

[ I ] 次の文は共同学習について述べたものの一部です。段落 A), 段落 F), 段落 G) は、原文の順序のままですが、他は順序が入れ替わっています。段落 B), C), D), E)をどのような順に並べると、最も自然でしょうか。設問に答えなさい。

- A) Educational fads come and go with predictable regularity. One such fad that has swept educational circles since the 1980s is known as cooperative learning. Cooperative learning has been touted as the panacea for everything from alleviating the monotony of the traditional teacher-directed classroom to the socialization of tomorrow's work force.
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- B) One of these weaknesses is the basic premise upon which cooperative learning is based—that the members of the group are responsible for each other's learning. This is no doubt a heavy responsibility to place on young people.
- C) Therefore, in order to motivate members of the group to take each other's learning seriously, teachers are encouraged to employ one or more of the various models that have been proposed. For instance, team rewards may be offered to ensure that everyone finishes a worksheet or prepares for a quiz. The scores are totaled and rewards or grades are given based on team results.
- D) Even experienced teachers seldom wish to be held accountable for learning failures in their classrooms. Yet, cooperative learning depends on this notion of responsibility, which is to say that the success of the team depends on the individual learning of all team members.
- E) So popular has cooperative learning become that its benefits may blind us to its drawbacks. In spite of its widespread acceptance, teachers and parents should be aware that cooperative learning may exhibit three weaknesses.
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- F) In another model, the scores of the group may be averaged, and the average score is assigned to each individual for a grade. A third proposal involves one score for a group project or assignment; this score becomes the grade for each person in the group.
- G) This appears more than a trifle unfair. It would be handy if our democratic ideals could guarantee that students would learn equally or work equally, but they do not.

設問 解答は番号で解答欄に記入しなさい。

a) 段落 A) のすぐ後に続く段落はどれですか。

1. B)                      2. C)                      3. D)                      4. E)

b) 段落 B) のすぐ後に続く段落はどれですか。

1. C)                      2. D)                      3. E)                      4. F)

c) 段落 C) のすぐ後に続く段落はどれですか。

1. B)                      2. D)                      3. E)                      4. F)

d) 段落 D) のすぐ後に続く段落はどれですか。

1. B)                      2. C)                      3. E)                      4. F)

e) 段落 E) のすぐ後に続く段落はどれですか。

1. B)                      2. C)                      3. D)                      4. F)

[ II ] 次の文章を読み設問に答えなさい。

In recent years, a funny expression has come into being in Japan, one that we use frequently in talking about our daily lives: “family service.” It refers to the time spent by men with their wives and, especially, children. Though it aptly describes men’s attitudes, it is odd because “service” implies some sort of special duty, when in fact it is only natural for men with children to spend time with them.

The majority of Japanese men are what we call “corporate warriors.” Their homes are little more than places to sleep. They leave the house early in the morning and don’t return until very late at night. The most contact they have with their children is a glimpse of their sleeping faces in the wee hours of the morning. I understand how tiring those long workdays are, and it’s only natural to want to spend your vacation days lying around the house or spending your time as you please. Of course, businessmen also have weekend obligations—such as golf games with their superiors or their clients. In short, there are all sorts of reasons not to spend time with the family, but I wish Japanese men would make an effort to do so as much as possible. Playing with your children or going shopping with your wife should not be “service”; it should be one of life’s

enjoyments. Such men always say that they leave family affairs entirely to their wives, but is that really a good thing?

It's certainly true that most Japanese women are wise, competent, and skilled at managing the household. But I think men and women have different, complementary roles to play. <sup>d)</sup> Small as it may be, a man's home is his castle, they say; is it a good thing for the lord of the castle to be permanently absent, and the entire castle furnished and arranged to the lady's taste? Just as the beauty of nature is a combination of trees and flowers, a home only acquires a happy, positive atmosphere when the <sup>e)</sup> strong and power of the man and the gentleness and sensitivity of the woman are harmoniously combined.

