

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 (E)

☐ A ☐ B ☒ C ☐ D

PART I

Choose the best answer to each question.

Questions 1-10.

1. Where does the conversation take place?
 - a. In the bookstore
 - b. In the classroom
 - c. In the library
 - d. In the writing center

2. What is the overall topic of this conversation?
 - a. Hip hop music and dance
 - b. Which PE class to take
 - c. Taking a swimming class
 - d. Exercising to keep in shape

3. What does the woman imply?
 - a. She is going to major in biology.
 - b. She is going to major in anthropology.
 - c. She hasn't thought about her major yet.
 - d. She hasn't decided her major yet.

4. What does the woman say?
 - a. She can have a meeting with him now.
 - b. She is available for one hour at 4:00.
 - c. She is going to be late today.
 - d. She is busy between 4:00 and 5:00.

5. What will the woman do this weekend?
 - a. She will do homework and go to her part-time job.
 - b. She will do a quiz and write two essays.
 - c. She will go to a classical music concert with her friend.
 - d. She will go to a jazz festival with her friend.

6. What is the man probably going to do?
 - a. Study abroad for one year
 - b. Study abroad during summer
 - c. Expand his plan to study abroad
 - d. Examine reasons to study abroad

7. What does the man imply?
- a. High school students don't worry as much about time management.
 - b. High school students are more independent than university students.
 - c. There are many differences between high school and university.
 - d. Sharing and discussing ideas with classmates is important at university.
8. What does the woman say?
- a. Not many students pay a visit to the counseling center.
 - b. The man should describe his problems in more detail.
 - c. The woman has been concerned about the man for a while.
 - d. The man should not feel bad about visiting a counselor.
9. What does the man imply?
- a. He has played American football before.
 - b. He is not interested in joining a club.
 - c. He might not have enough time to practice.
 - d. He will join the club's practice session.
10. What is the woman probably going to do?
- a. Ask a classmate to swap presentation times
 - b. Cancel her soccer match and prioritize her class
 - c. Do her presentation on Friday, rather than Monday
 - d. Find a way to be fair to her teacher and classmates

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PART II

Choose the best answer to each question.

Questions 11-12.

11. What will the woman do next spring?
- a. Read Shakespeare
 - b. Finish university
 - c. Study British Literature
 - d. Take Mr. McKinley's class
12. How many courses about British Literature will the man probably take?
- a. two
 - b. three
 - c. six
 - d. nine

Questions 13-15.

13. Why did the man want to see the woman?
- a. He wanted her to spend more time on her homework.
 - b. He wanted her to work fewer late shifts at the restaurant.
 - c. He wanted to discuss why she was doing poorly in class.
 - d. He wanted to persuade her to quit her current job.
14. What does the woman think she should have done?
- a. She should have contacted the man.
 - b. She should have worked part-time.
 - c. She should have studied in the library.
 - d. She should have been aware of her grades.
15. What will they probably do next?
- a. Ask professors about clerical help
 - b. Consider moving to the day shift
 - c. Search the Internet for jobs on campus
 - d. Check department hours online

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PART III

Choose the best answer to each question.

Questions 16-20.

Listen to the lecture.

16. What is the critical period?
 - a. The period of time when children are exposed to language
 - b. The period of time that is best for acquiring language
 - c. The period of time it takes to learn a language fluently
 - d. The period of time it takes birds to learn songs naturally

17. According to the lecture, what is controversial about the CPH?
 - a. The CPH as a top issue in science
 - b. The time at which it occurs
 - c. The novelty of the hypothesis
 - d. The testing of the CPH on birds

18. According to the lecture, what age range is the critical period for the sparrows in the study?
 - a. 10-50 days
 - b. 50-60 days
 - c. 10-60 days
 - d. 10-15 days

19. According to the lecture, which of the following statements about sparrows is true?
 - a. Some birds did not learn to sing normally.
 - b. Some birds learned songs after one hearing.
 - c. They did not learn any songs in the study.
 - d. They learned to sing normally in isolation.

20. According to the lecture, what can studying birdsong lead to?
 - a. Learning about animal communication
 - b. Proving that the critical period is the same for birds and humans
 - c. Manipulating language in natural settings
 - d. Developing our understanding of human language learning

Questions 21-25.

Listen to the lecture.

