

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、次にリーディングの順序で行います。リーディングの指示は、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。注意して聞いて下さい。
 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マークして下さい。
 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下さい。
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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下さい。
 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下さい。
 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つの問いに答えて下さい。

「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

次のページからの問題には、それぞれ a, b, c, d の選択肢が与えられています。
各問題につき、a, b, c, dの中から、最も適切と思われる答えを1つだけ選び、
解答カードの相当欄をマークして、あなたの答えを示して下さい。

例 

   

PART I

Choose the best answer to each question.

Questions 1-10.

1. What does the man recommend that the woman do?
 - a. Set the clock ahead
 - b. Have the clock repaired
 - c. Buy another clock
 - d. Use two clocks

2. What is the man going to do?
 - a. Give his notes to the woman
 - b. Start his talk right away
 - c. Wait for his turn to speak
 - d. Prepare for his presentation

3. What is the purpose of the woman's visit?
 - a. To report recent events
 - b. To turn in late homework
 - c. To explain her absence
 - d. To ask for extra work

4. What did the man do with his key?
 - a. He lost it.
 - b. He left it in the room.
 - c. He dropped it by the window.
 - d. He bent it.

5. What does the woman imply?
 - a. She is bothered by the survey.
 - b. She will cooperate depending on the topic.
 - c. She does not want to give her name.
 - d. She only has five minutes to talk.

6. What does the man imply?
- a. She could get the internship.
 - b. He is good at organizing class notes.
 - c. She manages her time well.
 - d. He wants to return a favor.
7. What is the woman doing?
- a. Trying to find a job
 - b. Taking a campus tour
 - c. Practicing interviews
 - d. Using databases
8. What is the overall topic of the conversation?
- a. Decreasing costs
 - b. Commuting time
 - c. Finding a roommate
 - d. Living on campus
9. What is the woman concerned about?
- a. She will be late for class.
 - b. The library will be crowded.
 - c. The cafeteria is too far.
 - d. She has to drop off books.
10. Why was the man looking for the woman?
- a. He wanted to give advice on her essay.
 - b. He wanted to change his examples.
 - c. He wanted her to read his draft.
 - d. He wanted to share his news.

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PART II

Choose the best answer to each question.

Questions 11-12.

11. What did the woman find most interesting?
- a. Each group evaluated a mock meeting.
 - b. The lecture covered various fields of study
 - c. Business theories are complex.
 - d. Word selection influences the message.
12. What does the woman wish she had been able to do?
- a. Attend the entire workshop
 - b. Major in business administration
 - c. Study the theory in advance
 - d. Play the role of the evaluator

Questions 13-15.

13. Why is the man talking to the woman?
- a. He needs a new prescription.
 - b. He has a high temperature.
 - c. He cannot sleep well.
 - d. He needs dietary advice.
14. What does the woman think the man should do?
- a. Have a regular health check
 - b. Go to bed before midnight
 - c. Change his daily habits
 - d. Take the pills before meals
15. Which of the following meals would the woman suggest?
- a. Milk and grilled chicken
 - b. Ham and cheese sandwich
 - c. Green salad and chilled fruit
 - d. Vegetable soup and toast

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PART III

Choose the best answer to each question.

Questions 16-20.

Listen to a lecture.

16. What is the main topic of this lecture?
- a. The influence of age on language aptitude and musical ability
 - b. The relationship between musicality and language learning
 - c. The effects of musical instruments on learning foreign languages
 - d. The role of memory in learning languages and playing music
17. How did the researchers classify “highly skilled musicians”?
- a. Those who took at least two music classes
 - b. Those who taught music to at least fifteen students
 - c. Those who played music for about eleven years
 - d. Those who played professionally for more than two years
18. How was Morse code used in the experiment?
- a. To invent a set of new vocabulary
 - b. To test the participants’ hearing
 - c. To record both short and long tones
 - d. To select fifteen participants for further study
19. What did the researchers find?
- a. The participants easily acquired language and musical skills.
 - b. Some musicians used more skills than others.
 - c. The participants in the two groups were similar.
 - d. The students with musicality learned faster.
20. What was one problem with the study?
- a. The number of participants in the study was small.
 - b. The researchers used an outdated communication form.
 - c. The quality of the sound used in the experiment was poor.
 - d. The participants all spoke the same native language.

Questions 21-25.

Listen to a lecture.

