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英 語

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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。
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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 woman say about Karen?
 - a. She forgot to write the report.
 - b. She missed class this morning.
 - c. She seldom does things in advance.
 - d. She really likes to sleep a lot.

2. What does the man mean?
 - a. He'd like to go to the exhibit with the woman.
 - b. He plans to go to the museum at a later time.
 - c. He has waited a long time to see the exhibit.
 - d. He personally doesn't care for modern art.

3. What does the woman mean?
 - a. She doesn't know what time it is right now.
 - b. She isn't going to the library this evening.
 - c. The library probably closes at 9 p.m.
 - d. The library is closed on Saturday.

4. What do the man and woman imply may happen to Steve?
 - a. He may fail a class.
 - b. He may lose a friend.
 - c. He may take the course.
 - d. He may contact the woman.

5. What does the man suggest?
 - a. The woman should not give up.
 - b. The woman should not work so hard.
 - c. The woman should quit working.
 - d. The woman should change jobs.

6. What does the man mean?
 - a. He hasn't studied for the test yet either.
 - b. He doesn't have his identification card.
 - c. He forgot to bring his bag with the books.
 - d. He accidentally left all his money at home.

7. What does the woman imply?
 - a. The food on campus is too expensive.
 - b. The new construction is a waste of money.
 - c. The meals at the cafeteria are not very delicious.
 - d. She doesn't know the purpose of the new building.

8. What can be inferred from this conversation?
 - a. The man doesn't have any money.
 - b. The woman lost her wallet last week.
 - c. The woman is ready to repay her debt.
 - d. The man has already loaned the woman money.

9. What does the woman say about her research?
 - a. She didn't get the results she wanted.
 - b. Her professor is dissatisfied with it.
 - c. She is just starting her experiment.
 - d. It is better than she expected.

10. What does the man imply?
 - a. He'd rather not read the book.
 - b. His history class is stimulating.
 - c. He needs to finish the book tonight.
 - d. The Cold War couldn't have been avoided.

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PART II

Choose the best answer to each question.

Questions 11–12.

11. What are the students mainly talking about?
 - a. The spread of globalization
 - b. The negative effects of politics
 - c. The influence of the news media
 - d. The impact of a professor's lectures
12. What does the man imply?
 - a. Global issues are not really interesting.
 - b. Each country is responsible for its own future.
 - c. The woman ought to study harder for the class.
 - d. The woman could be better informed about current events.

Questions 13–15.

13. Why did the student visit the professor?
 - a. To get advice on a research project
 - b. To get a copy of her research paper
 - c. To ask about a possible job opening
 - d. To request a letter of recommendation
14. What year of university is the student in now?
 - a. 1st year
 - b. 2nd year
 - c. 3rd year
 - d. 4th year
15. What will the professor do next?
 - a. Correct the student's research paper
 - b. Call the student's new employer
 - c. Make a copy of the student's essay
 - d. Help prepare the student for her interview

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PART III

Choose the best answer to each question.

Questions 16–20.

Listen to a lecture about the advantages of knowing and speaking more than one language.

16. What is this talk mainly about?
 - a. Opportunities for foreign language speakers
 - b. How to speak more than one language
 - c. Ways bilingualism improves the brain
 - d. Educating bilingual children

17. According to the speaker, what is one difference between monolingual children and bilingual children?
 - a. Monolingual children know fewer words in their language.
 - b. Monolingual children are less confused by language learning.
 - c. Bilingual children better understand language structure.
 - d. Bilingual children learn language faster and more effectively.

18. What does the speaker compare “executive function” in the brain to?
 - a. An army general
 - b. A company president
 - c. A school principal
 - d. A club leader

19. What day-to-day advantage do bilingual people appear to have over monolingual people?
 - a. They can more easily do two or more things at the same time.
 - b. They can express their thoughts more accurately.
 - c. They can have better control over their emotions.
 - d. They can more objectively observe their surroundings.

