

一般入学試験

英 語 (70分)

I 注意事項

- 1 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
- 2 この問題冊子は23ページあります。ただし、出題ページは下記のとおりです。
4～23ページ
- 3 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁および解答用紙の汚れ等に気づいた場合は、手を挙げて監督員に知らせなさい。
- 4 解答用紙には解答欄以外に次の記入欄があるので、その説明と解答用紙の「記入上の注意」を読み、それぞれ正しく記入し、マークしなさい。
 - ① 受験番号欄
受験番号を記入し、さらにその下のマーク欄にマークしなさい。正しくマークされていない場合は、採点できないことがあります。
 - ② 氏名欄
氏名・フリガナを記入しなさい。
- 5 試験開始後30分間および試験終了前5分間は退出できません。
- 6 この表紙の受験番号欄に受験番号を記入しなさい。この問題冊子は試験終了後回収します。

II 解答上の注意

- 1 解答はすべて解答用紙の所定の欄へのマークによって行います。たとえば、3 と表示のある問いに対して②と解答する場合は、次の〈例〉のように解答番号3の解答欄の②をマークします。

〈例〉

解答 番号	解 答 欄									
	1	2	3	4	5	6	7	8	9	0
3	①	●	③	④	⑤	⑥	⑦	⑧	⑨	⑩

受 験 番 号			

(問題は次のページから始まる)

1 つぎの英文を読み、問に答えなさい。

Social research is a lot like journalism. Journalists process and condense information about social life, but they also try to avoid manufacturing fictions. (A)Among the many ways of telling about society that could be compared to social research, journalism offers the closest and most fruitful comparison.

Journalists write about what's going on in society; they represent social life. Most often they report on events, but they also write stories that offer historical perspectives and in-depth interpretations. Journalists also address major trends and social problems, not just the news of the day, and sometimes these reports are very similar to the research reports of social scientists. Also like social researchers, journalists develop special topic areas: some focus on political events; some on economic trends; some on women's issues; some report on everyday life; some analyze major international events and issues; and so on. Virtually all aspects of social life fall within the *purview of journalism. If people will read about a topic, journalists will report on it.

Regardless of topic, journalists all face the same problem regarding "evidence" or "facts." This problem that of social researchers facing "data." Like social researchers, journalists collect an enormous amount of information that could become evidence for a report. They have to decide what is relevant as evidence and then identify the most pertinent bits. This process of gathering and selecting evidence goes hand in hand with developing the focus of the investigation and the report. As the report becomes more of a finished product — as it *coalesces in the mind of the journalist as a story — the collection of evidence becomes more focused and more selective. (B)Initial ideas become leads; some leads bear fruit and are pursued vigorously; the story takes shape. Lots of potential evidence and potential stories are left behind.

The same holds true for social research. Social scientists must select from the vast amount of information that social life offers and construct their representations from carefully selected bits and slices. Data collection (that is, the process of

gathering evidence) is necessarily selective, and becomes much more 9 as an investigation progresses. The researcher may start with a few ideas (for example, sensitizing concepts) and maybe a working hypothesis or two. These ideas determine the initial data collection efforts. As more is learned about the subject, either through data collection or data analysis, the research becomes more focused and (C)fewer avenues are kept open. As the results take shape in the mind of the investigator, much of what was initially thought to be important may be cast aside as irrelevant.

Both social researchers and journalists find that, in the end, much of the evidence they collected at the start of the investigation was based on false leads, and that they could have been much more 10 in their collection of evidence if only they had known at the start what they learned toward the end of the investigation. The collection of evidence is necessarily selective because potentially there is an infinite quantity of evidence. However, both journalists and social researchers find that in the end they cannot use all the evidence they have collected.

There is great danger in both journalism and social research that follows from this need for selective gathering of evidence. (D)Sometimes what may be a false lead is not recognized as such, and it may become the focus or at least an important part of the investigation. False leads pose serious problems in both journalism and social research because they may be biased by accepted knowledge, stereotypes, and common, everyday understandings of social life. For example, there are two common images of the African-American male — the dangerous, inner-city ghetto teenager and *the upwardly mobile young professional. As Mitchell Duneier (1992) points out in *Slim's Table*, both of these images are media creations and have little to do with the lives of most African-American men. Research or journalism that uses these images as starting points will fail to arrive at valid representations of the experiences of most African-American males.