21. What is the best title for this lecture?
- a. Life in the Rainforest
 - b. The Tropical Rainforest
 - c. The Rainforest Canopy
 - d. Animals of the Rainforest Canopy
22. William Beebe's claim is used to illustrate
- a. the biodiversity in the rainforest canopy.
 - b. the existence of an unexplored area of the earth.
 - c. the life of animals and plants in the tropical rainforest.
 - d. the dense vegetation of the rainforest canopy.
23. Which of the following is NOT a description of the canopy layer?
- a. The busiest part of the rainforest
 - b. The world's largest pharmacy
 - c. Tall as a ten-story building
 - d. Source of food and protection
24. According to the lecture, what percentage of all species on earth live in the canopy?
- a. 25%
 - b. 40%
 - c. 60%
 - d. 90%
25. The speaker ends the lecture by
- a. proposing a new method to conduct research on the canopy layer.
 - b. calling for innovative approaches to protect the tropical rainforest.
 - c. emphasizing that we now know enough about the canopy.
 - d. reminding us that rainforest destruction should be of concern.

Questions 26-30.

Listen to a lecture.

26. What did SCAP need to accomplish in eight days?
- a. Create a new constitution for postwar Japan
 - b. Research the constitutions of many different countries
 - c. Write a report on the living conditions of Japanese women
 - d. Translate documents for the US and Japanese governments
27. What did Sirota learn about the situation of women while growing up in Japan?
- a. Studying music was one way to escape poverty.
 - b. Women were expected to work as servants to earn money.
 - c. Mistresses were often treated better than wives.
 - d. Poor families sometimes sold their daughters to survive.
28. According to the lecture, what was Sirota's guiding principle?
- a. Men and women deserve equal rights.
 - b. Marriage and family are most important.
 - c. All children should receive an education.
 - d. Men should participate more in family life.
29. What did the Japanese officials initially think about Sirota's section?
- a. The ideas were too conservative.
 - b. The suggestions were unsuitable.
 - c. The ideas were disrespectful of human rights.
 - d. The suggestions were too vague to apply.
30. According to the lecture, what was most significant about Sirota's presence in the final negotiations?
- a. She could speak Japanese fluently.
 - b. She had lived in northern Japan as a child.
 - c. She was the only female there.
 - d. She single-handedly convinced the officials.

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リーディングの指示

1. リーディングには、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、解答カードの相当欄をマークして下さい。
 4. 終了の指示があったら直ちに鉛筆を置いて、問題冊子と解答カードを試験監督が集め終わるまで待っていて下さい。
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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 の問いに答えて下さい。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下さい。PART 2 の解答指示は 20 ページにありますので、それに従って下さい。

PART 1

Text 1

1. Carl Sagan, an American astronomer and astrophysicist, stated that “The calcium in our teeth, the iron in our blood, the carbon in our apple pies were all made in the interiors of collapsing stars. We are all made of starstuff.” In other words, all that exists in the universe is made from what came before. Stars are born and stars die, leaving behind stardust. It is from this that we, and all other things, are made.
2. According to scientists, the universe was created in an event referred to as the Big Bang. Just after it occurred, only light elements, such as helium and hydrogen, existed in the universe. More than 100 million years passed before the gas formed from light elements came together under the effect of gravity, to form what we now know as stars. As the gases came together, the inside of stars became hotter, the pressure increased, and the elements transformed into other elements. At first, lighter elements such as hydrogen or helium burned in the center, but one by one they became heavier elements such as carbon and oxygen. As the elements burned and changed, the stars released energy, which prevented them from collapsing under the effect of gravity. This energy escaped as light, visible to us as shining stars in the night sky.
3. As the process continues, the elements at the center of a star become heavier and heavier until, eventually, they transform into iron. This element transforms in a different way from all the other lighter elements. Most elements release energy when changing form; on the contrary, iron is the most stable and therefore cannot release any energy. A star with an iron core no longer has enough energy to resist gravity. Since the star cannot support itself any more, it must die—the heavy center collapses inward, which releases energy suddenly, and the star explodes. This is called a supernova, which scatters stardust (the elements combined in the star) far across space. Eventually new generations of stars are born from this stardust.
4. In this sense, everything we see, from the Sun in the sky, to the people around us, to the dirt on which we stand, is connected. Everything visible always existed, in some form or another, and will always be present in some way. Thus, materials in the universe are recycled. However, though we may not be particularly unique in what we are made of, our experiences are one of a kind. Each moment and each memory that comes from making friends, getting married, having children, or traveling the world cannot be uplicated. This is why Sagan once described human beings as “starstuff which has taken its destiny into its own hands.” This is what can make us in some way original what we do, think, and feel. Therefore, it is up to us to make the most of our time before we are scattered to the corners of the universe once more.