20. What common assumption about children learning more than one language does the speaker suggest is mistaken?
 - a. That it takes too much time
 - b. That it causes confusion
 - c. That it creates stress
 - d. That it is unnatural

Questions 21–25.

Listen to this conversation between a student and his advisor. Their meeting takes place in the professor's office.

21. Why does the student visit the professor?
 - a. To change his major
 - b. To discuss his selection of courses
 - c. To ask about an assignment
 - d. To ask permission to miss a class

22. What criticism does the professor make of the student's plan?
 - a. He is avoiding courses he ought to take.
 - b. He will not be allowed to major in two subjects.
 - c. He should take more courses from the best professors.
 - d. He ought to take courses that challenge him more.

23. What type of course does the professor say the student must take?
 - a. Mathematics
 - b. Philosophy
 - c. Writing
 - d. History

24. What word might best describe the student?
 - a. Ambitious
 - b. Sarcastic
 - c. Discouraged
 - d. Modest

25. What does the student plan to do next?
 - a. Review the course offerings
 - b. Register for the next term
 - c. Attend a scheduled class
 - d. Go to the bookstore

Questions 26–30.

Text A:

The Willful Child

Once upon a time there was a child who was willful and did not do what her mother wanted. For this reason, God was displeased with her and caused her to become ill. No doctor could help her, and in a short time the child died. She was lowered into her grave and covered with earth, but her little arm suddenly came out and reached up. The grave diggers pushed it back in the ground and spread more earth over it, but the arm always came out again. So the mother herself had to go to the grave and strike the little arm with a stick. As soon as she had done that, the arm pulled in, and the child finally came to rest beneath the ground.

Listen to a talk on the purpose of old stories called fairy tales.

26. According to the speaker, fairy tales have violent themes because
 - a. they follow the traditions of northern Europe.
 - b. they are supposed to entertain children.
 - c. they are used to teach moral lessons.
 - d. they reflect the real world of children.
27. What specific point does the speaker make about the story "The Willful Child"?
 - a. Scary stories make good horror films.
 - b. Violence is a common element in fairy tales.
 - c. Good children naturally obey their parents.
 - d. Germans believed in violence against children.
28. According to the speaker, an advantage of fairy tales is that they
 - a. show how society has progressed.
 - b. do not directly threaten the child.
 - c. can stimulate discussion of lessons.
 - d. show how to discipline a child.
29. Why does the speaker mention the example of the American political candidate from Arkansas?
 - a. To demonstrate the kinder attitude toward children today
 - b. To suggest that putting criminals to death is unfair
 - c. To illustrate a recent case of child abuse in that state
 - d. To show society hasn't changed as much as we think
30. Which of the following proverbs presents a similar message as the story "The Willful Child"?
 - a. A fish rots from the head down.
 - b. One man tells a lie, a hundred repeat it as true.
 - c. A bird in the hand is better than two in the bush.
 - d. The nail that sticks up will be hammered down.

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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 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. In his documentary “Universe,” astrophysicist Stephen Hawking argues that extraterrestrial life almost certainly exists. He speculates that forms of life in an astounding and almost unpredictable variety may be found not only on planets other than the Earth, but also on stars and in space. His reasoning is quite simple and largely mathematical. It has long been known that the universe has at least 100 billion galaxies, each containing hundreds of millions of stars. In such an enormous place, he concludes, it is highly unlikely that the Earth is the only spot where life exists. Hawking’s argument follows the reasoning of previous astronomers, such as Carl Sagan, who made the same case for life elsewhere in the universe in the 1980s. Furthermore, over 850 exoplanets (planets outside our solar system) have since been discovered, lending additional evidence to that view. In other words, the observation of similarity (there may be many planets like Earth) has strengthened the “probability” argument (it is improbable that life exists only on our planet).
2. Yet another argument for extraterrestrial life comes from a close-up inspection of life-forms on our own planet. Organisms have managed to adapt to an amazing number of extreme environments—in the thin air at the tops of mountains, in the acidic water of near boiling hot springs, and in the deep trenches at the bottom of the sea. Such organisms, or “extremophiles,” as biologists call them, have managed to colonize almost every remote place on the Earth’s surface. Hawking suggests that such adaptability is probably characteristic of life throughout the universe, and there are an infinite number of unimaginable forms that life could take on different planets and even on stars. The diversity of our own earthly organisms gives us only a small sample of such possibilities.
3. There is also the question “How did—or how does—life begin?” Does it emerge independently at many locations throughout the universe, or is it spread among habitable planets by “seeds” (elemental organisms) carried by comets, asteroids, meteorites or even solar wind? Meteorites from Mars, recovered in the Arctic, appear to contain formations caused by living organisms and are considered by some astrobiologists to be a clue supporting the “seed” theory. These scientists hypothesize that seeded “alien” life-forms may have reached Earth a number of times before—or after—our dominant “amino acid-based” form emerged. They