### 設問

- a) 下線を引いた語 describes の名詞形を書きなさい。
- b) 下線を引いた語 majority の反意語を書きなさい。
- c) 下線部分を日本語に訳しなさい。
- d) 下線部分を日本語に訳しなさい。
- e) 下線を引いた語 strong をこの場所で用いるのにふさわしい語形に書き換えなさい。
- f) 下線部分 c) の文末で用いられている please の名詞形を書きなさい。

[Ⅲ] 次の文章を読み、設問に答えなさい。

Some economists believe that there is no such thing as a bubble because markets are always rational and efficient. But history suggests <sup>a)</sup>otherwise. In their time, tulips, canals, railways, gold, silver, property and share prices have all bubbled up and then gone “pop”. Each time investors convince themselves that this time it will be different. <sup>b)</sup>It never is. The craziest bubble of all time was tulip mania in the Netherlands in the 1630s. Tulip bulbs, newly arrived from Turkey, became wildly fashionable, and prices soared. At the height of the mania, speculators paid 5,500 florins (equivalent to more than \$50,000 in today’s money) for a single rare bulb. Charles Mackay, in his classic 1841 book “Extraordinary Popular Delusions and the Madness of Crowds”, tells how

c) one unfortunate sailor, who was rather partial to onions, was sent down to a rich man's kitchen for breakfast, and ate a tulip bulb worth 3,000 florins by mistake. He ended up in prison, but at least he had a good laugh a year later when prices plunged and bulbs became virtually worthless.

Another infamous example was the South Sea Bubble in 1720. The London-based South Sea Company came up with an ingenious plan to take over Britain's national debt in return for interest and sole trading rights to the South Seas (South America) and hence, in theory, access to the treasures of the gold and silver mines in Peru and Mexico.

The snag was that Spain already controlled those trading rights, which made it difficult for the company to generate profits. Even so, speculators frantically bid up the share price. It rocketed from £130 to £1,000 within seven months, then collapsed abruptly, leaving many investors ruined and landing the chancellor of the exchequer of the day in prison. Even Sir Isaac Newton averted his gaze from the stars for long enough to buy some shares and make a profit, then buy some more and d) lose a packet. His comment? "I can calculate the motion of heavenly bodies, but not the madness of people."

Every time a bubble appears it looks different, but there are common features. James Grant, the editor of a New York-based financial newsletter, says the basis of bubbles is usually one part fundamental (e.g., a technological revolution), one part financial (an explosion of cheap credit) and one part psychological (a suspension of traditional valuation norms). Rising prices draw in ever more investors, all convinced that prices will go on rising. Charles Kindleberger, an American economist, put it nicely: "There is nothing so disturbing to one's well-being and judgment as to see a friend getting richer."

## 設問

[A] 日本語で答えなさい。

- a) otherwise の意味を30字程度で説明しなさい。
- b) It never is. の意味を20字程度で説明しなさい。
- c) one unfortunate sailor にどのようなことが起きたのかを60字程度で言いなさい。
- d) lose a packet の意味を10字程度で言いなさい。

[B] 強勢 (stress) のある部分の発音が見出しの単語のそれと異なるものの番号を解答欄に書きなさい。

- a) *soared*:      1 board      2 goal      3 extraordinary      4 abroad
- b) *height*:      1 style      2 write      3 buy      4 eight
- c) *treasures*: 1 head      2 feature      3 death      4 breakfast
- d) *share*:      1 wear      2 stair      3 beard      4 prepare
- e) *explosion*: 1 brooch      2 boat      3 motion      4 common

[IV] 次の文章を読み、指示に従って英語で答えなさい。

Newspaper language and conversation are among the most familiar kinds of writing and speech. Probably most speakers of English read newspapers (occasionally at least), and all engage in conversation. In other respects, though, these two registers are opposites. Newspaper stories are written, and the language used is carefully edited and revised. They have a relatively focused purpose: to convey and evaluate information about recent events and newsworthy people. They claim a relatively objective presentation of information, often adopting an institutional voice. These situational characteristics typically result in carefully crafted texts with little overt evidence of personal opinions.

The situational characteristics of conversations are quite different. For one thing, conversations are spoken rather than written, and they are produced online, with the words and grammatical organization being composed on the spot, as the conversation itself unfolds. There is little time to plan ahead, or to edit afterwards. Although it is possible to repair an utterance, by saying it a second time the way that we really wanted to say it, we cannot erase an utterance and replace it with an edited version. Conversations also differ from newspaper texts, in that they are personal and directly interactive. Conversational partners are involved with one another's personal attitudes and opinions, and interact with one another to build a discourse jointly.