Quotes from: Sagan, Carl. *Cosmos*. New York: Random House, 1980.

“Journeys in Space and Time.” *Cosmos*. PBS. 16 Nov. 1980. Television.

(C) Estate of Carl Sagan. Reproduced by permission of Estate of Carl Sagan.

31. Which of the following is the best title for this text?
- a. The Birth and Death of Stars
 - b. Life after the Big Bang
 - c. Dying Stars in the Changing Universe
 - d. People are More than Stardust
32. According to the text, which of the following is true of the process of the creation and destruction of stars?
- a. The whole process begins with light elements.
 - b. Stars keep collapsing as they absorb new elements.
 - c. The pressure in the core of stars attracts heat and light.
 - d. Stars decrease in size and weight as they release energy.
33. According to the text, when does a star shine?
- a. When its elements evolve into new ones
 - b. When the elemental density increases too quickly
 - c. When hydrogen and helium are pulled together
 - d. When stardust is attracted and creates luminosity
34. According to the text, how is iron different from all the other lighter elements?
- a. It transforms in a faster way.
 - b. It releases more stardust when transforming.
 - c. It cannot release energy through transformation.
 - d. It transforms into a lighter element.
35. According to the text, which of the following best explains the death of stars?
- a. They become too heavy.
 - b. They cannot withstand gravity.
 - c. They consume all their fuel.
 - d. They collapse under intense heat.
36. What is the purpose of paragraphs 2 and 3?
- a. To explain how stardust originates
 - b. To give a brief history of the universe
 - c. To explain the purpose of supernovae
 - d. To give a summary of the Big Bang theory

37. The word “duplicated” underlined in paragraph 4 is closest in meaning to which of the following?
- a. recycled
 - b. reformed
 - c. repeated
 - d. revealed
38. What point does the author make about apple pie and marriage?
- a. An apple pie is recycled material, but a marriage is special.
 - b. Both apple pie and marriage are human creations.
 - c. Neither apple pie nor marriage is particularly uncommon.
 - d. An apple pie is an object; however, a marriage is a ceremony.
39. Why does the author use the quotation by Sagan in paragraph 4?
- a. To tell us what to do, think, and feel
 - b. To locate our place within the universe
 - c. To emphasize that we are all connected
 - d. To support the idea of our uniqueness
40. What is the author’s main message in the conclusion?
- a. People should focus on building relationships.
 - b. It is important to take advantage of life’s opportunities.
 - c. Humans are constantly making an effort to contribute to society.
 - d. Everybody is born to treasure each and every memory.

1. Since the beginning of recorded history, dreams have puzzled and intrigued humankind. Only in the last 115 years, however, have we made significant progress in the scientific study of dreams, which highlights ambiguous boundaries between wakefulness and sleep, as well as between body and mind. In general, there have been two different approaches to understanding dreams; one emphasizes the analysis of dream content, and the other values the investigation of the form of dreams. A synthesis of these approaches can be seen as the successful culmination of the past century of research.
2. Two psychiatrists who are famous for their theories on dream content are Sigmund Freud and Carl Jung. Freud believed that the unconscious contains unacceptable feelings and thoughts. In his landmark study, *The Interpretation of Dreams* (1900), Freud claimed that all dreams are a means to fulfill an unconscious wish or desire that can usually be traced back to childhood. In order to protect the conscious mind from these feelings, the true meaning of a dream must be kept hidden from the dreamer through layers of symbols. Thus, Freud claimed that dreams are “the guardians of sleep and not its disturbers.” His younger colleague Carl Jung, however, took a broader and more flexible view on the nature and purpose of dreams. He believed that dreams serve to help the mind to self-regulate, and to act as a guide for personal growth. Furthermore, Jung argued that dreams are often transparent to the dreamer in their meaning. In other words, dreams “do not deceive, they do not lie, they do not distort or disguise.” This disagreement about dreams between Freud and Jung famously ended their friendship.
3. The discovery of Rapid Eye Movement (REM) by sleep researchers in 1953 caused a major shift away from the analysis of dream content. Once it was proven that dreams and REM sleep are closely correlated, a new era commenced which focused on investigating the form of dreams through a brain-based lens. Sleep researchers learned that the REM sleep cycle occurs every ninety minutes, observable by rapid movements of the eyes. Dreams occur during REM sleep seventy to ninety percent of the time, and one dream may last between five and twenty minutes. Thus, a typical seventy-five-year-old who may spend two hours a night dreaming on average, will have spent the equivalent of six years dreaming. In addition, sleep researchers confirmed that all mammals dream, and that infants spend a lot of time in REM sleep. These two findings in particular seem to discredit Freud’s theory of dreams.
4. In fact, the psychiatrist J. Allan Hobson, one of the most prominent sleep researchers of this era, is well-known for his anti-Freudian views. His outlook was initially solely brain-based. Hobson claimed that dreaming is activated via the brain stem during REM sleep. This part of the brain stimulates another part of the brain that deals with emotions. Related research showed that there may be more brain activity associated with emotions during REM than previously thought. Therefore, Hobson’s research became receptive to and integrated both physiological