surmise that those life-forms may still be here on Earth, but we just haven't noticed them yet. It's also important to note, they say, that most of the life-forms on Earth have not even been properly classified, and since the majority of those life-forms are microbes, invisible to the human eye, scientists have identified only a tiny portion of them.

4. For these reasons, Paul Davies, a physicist, cosmologist, and astrobiologist at Arizona State University, contends that we should stop looking for extraterrestrial messages from alien civilizations and begin examining extreme environments on Earth for unusual microbes. Indeed, some scientists speculate that here on Earth in seemingly hostile environments—areas of extreme cold, heat, radiation, salinity, or acidity—a whole range of organisms, a “shadow biosphere” of yet-to-be-discovered, radically different life-forms may already exist.

5. If so, the discovery of such unique life-forms would strengthen an idea stated by astrobiologist Lewis Dartnell in his book *Life in the Universe* that “the emergence of life [in the universe] is effectively inevitable” and might “simply be a consequence of the natural development of organic chemistry.” In other words, at some level, there might be a built-in tendency within the universe to generate diverse forms of life everywhere. It's an idea that more scientists should start to consider.

31. In the first paragraph, what relatively recent finding does the author say supports the claim that life probably exists beyond the Earth?
- The universe has 100 billion galaxies.
 - Millions more stars have now been discovered.
 - Hundreds of exoplanets have been detected.
 - Planets identical to the Earth have been found.
32. What type of evidence does Stephen Hawking mainly use to support his argument for extraterrestrial life?
- Logical reasoning
 - Direct observation
 - Experimental study
 - Expert opinion
33. Why do scientists believe extremophiles are relevant to the argument for extraterrestrial life?
- Some that came from outer space have been identified.
 - Some contain chemical structures not found on Earth.
 - They are remarkably diverse and adaptable.
 - They can reproduce with little or no light.

34. What topic does the third paragraph mainly discuss?
- Meteorites from Mars
 - The origin of life on Earth
 - Undiscovered life-forms on Earth
 - Places in outer space where life could exist
35. Which of the following is NOT mentioned in the passage as a possible carrier of elemental organisms seeding life in the universe?
- Comets
 - Moons
 - Meteorites
 - Solar winds
36. The text implies that scientists believe alien organisms may most likely be detected
- in extreme environments on Earth.
 - on planets located in the habitable zones.
 - on planets closer to the Sun than Earth.
 - in the common soil right under our feet.
37. Among those scientists mentioned in the text, who was the first to argue that life probably exists elsewhere in the universe?
- Stephen Hawking
 - Carl Sagan
 - Paul Davies
 - Lewis Dartnell
38. In which paragraph does the author express her own personal opinion?
- Paragraph 1
 - Paragraph 3
 - Paragraph 4
 - Paragraph 5
39. Which statement is LEAST supported by the text?
- Life may have existed on another planet in our solar system.
 - Many organisms on Earth have not yet been identified.
 - It is possible life can be found in many places in the universe.
 - We may soon establish communication with alien creatures.
40. What phrase best describes the organization of Text 1?
- A narrative of events
 - A comparison of viewpoints
 - A summary of arguments
 - A series of definitions