Another problem is the simple fact that people questioned or studied by a journalist or a social researcher may unconsciously or deliberately seek to 11 those who study them. Both social researchers and journalists strive to get valid evidence.

For journalists, this effort is often described as reporting “just the facts” or at least trying to balance different views of the same facts. Journalists check different sources against each other and maintain constant *vigilance in their efforts to detect deception. After all, interested parties may have a lot to gain if their version of “the facts” is accepted by a journalist and then reported as the one true version.

12 social researchers are less often the target of outright deception, like journalists they must deal with bias, distortion, and cover-up. For example, while it might seem a simple matter to determine the percentage of homosexuals among adult males in the United States, social researchers have come up with a range of answers, from less than 2% to about 10%. (The more recent studies tend to offer the lower estimates.) There are various reasons for this wide range; one of them is surely people’s 13 to discuss their sexual behavior openly.

“Social facts” can be as elusive as bias-free journalism. Thus, (E)the two fields have comparable obsessions with “truth,” or validity as it is known to social researchers. For journalism this is expressed by a concern for reporting only verifiable information. Thus, journalists are very concerned with fact-checking and with the 14 of their sources of information.

Social researchers’ concern for validity is seen in their efforts to *verify that their data collection and measurement procedures work the way they claim. Researchers attempting to determine the percentage of homosexuals among adult males in the United States, for example, would have to contend with a variety of threats to the validity of their measurement procedures. People with more varied sex lives, for example, are more likely to agree to talk about their sex lives or to fill out questionnaires on their sexual behavior. This bias would surely increase the size of the estimate of the percentage of homosexuals based on survey data. Thus, researchers would have to find some way to address this threat to the validity of their measurement procedures and their estimate of the percentage of homosexuals.

Another similarity between journalists and social researchers is that they must analyze and arrange evidence before they can offer their representations of social life for wider consumption (for example, as news or research reports). As evidence

is gathered and selected, the investigator tries to make sense of it. Ongoing analysis of the evidence [15] the task of what to collect next. Once the gathering and selecting of evidence is complete, the analysis of evidence intensifies. A thorough analysis of evidence, in both journalism and social research, is an important preliminary to arranging it for presentation in a report.

When social life is represented, both social researchers and journalists make connections in their data. When a journalist reconstructs the story of a political scandal, for example, connections and timing are crucially important to the representation of the scandal. It matters who said or did what and when. The goal of analysis is (F)to make these connections. In social research, connections are often causal in nature. An analysis of a decaying section of a city, for example, might focus on the long-term economic and social forces [16] for the decline.

Journalists analyze their evidence to make sure that the proper connections are made; then they arrange the evidence for presentation in a report. Readers want to know the big picture — the journalist's final synthesis of the evidence — not all the bits of evidence that the journalist collected along the way before arriving at a synthesis. It's the same with social research. It's not possible to include all the evidence the social researcher collected when reporting conclusions. The evidence that is represented in a research report is a select subset of the evidence collected, which of course is a select subset of the vast volume of potential evidence.

The similarities between the work of journalists and the work of social researchers are striking. Of necessity, they both selectively gather evidence relevant to specific questions, analyze it, and then select a subset of the evidence they have gathered for reporting. The report itself is an attempt to construct for the reader the investigator's conclusions regarding the evidence. Evidence is arranged and condensed in a way that illustrates the investigator's conclusions. In effect, the reader is presented with the investigator's arrangement of a fraction of the evidence collected, a small fraction of the potential evidence. Thus, in both social research and journalism representations of social life (the end products of efforts to tell about society) are condensed descriptions structured according to the investigator's ideas.

These representations emerge from a systematic dialogue between the investigator's ideas and evidence.

Notes:

purview 「範囲」 coalesce 「まとまる」

the upwardly mobile young professional 「都会に住み高収入を得るエリート」

vigilance 「警戒」 verify 「(正しいと) 説明する」

問1 下線部(A)~(F)の意味に最も近いものを下の①~④の中からそれぞれ1つ選びマークしなさい。

(A)

- ① The way of telling about society in social researches is associated with that in journalism
- ② The variety of research methods in journalism is comparable to that in social researches
- ③ It would be better to compare social research with journalism in understanding it properly
- ④ Among the researches journalism accumulates there are many richer comparative researches

(B)