and psychological perspectives. By presenting the dream process as “more progressive than regressive; as more positive than negative; as more creative than destructive,” Hobson echoed Jung.

5. While much more is now known about dreams and dreaming, mystery remains. Certainly, any future research will need to work with both approaches to dreams—one that validates the interpretation of dream content alongside up-to-date knowledge of dream form. Jung’s belief that a dream is often transparent, and serves to restore balance as well as promote development, seems to be particularly compatible with the outcomes of sleep research. This provides an ideal synthesis of two approaches to dreams, which no longer need to be at odds, but can enhance and support each other.

Quotes from: The Dreaming Brain by J. Allan Hobson. (C) 1988 J. Allan Hobson.
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41. Which of the following is the best title for this text?
- a. The Challenges of Analyzing Dream Content
 - b. The Discovery of REM and Dream Form
 - c. Integrating Two Approaches to Dreams
 - d. Dreams and the Evolution of Sleep Research
42. According to the text, what is a major difference between Freud and Jung?
- a. Freud maintained that dreams are unconscious wishes, whereas Jung held the view that dreams are the guardians of sleep.
 - b. Freud believed dreams are a sign of activity in the brain stem during REM, while Jung felt that dreams contain inappropriate thoughts and feelings.
 - c. Freud thought dreams serve to help the mind develop, whereas Jung argued that dreams are messages the brain sends to itself to process emotions.
 - d. Freud claimed dreamers must be protected from the truth of dreams, while Jung considered the meaning of dreams to be more accessible.
43. Which of the following best describes the main purpose of paragraph 3?
- a. To illustrate the discovery of Rapid Eye Movement in child development
 - b. To explain a change in focus away from dream content to dream form
 - c. To connect early dream research with how we now analyze dream content
 - d. To provide background about the brain-based approach to mammals

44. According to the text, what is the most significant implication of the discovery of REM?
- a. It helped clarify the theories of Freud and Jung.
 - b. It proved there was a physical aspect to dreams.
 - c. Scientists now knew how long people spent dreaming.
 - d. Scientists now had a way of observing dream content.
45. The word “discredit” underlined in paragraph 3 is closest in meaning to which of the following?
- a. To determine that a belief is no longer valid
 - b. To conclude that an idea is far-fetched
 - c. To question whether an idea is scientific
 - d. To discourage the person who disproves a theory
46. The word “regressive” underlined in paragraph 4 is closest in meaning to which of the following?
- a. argumentative
 - b. conservative
 - c. primitive
 - d. tentative
47. According to the text, what was Hobson’s contribution to dream research?
- a. He concluded that dreams are entirely brain-based.
 - b. He showed that dreams are largely constructive in nature.
 - c. He concluded that the meaning of dreams is hidden in symbols
 - d. He showed that dreams are primarily inappropriate thoughts.
48. What does the phrase “mystery remains” underlined in paragraph 5 suggest?
- a. Dreams are often strange and difficult to comprehend.
 - b. We will never know everything about dream analysis.
 - c. We still do not have a full understanding of dreams.
 - d. Dreams are beyond the scope of scientific research.
49. Whose ideas are least connected to current research on dreams?
- a. Freud’s
 - b. Freud’s and Jung’s
 - c. Jung’s
 - d. Jung’s and Hobson’s