21. Which of the following is NOT mentioned in the introduction of the lecture?
- a. The composition of Saturn's rings
 - b. The discoveries of the mission thus far
 - c. The increase in knowledge about Saturn
 - d. The consequences for life on our planet
22. According to the lecture,
- a. the mission is a unilateral effort by NASA.
 - b. it took seven years for Cassini to land on Saturn.
 - c. Cassini is as heavy as an adult male elephant.
 - d. it was a 3.5 billion km voyage to the ringless planet.
23. According to the lecture, which of the following is true?
- a. The Huygens Probe was named after a German astronomer.
 - b. The surface of Titan shares many features with Earth.
 - c. The probe was launched in 2005 to explore Saturn.
 - d. A hurricane with an eye 530 km wide was discovered on Saturn.
24. According to the lecture, what is most significant about the hurricane on Saturn?
- a. Its wind speed is higher than most hurricanes on Earth.
 - b. Its monstrous size facilitates research about hurricanes on Earth.
 - c. Its features are very similar to hurricanes on Earth.
 - d. Its stationary nature aids studies about hurricanes on Earth.
25. Which of the following best describes the main idea of the lecture?
- a. Exploring space could help solve problems here on our planet.
 - b. We can learn about hurricanes on Earth by examining those on Saturn.
 - c. The Cassini mission's greatest discovery was the moon, Titan.
 - d. The Huygens Probe has contributed much to the study of hurricanes.

Questions 26-30.

Listen to the lecture.

26. Why is the song “When You Wish upon a Star” mentioned in this lecture?
- a. The message that is contained within this song is loosely connected to the possible selves theory.
 - b. The story of *Pinocchio* is akin to the author’s opinion on the benefits of imagining possible selves.
 - c. The song encourages us to make a wish in order to realize the dreams we have for our future possible selves.
 - d. The song has helped the possible selves framework expand into other academic areas besides psychology.
27. How many elements are in the theory of possible selves?
- a. two
 - b. three
 - c. four
 - d. many
28. Which possible self is NOT mentioned in the lecture?
- a. The thin self
 - b. The rich self
 - c. The happy self
 - d. The loved self
29. To what does Marilyn King most attribute athletic success?
- a. Great self-determination
 - b. Continuous attainment of goals
 - c. Firm willpower to persevere
 - d. Images of successful future selves
30. What is the main idea of the lecture?
- a. To be successful, we should avoid the development of a negative self-image.
 - b. Developing a positive future self-image can help you realize your dreams.
 - c. We should make efforts to change our situation by thinking positively.
 - d. Wishful thinking is the key to success in our future because nothing is certain.

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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. It has been nearly 50 years since the first human heart was successfully transplanted. In today's world, more than 100,000 organs are transplanted annually. With this many organs being gathered and used, one might assume that humanity has overcome death due to organ failure. Yet demand is high, far exceeding the number of actual organs available. As a result, every year, thousands of people die while waiting for an organ. Despite advances in medical technology, one basic challenge still remains—keeping viable organs cold enough to survive the journey from donor to recipient. Most organs can be preserved for only a few hours. The solution to this problem, however strange it may seem, could be found hopping across the Arctic wilderness at this very moment. The animal that might hold the key to transforming organ transplantation is the Alaskan wood frog.
2. A frog might not be the animal that comes to mind when imagining the cold, icy tundra, but the Alaskan wood frog is uniquely suited to this environment. This is because it, like some other creatures, has the ability to cope with being frozen, a characteristic which scientists refer to as freeze tolerance. Resistance to cold is connected to the amount of water in an animal's body. As water freezes, it expands, meaning when water inside cells freezes, cell walls are destroyed. When they thaw, they are unable to return to their original state. That means an animal without freeze tolerance could not survive being frozen; however, Alaskan wood frogs possess this capability because their bodies produce chemicals called cryoprotectants. "Cryo" means extreme cold and a "protectant" prevents bodily harm. For this amphibian, glucose acts as a cryoprotectant. As the mercury drops, the frog produces sugar to replace water in its body. With more sugar than water, the cell walls can freeze and remain intact. This process enables the animal to remain safe in temperatures as low as -16°C and scientists believe they could even withstand as low as -100°C . Remarkably, when springtime arrives, it takes only about 10 hours for this frog to go from completely frozen to hopping around.
3. Freezing a body that is accustomed to cold weather is one thing, but freezing and thawing organs that are not adapted to survive this process is another. Currently, human organs can only be chilled, because freezing and thawing would destroy their cells. However, if scientists determine how to apply the frog's method of survival to human organs, it could revolutionize organ transplantation. Presently, a human heart can only survive in refrigeration for four to five hours, so it is imperative that organs and recipients be close. Once a human body dies, decomposition begins immediately. As the body cools, blood starts to collect in certain areas and, within a few hours, the body begins to stiffen. These events jeopardize viable organs available for donation and, as a result, sending organs across national borders is still relatively uncommon. However, imagine if a human heart could be frozen, transported to another country, and then thawed

for transplantation. Hospitals might be able to store available organs in anticipation of future operations.