**Answer in English, each with about 50 words.**

- 1) Say the characteristics of newspaper language.
- 2) Say the characteristics of conversation language.

## [NOTES]

**alleviate** *v* make (sth) less severe, ease: *The doctor gave her an injection to alleviate the pain./They alleviated the boredom of waiting by singing songs.*

**aptly** *adv* suitably; appropriately: *aptly punished for one's misdeeds.*

**avert** *v* 1 ~ sth (*from* sth) turn sth away: *avert one's eyes/gaze/glance from the terrible sight.*  
2 prevent (sth), avoid: *avert an accident, a crisis, a disaster, etc by prompt action/He managed to avert suspicion.*

**chancellor of the exchequer** ((Brit)) cabinet minister responsible for finance.

**competent** *adj* 1 ~ (*as/at/in* sth); ~ (*to do* sth) (of people) having the necessary ability, authority, skill, knowledge, etc: *a highly competent driver/competent at/in one's work/He's not competent to look after young children.* 2 quite good, but not excellent: *a competent piece of work/The novel may be a best-seller, but it's no more than a competent piece of writing.*

**complementary** *adj* ~ (*to* sth) combining well to form a balanced whole: *They have complementary personalities, ie Each has qualities which the other lacks./His personality is complementary to hers.*

**cooperative** *adj* 1 [*usu attrib*] marked by cooperation; joint: *a cooperative venture, attempt, etc.*  
2 willing to be helpful: *The school was very cooperative when we made a film there.* 3 [*usu attrib*] (commerce) owned and run by those participating, with profits shared by them: *a cooperative farm/The cooperative movement started in Britain in the 19th century; cooperative societies set up shops to sell low-priced goods to poor people.*

**delusion** *n* 1 [U] deluding or being deluded: *His arguments sound convincing but they're based on delusion.* 2 [C] false opinion or belief, esp one that may be a symptom of madness: *be under a delusion/under the delusion that.../suffer from delusions /Your hopes of promotion are a mere delusion.*

**discourse** *n* 1 [C] (fml) lengthy and serious treatment of a subject in speech or writing. 2 [U] (linguistics) continuous piece of spoken or written language: *analyse the structure of discourse/[attrib] discourse analysis.*

**fad** *n* fashion, interest, preference, enthusiasm, etc that is not likely to last: *Will Tom continue to collect stamps or is it only a passing fad?*

**frantically** *adv*: < **frantic** *adj* 1 in an extreme state of emotion, esp fear or anxiety: *The child's parents were frantic when she did not return home on time./frantic with worry, anger, grief etc.* 2 hurried and excited but disorganized; frenzied; desperate: *a frantic dash, rush, search, etc/frantic activity.*

**handy** *adj* (-ier, -iest) 1 (of gadgets, etc) convenient to handle or use; useful: *A good tool-box is a handy thing to have in the house.* 2 [pred] conveniently placed for being reached or used: *Our flat is very handy for the schools./Always keep a first-aid kit handy.* 3 [*usu pred*] clever with one's hands: *He's handy about the house.*

**ingenious** *adj* (a) ~ (*at* sth/*doing* sth) (of a person) clever at finding new or simple solutions for complex problems: *So you fitted that wire through that little hole there: that's very ingenious!/ingenious at solving difficult crossword puzzles.* (b) (of a thing) original in design and well suited to its purpose: *an ingenious device, gadget, etc.* (c) (of an idea) very clever and original: *an ingenious plan, method, solution, etc.*

**institutional** *adj* of, from or connected with an institution; characterized by uniformity and dullness: *institutional food/old people in need of institutional care.* < **institution** *n* 1 [U] instituting or being instituted: *the institution of rules, customs, etc/institution of a bishop/of sb as a bishop.* 2 [C] (building of an) organization for helping people with special needs, eg an orphanage, a home for old people: *living in an institution.* 3 [C] long-established custom, practice or group (eg a club or society): *Marriage is a sacred institution./Drinking tea at 4 pm is a popular British institution.* 4 [C] (infml *usu* *approv* or *joc*) person who is a very familiar figure in some activity or place: *My uncle has become quite an institution at the club!*

