brain have evolved together over several million years. Consequently, says Wilson, “an enormous part of the control apparatus of the human brain is specialized in controlled use of the hands.”
3. This explains why, when children learn to write in cursive, big things happen in the brain. The physical act of gripping a pencil to practice making the sequences of symbols (letters) in lines on paper affects the cognitive processing of the brain. It presents the brain with a challenge because each curl or swirl of a letter connects slightly differently to the following letter each time it is written. MRI images of the brain during this process showed that the fine motor skills, those sequential finger movements needed to execute the series of connected strokes to form letters, activate massive regions of the brain involved with thinking, language, and “working memory”—the system of temporarily storing and managing information. The neural activity involved in keyboarding is much less challenging because it only requires selecting a letter by pressing a square key.
4. Researchers also found that their subjects’ brains physically changed in reaction to “hands-on” instruction such as cursive handwriting lessons. With PET (Positron Emission Tomography) scans, they demonstrated that these changes resulted in an “almost immediate improvement in fluency,” which led to later development of new

neural pathways. In other words, as a result of practicing fine motor skills with the hand, knowledge becomes more stable in the brain.

5. The prejudice against cursive handwriting may stem from a larger trend. Over the last several decades, as information has replaced industry in the marketplace, parents, educators, and students themselves have come to place more emphasis on the development of knowledge than on the development of physical skills. Thus, in many sections of society, those who work with their hands are considered less valuable than those who work with their minds.
 6. As a result, schools are placing less and less emphasis on physical instruction such as cursive handwriting lessons. Wilson believes this is a mistake. He argues, “You can’t really separate what’s in the mind from what’s in the body. Knowledge really is the whole behavior of the whole organism.”
 7. Society has mistakenly thought it could educate only the mind with lessons and lectures and skip the “hands-on” experiences of childhood. But Wilson thinks we are nearing a turning point where we will once again recognize that the “marriage of hand and mind” is essential to a child’s education.
41. Which of the following can be inferred from paragraph 1?
 - a. Students find cursive writing skills useful.
 - b. Learning cursive writing has long-term benefits for children.
 - c. Cursive writing can now be practiced on touch-screen computers.
 - d. The teaching of cursive writing will disappear from classrooms.
 42. Why is Frank Wilson mentioned on paragraph 2?
 - a. To show the deep connection between the brain and the hands
 - b. To stress the role of scientists in understanding evolution
 - c. To highlight his research on neural activity in children
 - d. To emphasize the unique advantages of brain scans
 43. Less neural activity occurs in the brain during keyboarding than during cursive writing because
 - a. keyboarding requires pushing identical-looking keys.
 - b. the sequence of key strokes is rhythmical.
 - c. little energy is needed to push a key.
 - d. selecting keys is easier to perform.
 44. According to the text, cursive writing is particularly challenging to the brain because
 - a. large parts of memory need to become active.
 - b. curls and swirls are difficult to produce.
 - c. words need to be written in straight lines.
 - d. letters connect uniquely to each other.

45. The word “execute” underlined in paragraph 3 is closest in meaning to which of the following?
- carry out
 - start off
 - do in
 - line up
46. Which of the following best describes the organization of paragraph 4?
- A series of definitions
 - Causes and their effects
 - A comparison and contrast
 - Division and classification
47. According to the author, creating new neural pathways in the brain results in
- physical changes to the hands.
 - more hand-eye coordination.
 - longer retention of knowledge.
 - development of fine motor skills.
48. According to paragraphs 5 and 6, some Americans oppose cursive writing practice because it is NOT sufficiently
- understandable.
 - challenging.
 - interesting.
 - intellectual.
49. The word “skip” underlined in paragraph 7 is closest in meaning to which of the following?
- improve
 - preserve
 - ignore
 - accept
50. The metaphor “marriage of hand and mind” underlined in paragraph 7 can best be understood to mean
- the brain and hands are separate but equal partners.
 - the hands need the brain for instruction.
 - the brain and hands work intimately together.
 - the hands create knowledge for the brain.

PART 2

次の文章には20の空欄(51-70)があり、18頁に各空欄に対する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。

An analogy compares one thing to another, such as *A is to B as C is to D*, whereas a metaphor boldly states that *A is B*. ___(51)___ analogies and metaphors are constructed slightly differently, they share one essential feature: They try to ___(52)___ a key aspect of one thing by relating it ___(53)___ something else. ___(54)___ this metaphor by the American writer, Mason Cooley: “A skyscraper is a boast in glass and steel.” Notice that Cooley does not ___(55)___ that a skyscraper is *like* a boast—___(56)___ would make it a simile—but he ___(57)___ that it *is* a boast, fulfilling the *A is B* requirement and ___(58)___ it a metaphor.

There is one thing ___(59)___ Cooley’s metaphor that ___(60)___ apparent. A skyscraper actually is a building, not a boast, so the statement is not ___(61)___ true. All metaphors are violations of logic ___(62)___ that they assert that two different things are the same. In the fascinating world of human ___(63)___, we make ___(64)___ for such flights of fancy by calling them *figuratively* true. ___(65)___ leaps of faith in religion, when people believe things that ___(66)___ proved, we make leaps of logic when we use metaphors. We say ___(67)___ is true, even when we know it is literally untrue and ___(68)___ false. Here is one last example, a truly ___(69)___ observation by St. Augustine: “The world is a ___(70)___, and those who do not travel read only one page.”



51.	a. Even though b. For instance c. In fact d. Just because	52.	a. avoid b. capture c. reverse d. subtract	53.	a. by b. for c. in d. to
54.	a. Consider b. Considered c. Considering d. To consider	55.	a. debate b. pretend c. state d. visualize	56.	a. what b. where c. which d. who
57.	a. confuses b. maintains c. preserves d. recommends	58.	a. allowing b. changing c. depending d. making	59.	a. about b. for c. toward d. while
60.	a. be not b. could be not c. has been not d. may not be	61.	a. literal b. literally c. literary d. literate	62.	a. in the sense b. sensibly c. sensing d. the sense
63.	a. language b. lectures c. talk d. voice	64.	a. allowances b. connections c. mistakes d. trouble	65.	a. Like b. Exactly c. Similar d. The same
66.	a. are b. cannot be c. have been d. would have been	67.	a. everything b. nothing c. something d. thing	68.	a. logic b. logical c. logically d. logician
69.	a. excitable b. incapable c. memorable d. solvable	70.	a. ball b. book c. journey d. stage		