4. Throughout human history, people have been driven by curiosity and a desire to solve problems. In fact, researchers have actually already begun experimenting with chemicals from animals similar to the Alaskan wood frog. Ordinarily, we use introspection as a means for problem solving, rather than exploring the natural world. It could be that our future as a species depends on simply learning to understand our surroundings. That frog hopping by or the insect buzzing around could provide solutions to some of our most challenging problems and be the key to living longer, healthier lives.
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31. Which of the following is the best title for this text?
- a. The Secret of Freeze Tolerance in Amphibians
 - b. A Solution to an Organ Transplantation Problem
 - c. A Problem with Transportation of Human Organs
 - d. The Potential Role of Sugar as a Cryoprotectant
32. What does the sentence underlined in paragraph 1 suggest?
- a. Human beings believe they can better control life and death as a result of transplantation.
 - b. The number of organ transplants will be significantly higher than any time in recorded history.
 - c. Many patients with fatal diseases might be saved from death by more humane treatments.
 - d. The waiting list of organ transplants will become shorter because of a surplus of organs.
33. What does “this problem” in paragraph 1 refer to?
- a. Too many people dying while waiting for organs
 - b. A shortage of organs for donation to people in need
 - c. Difficulty keeping organs fresh for a sufficient period
 - d. A low number of organs being transplanted every year
34. Which of the following is the best definition of “freeze tolerance”?
- a. A process in which the cells of plants and animals are gradually damaged by the cold
 - b. The name of a chemical in the bodies of some organisms that can survive freezing
 - c. A procedure to keep human organs as cold as possible for traveling long distances
 - d. The capacity to survive freezing that some microorganisms and animals possess

35. According to the text, when an Alaskan wood frog is in extremely low temperatures, what happens to its body?
- It loses mercury, and glucose will be discharged to reinforce its cell walls.
 - Water becomes solid and sugar will help it soften for survival in the cold.
 - Sugar prevents its cells from being frozen to outlive the frigid climate.
 - It generates glucose in order to protect its cellular barriers from tearing.
36. Which sentence is closest in meaning to the underlined sentence in paragraph 3?
- The mechanism of how an Alaskan wood frog can survive being frozen is understood to some extent, but we still do not know how to apply this to human organs.
 - Scientists cannot agree on how freeze tolerance is protecting bodies of Alaskan wood frogs until they find a different kind of cryoprotectant.
 - The system of freeze tolerance is clear to most scientists, but some researchers claim that creatures like Alaskan wood frogs might have other abilities to survive the icy tundra.
 - Many biologists argue that the organs of Alaskan wood frogs are sufficiently used to being frozen, but the organs of humans are not.
37. Which meaning of “viable” best corresponds to that of the same word underlined in paragraph 3?
- capable of developing or reproducing
 - capable of being used successfully
 - capable of surviving on its own
 - capable of being put into practice
38. According to the text, which of the following is an expected benefit Alaskan wood frogs might bring to organ transplantation?
- Knowledge about the role of sugar in the human body might be applied to curing some diseases.
 - It might drastically decrease the number of patients who need organ transplants.
 - An organ harvested in one country might be able to be transplanted into a person in another.
 - The preservation of organs might be possible in hospitals without freezing them.
39. Which of the following is the author LEAST likely to claim?
- People should be required to make donations so there are more available organs.
 - Creatures should be examined more closely for humans to benefit from them.
 - Human organs should be able to be preserved safely for a longer period in hospitals.
 - We should find feasible solutions for human issues with more outward observation.
40. How is this passage concluded?
- By describing some limitations in applying the findings about Alaskan wood frogs to humans
 - By showing future possibilities that might remove present obstacles in the modern world
 - By reviewing counterarguments about how to take advantage of animal science
 - By emphasizing the thesis statement that organ transplants will be transformed