- ① Initial ideas should be proposed by the leader of the research team
- ② First ideas are the most leading of all
- ③ All of the initially proposed ideas grow fruitful afterwards
- ④ First ideas become a trigger for the production of the next ones

(C)

- ① what to do is made much clearer
- ② more revenue vanishes completely
- ③ a few streets are being constructed
- ④ almost all the exits gradually disappear

(D)

- ① It may be recognized that a failure as such isn't always wrong
- ② It may not be recognized that what seems to be a right clue is actually wrong
- ③ It may not be recognized that a false lead is more difficult than a true one to discover
- ④ It may be recognized that what's thought to be wrong is often right after all

(E)

- ① it turns out to be clear which fields tend to be obsessed with truth by comparing social researches with journalism
- ② the world of social science, for example sociology, is obsessed by a variety of truths, compared to that of journalism
- ③ validity in social researches can be compared adequately with truth in journalism, which is different from it
- ④ social researchers are to the value of validity what journalists are to that of truth

(F)

- ① to construct a scandal which includes some fundamental information such as who or what
- ② to make up connections between as many stories as possible to entertain readers
- ③ to integrate the data brought by social researchers into a story written by journalists
- ④ to make the elements that consist of a story meaningful and apt for it

問2 ~ の空所を補うのに最も適切なものを下の①~④の中からそれぞれ1つ選びマークしなさい。

- | | | | | |
|---------------------------------|-------------|------------------|---------------|---------------|
| <input type="text" value="7"/> | ① concrete | ② current | ③ popular | ④ special |
| <input type="text" value="8"/> | ① solves | ② differentiates | ③ strengthens | ④ parallels |
| <input type="text" value="9"/> | ① rapid | ② good | ③ painstaking | ④ focused |
| <input type="text" value="10"/> | ① efficient | ② important | ③ groundless | ④ persuasive |
| <input type="text" value="11"/> | ① escape | ② support | ③ mislead | ④ dislike |
| <input type="text" value="12"/> | ① While | ② Because | ③ But | ④ Unless |
| <input type="text" value="13"/> | ① chance | ② willingness | ③ capability | ④ reluctance |
| <input type="text" value="14"/> | ① secrecy | ② price | ③ authority | ④ number |
| <input type="text" value="15"/> | ① increases | ② simplifies | ③ combines | ④ replaces |
| <input type="text" value="16"/> | ① prepared | ② noted | ③ impressive | ④ responsible |

問3 次の ～ の各問の答えとして最も適切なものを下の①～④の中からそれぞれ1つ選びマークしなさい。

Choose the most appropriate answer from those below to complete the following sentence.

The way to gather evidence selectively in journalism and social research is necessarily unavoidable _____.

- ① because much of the evidence employed in journalism and social research is difficult to come by
- ② because the investigators in the two fields tend to collect evidence in favor of their conclusions
- ③ because it's actually hard to collect all of the evidence that would support their representations
- ④ because the investigators in the two areas less often encounter potentially persuasive evidence

Why does the author describe the images of the African-American male?

- ① To clarify one of the most serious issues journalists and social researchers should resolve with rapidity.
- ② To support the media's appeal to the public of the miserable situation about modern African-American males.
- ③ To show the danger with social researchers as well as journalists starting their research from the questionable assumption media have made.
- ④ To deny the work of Mitchell Duneier, especially *Slim's Table*, is worth analyzing in both social science and journalism.

- 19 Choose the most appropriate answer from those below to complete the following sentence.

In the 10th paragraph, the writer mainly states that _____.

- ① one of the problems in selective collection of evidence is that the investigation is distorted by some images and perspectives media and common knowledge have created
- ② it is inevitable that social scientists have to cope with some negative factors regarding the validity of their measurement methods and the outcomes based on them
- ③ in order to resolve the problem that the answers made by research subjects mislead the investigation, journalists confirm facts and their sources from different viewpoints
- ④ although journalists collect a large amount of evidence that may not be utilized finally, their collection of evidence becomes selective and to the point as the cores of the reports become clear

- 20 Which of the following is the most appropriate statement about this passage?

- ① Journalists, unlike social scientists, have a tendency to make some subjective reports on many issues, instead of putting emphasis on relevant evidence or the authority of its sources.
- ② Not to get lost in the forests of evidence, it would be better for both journalists and social scientists to start with common understandings of social life in making some researches.
- ③ Because of their skilled research methods, social researchers are better than journalists at illustrating their conclusions of the research by putting to use almost all of the evidence they have collected.
- ④ The arranged interplay between the investigators' concepts and evidence results in rich, well-ordered representations of social life.