50. Which of the following best summarizes the text?

- a. Theories of dreams have advanced due to innovative findings by sleep researchers which revealed the importance of incorporating dream form. Their findings agreed more with Jung than Freud. Jung argued that dreams are often straightforward; they help dreamers to maintain internal stability, and encourage personal growth. Synthesizing Jung's approach to content and sleep researchers' approach to form could advance future research on dreams.
- b. Theories of dreams have been greatly influenced by two famous psychiatrists, Freud and Jung. However, brain-based approaches have revealed that dreams occur during REM sleep and demonstrated the importance of a form-oriented approach to dreams, such as Hobson's. Nowadays, the theories of Freud and Jung have lost their places of importance in dream research. Any future research should be conducted alongside up-to-date knowledge of dream form.
- c. The discovery of Rapid Eye Movement has filled discrepancies between two theories of dreams: Freud's and Jung's. In order to validate the interpretation of dream content, we should put more emphasis on a brain based approach to dreams. Thanks to the contributions of sleep researchers, science has begun integrating Freud's and Jung's findings about the content of dreams with discoveries about the form of dreams made by researchers such as Hobson.
- d. Two famous psychiatrists, Freud and Jung, held different views about dreams. Most research conducted after these two great scholars has investigated how the true meaning of a dream is hidden or protected from the conscious mind. However, the discovery of Rapid Eye Movement demonstrated that more emphasis should be placed on the form of dreams, not the content. Further research should be conducted to construct a clearer picture of the dream process.

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PART 2

次の文章には 20 の空欄 (51-70) があり、21 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下さい。その後、
各空欄に最も適当と思われる答えを 1 つ選び、解答カードの相
当欄をマークして下さい。

Bats are the most ____ (51) ____ animals, partly due to many stereotypical images.
One such image that obviously ____ (52) ____ vampire films is that they are bloodthirsty creatures.
____ (53) ____, among the 1,200 species of bats, only three survive exclusively on a ____ (54) ____
of blood. Most bats eat insects, fruit, flower nectar, and vertebrates ____ (55) ____ frogs, birds, and
fish.

Another stereotype about bats is that they have ____ (56) ____ vision, as in the expression,
“blind as a bat.” However, ____ (57) ____ some bats cannot see well, others can. This stereotype
may be due to the fact that many are ____ (58) ____ and can fly in the dark.

____ (59) ____ the lack of understanding on the part of humans, bats and people have been
living together for thousands of years, ____ (60) ____ under the same roof. Indeed, bats and
humans have similar tastes in ____ (61) ____ conditions; they both like their shelter to be clean,
comfortable, and ____ (62) _____. So bats like to roost in buildings such as houses, barns, and
churches. ____ (63) ____ bats do not damage the structures or cause trouble for humans, their
existence in houses can go ____ (64) ____ for years.

Bats are ____ (65) ____ endangered animals, and many countries are making efforts to
____ (66) ____ them. In the UK, for example, there are strict laws about damaging bat roosts.
In addition, US organizations are encouraging people ____ (67) ____ bat houses in their backyards.
____ (68) ____ housing, the ____ (69) ____ will eat mosquitoes and other pests for humans,
and offer their droppings as natural fertilizers. Thus, protection of bats will benefit humans, and
also help with the ____ (70) ____ of the ecosystem.

51	a. favored b. misunderstood c. researched d. unfriendly	52	a. comes about b. comes after c. comes from d. comes in	53	a. In contrast b. In reality c. On the other hand d. To illustrate
54	a. diet b. stain c. surplus d. tube	55	a. as for b. based on c. found in d. such as	56	a. destructive b. evil c. poor d. unacceptable
57	a. even as b. nevertheless c. provided d. while	58	a. avian b. dangerous c. nocturnal d. sightless	59	a. Besides b. Despite c. Except d. Through
60	a. heartily b. joyfully c. literally d. tastefully	61	a. alive b. live c. lived d. living	62	a. calm b. isolated c. secure d. tall
63	a. Since b. So c. Therefore d. Thus	64	a. to notice b. unnoticeable c. unnoticed d. noticing	65	a. also b. perhaps c. rarely d. too
66	a. activate b. protect c. raise d. sustain	67	a. build b. building c. built d. to build	68	a. For the sake of b. In exchange for c. To the extent of d. With a view of
69	a. birds b. companions c. tenants d. vampires	70	a. allowance b. distribution c. introduction d. maintenance		