Text 2

1. Throughout history, art has filled various roles, from delivering messages to raising awareness, making statements, or providing entertainment. At times, artists have used symbols that offer a deeper meaning of the images presented in the artwork. One popular form of artistic symbolism is the use of religious symbols. In liberal cultures like the one that flourished during the Italian Renaissance, religious imagery and symbols could be openly depicted, such as in Leonardo da Vinci's *The Last Supper*. However, there have been times when some religions were not openly accepted, so symbols were often used subversively to undermine the authorities while protecting followers of minority religions from persecution.
2. One such instance was with early Christians in the Roman Empire, during the first to fourth centuries AD. Despite threats of persecution, early Christians in Rome were determined to continue practicing their religion. These believers hid their ceremonies underground in the tunnels of the catacombs outside the city. Following the common practice of Roman society at the time, they decorated the walls and ceilings of the catacomb chambers with symbolic images that could be interpreted several ways to disguise their beliefs. In order to do so, Christians began borrowing images from more accepted and established religions in the Roman Empire and devising new ways to read these images, easily deceiving Roman authorities who entered their catacombs.
3. Some of these symbols were everyday objects such as food. Grapes, fish, and bread were common artistic motifs in many religions across the vast Roman Empire, but held entirely different meanings for the covert Christians. For instance, in art, wine from grapes was often a symbol for the blood of Christ, while bread represented his body, a tradition that continues with modern Christians today. The image of fish was frequently linked to Christ through various passages in the Bible such as the miracle of Christ distributing bread and fish to people, or references to Christ's disciples as "fishers of men."
4. Ancient Christians also borrowed religious images from other societies for their funerary art. Several motifs from Jewish texts were often found in their catacombs. Included amongst these is the story of Jonah, a man who was swallowed by a whale, but escaped three days later. Christians likened this image to Christ's death and resurrection after three days. Greek images of Orpheus, a shepherd holding a sheep, were also a common inclusion in funerary art at the time. This image was adopted by Christians as Christ the Good Shepherd, who would lead his people to salvation after death. In this way, Christians could worship with less fear of persecution.

5. It was not only the ancient Christians in Rome who used the art of other religions to hide their true beliefs. Early Christians in Japan also used this technique to protect themselves from persecution during the Edo Period. These Japanese Christians worshipped in secret rooms of their private homes. They used the Buddha to hide their images of Christ, and a female bodhisattva, also known as *Maria-Kannon* in Japanese, to represent Mary holding baby Jesus.
6. Images contain many meanings, not just the obvious ones on the surface. Upon closer inspection, one might be able to see the people who made these images long ago and understand what they were thinking at that time. They left messages for people in the future about their hopes, dreams, and beliefs. These images open windows into the past that let us see their struggles and triumphs. In the same way that early Christians used symbols embedded in art to protect their beliefs in order to pass them on to future generations, art can be used to inspire conversations with civilizations that are now gone, but whose heritage we would hope to preserve.
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41. What does *The Last Supper* by Leonardo da Vinci tell us about Christianity in his era?
- a. Liberal cultures stemming from Christianity flourished during the Italian Renaissance.
 - b. Religious symbols were not necessary for artists to offer a deeper meaning in their artwork.
 - c. Christianity was a minority religion and therefore artists paying homage to the Christian God feared persecution.
 - d. Artists in the era of da Vinci did not suffer persecution when there was religious content in their work.
42. The word “subversively” underlined in paragraph 1 is closest in meaning to which of the following?
- a. Trying to reverse the current situation in favor of shaping it into a more fruitful outcome
 - b. Demonstrating obedience to mainstream artistic traditions that give voice to our deep-rooted beliefs
 - c. Promoting or achieving the destruction of commonly held beliefs in order to develop a new order
 - d. Overthrowing a dictatorial government in a violent revolutionary attempt that ends in failure

43. What is the main reason Christians in the Roman Empire borrowed religious images from other religions?
- a. They were quite familiar with Roman culture and Judaism, which were in turn connected with their own religion.
 - b. They wanted to adapt the original meanings in favor of ones that allowed them to express their Christianity secretly.
 - c. They hoped to deceive Greek and Roman authorities by demonstrating their loyalty through the use of traditional symbols.
 - d. They were proud to demonstrate the connection between Christianity and other religions in the hopes of avoiding persecution.
44. To whom does the phrase “covert Christians” underlined in paragraph 3 refer?
- a. Christians who chose to follow their religion secretly in the Roman Empire
 - b. Christians who hid themselves underground in the tunnels of the catacombs
 - c. Christians who developed alternative meanings for traditional artistic motifs
 - d. Christians who suffered from oppression at the hands of violent persecutors
45. Why are there quotation marks around the words “fishers of men” in paragraph 3?
- a. To indicate a saying used by artists
 - b. To highlight one of Christ’s names
 - c. To introduce a quote from the Bible
 - d. To suggest another term for Christians
46. Which was NOT employed as a religious motif by the Christians?
- a. Jonah’s escape from the whale symbolizing Christ rising from the dead
 - b. Everyday objects such as fish and bread symbolizing the marvels of Jesus
 - c. Grapes symbolizing Christ’s emotional devotion towards his followers
 - d. A shepherd holding a sheep, symbolizing Jesus as the savior of humanity
47. What is the main idea of paragraph 5?
- a. The Japanese were intolerant of other religions.
 - b. The early Christians of Japan were in great danger.
 - c. The Japanese also had secret catacombs.
 - d. The Japanese Christians also used art cunningly.
48. According to the text, why did early Christians in Japan have a female bodhisattva in their homes?
- a. Because they wanted to show they were Buddhists
 - b. Because she was called *Maria-Kannon* in Japanese
 - c. Because she was used to signify Mary, the mother of Jesus
 - d. Because they believed bodhisattvas had protective powers