Text 2

1. The terms “bravery” and “courage” are often considered synonymous. Both are defined as the quality of mind that enables a person to face difficulty and danger. Yet, for those who use words more precisely and carefully, the terms are very different. Bravery is the ability to face and withstand pain or danger without feeling fear. Courage, however, is the ability to take on an overwhelming task or danger despite having fear. That little word “despite” makes all the difference.
2. Robert Kennedy used both words when he spoke to a group of South African students in 1966 during the height of apartheid, that country’s terrible practice of racial prejudice and discrimination at that time. He said:
3. Few are willing to brave the disapproval of their fellows, the censure of their colleagues, the wrath of their society. Moral courage is a rarer commodity than bravery in battle or great intelligence. Yet it is the one essential, vital quality for those who seek to change a world that yields most painfully to change.

But what did Kennedy mean by “moral courage”?

4. When a person stands up and speaks out against wrongdoing, despite the risk of public ridicule or punishment, or the loss of job or social status, that person shows moral courage. Moral courage involves listening to your conscience, to that quiet voice within, telling you to do the right thing. And then actually doing it.
5. Moral courage also requires us to make judgments about what actions or behaviors are supportive of our highest ideals, and which ones are destructive. It asks us to recognize our responsibilities and see the consequences of our own actions.
6. But what kind of person can stand up and do the right thing? Does such strength of character come from a religious background? Is it a genetic predisposition for some people to oppose unjust authority?
7. Perhaps everyone has the potential for moral courage. Over the last decade, in universities across North America, Europe, and Asia, more and more courses in moral courage are being offered, because universities, especially those which claim to teach critical thinking, are finding that moral courage is sometimes in short supply.

8. The Moral Courage Project, for example, is a unique leadership course offered at New York University’s school of public service. The project founder and director, Irshad Manji, a reform-minded Muslim, states that the goal of this project is to equip students to challenge political correctness, intellectual conformity, and self-censorship—within their families, communities, and organizations. Manji’s passion for this project is fueled by her desire to renew the spirit of *ijtihad*, the ancient Islamic tradition of independent, creative thinking.
9. Students and teachers must have the courage to speak out, not only about social problems but also about dishonesty and dysfunction within their own institutions. As Manji says, “You can’t have moral courage if you’re not willing to think for yourself, innovate and take risks.” Students must not be afraid, she stresses, to offer thoughts that they believe nobody else will seriously consider.
10. History is filled with heroic models of moral courage. Martin Luther King, Mahatma Gandhi, Aung San Suu Kyi, are admirable examples. Yet heroic risk-taking is not limited to world-renowned leaders.
11. The young Pakistani schoolgirl, Malala Yousafzai, has become a role model of moral courage for young women across the world. At age 11, Malala started a blog speaking out against the repressive Taliban rule in the Swat Valley of Pakistan. For three years, despite great risk to her personal safety, Malala continued to speak out passionately for the cause of women’s education in her country. Then on October 9, 2012, she was shot and severely injured—punished for speaking out—but she remains a potent symbol of hope for a country that “yields most painfully to change.”
12. Let’s hope Robert Kennedy was wrong when he said “moral courage is a rarer commodity than bravery in battle or great intelligence.”
41. In paragraph 1, the author believes that the word “despite” is important to the definition of courage because
- people with true moral courage are rare.
 - it is important to avoid physical pain or danger.
 - completing an overwhelming task is difficult.
 - it makes a distinction between brave and courageous people.
42. What do the “both words” underlined in paragraph 2 refer to?
- moral/courage
 - bravery/courage
 - change/world
 - essential/quality