**interact** *v* 1 ~ (*with* sth) act or have an effect on each other: *chemicals that interact to form a new compound/ideas that interact.* 2 ~ (*with* sb) (of people) act together or cooperatively, esp so as to

communicate with each other: *a sociologist studying the complex way in which people interact (with each other) at parties.*

**monotony** *n* [U] state of being monotonous; lack of variety that causes weariness and boredom: *relieve the monotony of everyday life.*

**norm** *n* 1 (usu with *the*) standard or pattern that is typical (of a group, etc): *Criminal behaviour seems to be the norm in this neighbourhood./You must adapt to the norms of the society you live in.* 2 [C] (in some industries) amount of work expected or required in a working day: *fulfil one's norm/There's a production norm below which each worker must not fall.*

**panacea** *n* ~ (for sth) remedy for all diseases or troubles: *There's no single panacea for the country's economic ills.*

**premise** (also **premiss**) *n* 1 statement or idea on which reasoning is based; hypothesis: *advice to investors was based on the premise that interest rates would continue to fall.* 2 (in logic) each of the first two parts (major premise and minor premise) of a forward argument: *If the major premise is 'Boys like fruit' and the minor premise is 'You are a boy' then the conclusion is 'Therefore you like fruit.'*

**rational** *adj* 1 able to reason: *Man is a rational being.* 2 not foolish or absurd: sensible; reasonable: *rational conduct/a rational argument, explanation, solution, etc.* 3 lucid or sane: *Despite her recent stroke, she is quite rational./No rational person would go to work in his pyjamas.*

**register** *n* 1 (book containing an) official list or record of names, items, attendances, etc: *a parish register, ie listing births, marriages and deaths/The class teacher called the (names on the) register.* 2 mechanical device for indicating or recording speed, force, numbers, etc automatically: *a cash register.* 3 (part of the) range of a human voice or a musical instrument: *notes in the upper/middle register/the lower register of a clarinet, tenor, etc.* 4 (linguistics) range of vocabulary, grammar, etc used by speakers in particular social circumstances or professional contexts: *the informal register of speech/specialist registers of English, eg for legal, financial, etc matters.*

**snag** *n* 1 small difficulty or obstacle, usu hidden, unknown or unexpected: *come across a snag/We hit (ie encountered) several snags while still at the planning stage./There must be a snag in it somewhere./The only snag is that I have no money.* 2 rough or sharp projection, which may be dangerous. 3 tear, hole or thread pulled out of place (esp in tights or stockings): *I have a snag in my best black tights.*

**socialization** < **socialize**, **-ise** *l v* ~ (with sb) mix socially (with others): *an opportunity to socialize with new colleagues.* 2 adapt (sb) to society: *recent immigrants to the country who are not fully socialized.*

**tout** *v* 1 ~ (for sth) try to get people to buy (one's goods or services), esp in an annoyingly insistent way: *touting for custom/touting one's wares.* 2 ((Brit)) sell (tickets to sports events, concerts, etc) at a price higher than the official one.

**trifle** *n* 1 [C] thing, question or activity that has little value or importance: *I bought a few trifles as souvenirs./It's silly to quarrel over trifles./He spends all his time on crosswords and other trifles.* 2 [C] small amount of money: *It cost a mere trifle.* 3 [C, U] sweet dish made of sponge-cake and sometimes fruit, usu soaked in wine or jelly, and topped with custard and cream. 4 (idm) **a trifle** slightly; rather: *This dress is a trifle short./Isn't the meat a trifle tough?/Try turning the key a trifle (more).*

**unfold** *v* 1 (cause sth to) open or spread out from a folded state: *The garden chair unfolds to make a camp-bed./unfold a map, tablecloth, etc/The eagle unfolded its wings.* 2 ~ sth (to sb) (fig) (cause sth to) be revealed or made known: *The landscape unfolded before us./as the story, scene, enquiry unfolds (itself)/She unfolded her plans to me.*

**wee** *adj* 1 ((esp Scot)) little: *the poor wee fellow.* 2 (infml) very small; tiny: *I'll have a wee drop of cream in my coffee./I'm a wee bit worried about him.*

**worksheet** *n* paper on which work that has been done or is in progress is recorded.  
(Based on *Oxford Advanced Learner's Dictionary* 4<sup>th</sup> edition)