49. What is the meaning of the underlined phrase “embedded in” in paragraph 6?
- a. rooted inside
 - b. enlightened by
 - c. related to
 - d. covered in
50. Which of the following is the main idea of the passage?
- a. Art has played diverse roles in our history as a means to raise awareness, provide entertainment, and express religious beliefs.
 - b. When a group of people was oppressed by Roman conquerors, they often faced persecution due to their religious beliefs.
 - c. Knowledge of the Roman and Jewish cultures is necessary to understand the symbols used in Christian art in the Roman Empire.
 - d. Christian people frequently used artistic symbols to conceal their religious beliefs in order to avoid persecution.

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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、解答用カードの相当欄をマークして下さい。

Dr. Hawa Abdi, the first female gynecologist in the North African country of Somalia, (51) _____ international recognition in recent years (52) _____ her bravery under extreme duress. In 2012, she was (53) _____ for the Nobel Peace Prize and continues her work with the support of private donors and aid agencies.

When Abdi was a teenager, she watched her mother (54) _____ in childbirth. At that time, she (55) _____ resolved to study medicine and help other Somali women who lack access to appropriate medical facilities. (56) _____ graduation from high school, Abdi majored in gynecology in the former Soviet Union and returned home in 1983 (57) _____ a one-room women's clinic on her family farm outside Mogadishu.

In 1991, Somalia (58) _____ into civil war and Abdi had the opportunity to escape her homeland. (59) _____, she chose not to abandon her country. Instead of fleeing, she remained in a (60) _____ situation and she resourcefully secured funding from numerous NGOs and transformed her family farm into a refugee camp (61) _____ nearly 100,000 people. Her one-room clinic gradually (62) _____ into a 400-bed hospital and a school was opened for the nearly 1,000 children living in the camp. With the assistance of her daughters, who are also doctors, Abdi was able to oversee the expansion of the refugee camp and (63) _____ 300 patients per day in the clinic.

In 2010, disaster struck when 750 Somali pirates attacked the camp and destroyed buildings, (64) _____ medical supplies, and cut off the electrical power. (65) _____ ongoing pleas from her daughters, Abdi refused to surrender her land to the pirates. Instead, she organized a resistance movement and (66) _____ the support of the international media all via a mobile phone she had smuggled into the cell where she was kept prisoner. Within weeks, Abdi, with the support of her staunch (67) _____ and the international news media, (68) _____ the pirates from the camp and forced them to make a public (69) _____ to her. Several years after these violent outbursts, Abdi is happy to report that she is now able to continue her work for the people of Somalia in (70) _____.

51	a. gains b. had gained c. has gained d. was gaining	52	a. due to b. in addition to c. in order to d. such as	53	a. appointed b. nominated c. reported d. suggested
54	a. die b. died c. has died d. to die	55	a. assuredly b. definitely c. firmly d. positively	56	a. Afterward b. Alongside c. Upon d. When
57	a. and open b. open c. opened d. to open	58	a. declared b. deemed c. descended d. designated	59	a. Accordingly b. However c. In contrast d. Meanwhile
60	a. compromising b. distinct c. magnificent d. perilous	61	a. support with b. supported c. supported with d. supporting	62	a. built b. developed c. extended d. leapt
63	a. care about b. concern c. instruct d. tend to	64	a. acquired b. disrupted c. looted d. purchased	65	a. Besides b. Despite c. Unlike d. Within
66	a. garnered b. implored c. related d. required	67	a. allies b. observers c. opponents d. people	68	a. alienated b. disarmed c. evacuated d. ousted
69	a. apology b. appeal c. opinion d. outcry	70	a. harmony b. love c. peace d. unity		