43. The main point made about moral courage in paragraph 4 is that
- one must eventually act.
 - one must listen carefully.
 - one must say the right thing.
 - one must understand wrongdoing.
44. Which of the following is the best paraphrase of paragraph 5?
- It is always better to judge than be judged.
 - Think critically about your decisions and their effects.
 - Ask others for good advice before you act.
 - Support the reasonable ideals of others.
45. How are the questions asked in paragraph 6 answered in the text?
- Moral courage mostly comes from religious teaching.
 - Moral courage is mainly inherited from one's parents.
 - Each person has the potential for showing moral courage.
 - Young people possess the greatest potential for moral courage.
46. Universities are offering classes in moral courage because
- it is lacking on their campuses.
 - it is a popular subject worldwide.
 - it is becoming popular in the media.
 - it is important for economic reasons.
47. Irshad Manji would probably consider Malala Yousafzai as an example of
- practical self censorship.
 - intellectual conformity.
 - the Muslim spirit of *itjihad*.
 - political correctness.
48. The word "potent" underlined in paragraph 11 is closest in meaning to which of the following?
- potential
 - political
 - purposeful
 - powerful
49. The overall structure of Text 2 can best be described as an example of
- argumentation.
 - cause and effect.
 - personal narrative.
 - extended definition.
50. Which of the following possible statements by an astrobiologist, based on *Text 1*, could be considered an example of the moral courage discussed in *Text 2*?
- Extremophiles survive in every corner of the world.
 - A shadow biosphere exists and we need to protect it.
 - Life probably can be found on other planets in the universe.
 - It is painfully difficult to change current thinking about the origin of life.

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。

The ancient Greeks believed that in architecture a form which rightly expresses function should be beautiful. And indeed the Doric columns in the Parthenon in Athens are more beautiful than the Egyptian columns in Thebes ___(51)___ because the Greek workmanship produced the ___(52)___ expression of that strong stability of support ___(53)___ is the main function of a column.

___(54)___ a strictly mathematical point of view, straight lines ___(55)___ literally served this purpose. But the Greek architects knew ___(56)___ of perception to realize that when the eye views a perfectly straight vertical shaft, the message ___(57)___ to the brain is that the column is skinny and shrunken, ___(58)___ strong enough to hold up anything at all, just as a perfectly horizontal line conveys the ___(59)___ of sagging downward weakly in the middle.

For exactly this ___(60)___ the architects introduced the subtle curve of *entasis*, a gentle widening of the outline of a column; and the eye was completely satisfied that it was beautiful ___(61)___ it looked strong enough to ___(62)___ its function. Thus we find a ___(63)___ recognition of a ___(64)___ truth that, in any great architectural creation, each piece of the structure ___(65)___ merely be strong enough; it must also look strong enough.

To ___(66)___ this end, the great Greek architects fearlessly sacrificed ___(67)___ truth to the higher requirements ___(68)___ their art. They realized, ___(69)___, the difference between cold exactitude and living art, between simple mathematics and perceived ___(70)___.

⇒⇒⇒

51.	a. precise b. precision c. precisely d. preciseness	52.	a. accidental b. concluding c. conditioned d. ultimate	53.	a. such b. there c. what d. which
54.	a. From b. How c. Of d. To	55.	a. will b. will have c. would had d. would have	56.	a. enough b. exactly c. nothing d. part
57.	a. is transmitting b. transmit c. transmits d. transmitted	58.	a. no b. neither c. nor d. not	59.	a. glance b. impression c. purpose d. weight
60.	a. art b. reason c. support d. way	61.	a. because b. by c. how d. thus	62.	a. fulfill b. grant c. question d. rely
63.	a. deliberate b. deliberateness c. deliberation d. deliberately	64.	a. constructed b. fundamental c. liberal d. trivial	65.	a. may b. may not c. must d. must not
66.	a. attain b. bring c. score d. treat	67.	a. science b. scientific c. scientifically d. scientist	68.	a. as b. at c. by d. of
69.	a. along with b. as opposed to c. in addition to d. in fact	70.	a. beautiful b. beautify c. beauteous d. beauty		