英語の試験問題は次に続く。

2 つぎの各問に答えなさい。

A つぎの会話文を読み、問に答えなさい。

Naomi : David, we're both involved in teaching English to Japanese students.
How come we never talk about it?

David : Maybe it's just that we don't come here to *talk shop. We come to drink coffee and socialize.

Naomi : And to solve the world's problems when we can.

David : Yes, that too. But what did you want to say about teaching English?

Naomi : I want to ask your opinion. Do you believe that native speakers are the best teachers?

David : No. Native speakers have the advantages of being able to speak naturally and knowing a lot of idioms. But these abilities are only useful for students who are already proficient and want to practice what they know.

Naomi : I've heard that opinion before, and it's often expressed by Japanese teachers of English who know the rules of grammar but are not fluent speakers. But I disagree. I think that students need to be exposed to natural English from the beginning, so that they become accustomed to the sounds and rhythms of native speech, even if they don't understand everything they hear.

David : That's how children learn. Children and even some teenagers have this wonderful ability to pick up the pronunciation, vocabulary and rules of grammar of a language without even trying. But sadly, adults are different. They have to learn the hard way, by having things explained to them logically. And who better to give these explanations than someone who has learned the language the hard way him- or herself?

Naomi : Ah, but you are wrong. Children's language learning instincts are never lost, they are just diminished. And they can still be tapped through exposure to natural speech.

David : Yes, to some extent. Actually, we're both right, because good teachers always combine exposure to the living language with grammatical explanations.

Naomi : Whether they're native speakers or not.

David : Exactly!

Note:

talk shop 「仕事の話をする」

問1 Why does David mention the way children learn English?

21

- ① To admire the rapidity with which they memorize English words.
- ② To contrast adults' way of learning English with children's one.
- ③ To support the idea that children can speak English more fluently.
- ④ To project the number of English-speaking people in the future.

問2 Which of the following is the most appropriate statement about this conversation?

22

- ① The native speakers' natural English contributes to our appropriate understandings of their culture and thoughts.
- ② It's most effective for adult learners of English to get used to the sounds and rhythms of native speakers.
- ③ As we grow up, our inborn ability to learn language, especially our ability to pronounce clearly, disappears entirely.
- ④ It's important for adult learners not only to have exposure to natural English but to its systematic explanations.

B つぎの(1), (2)の英文ア～カを論理的に意味が通るように並べかえるとき, その順番として最も適切なものを下の①～④の中からそれぞれ1つ選びマークしなさい。

(1)

23

ア. Our involvement is sometimes so powerful that we have to flee it, turning our heads away when we see someone get hurt in a movie.

イ. However, only quite recently has it been given a name.

ウ. There is no denying that the exceptional interpersonal understanding we humans show is by and large a product of our emotional responsiveness.

エ. Researchers hold that this capacity emerged long before humans evolved.

オ. A mere hundred years ago, the word “Empathy,” a combination of the Greek “in” (*em-*) and “feeling” (*pathos*), was coined by the British psychologist E. B. Titchener during his endeavor to translate the German *Einfühlungsvermögen* (“the ability to feel into”).

カ. We are automatically affected by other people’s feelings, even without explicit communication.

① ア－ウ－エ－イ－オ－カ

② ウ－カ－ア－エ－イ－オ

③ オ－エ－イ－ウ－ア－カ

④ カ－ウ－ア－イ－オ－エ

(2) 24

- ア. For example, the Tamarin monkey has a brain size ratio about 2.3 and an average social group of size of about 5 members.
- イ. Most famously, Dunbar suggested that given the human brain ratio we have an expected social group size of around 150 people, about the size of what Dunbar called a “clan.”
- ウ. The relative size of the *neo-cortex rose as social groups became larger in order to maintain the complex set of relationships necessary for stable co-existence.
- エ. From this work Dunbar put forward what is now known as the “social brain hypothesis.”
- オ. In 1992 British scholar Robin Dunbar published an article showing that, in primates, the ratio of the size of the *neo-cortex to that of the rest of the brain consistently increases with increasing social group size.
- カ. On the other hand, the Macaque monkey has a brain size ratio of around 3.8 but a very large average group size of about 40 members.

Note:

neo-cortex 「(大脳の) 新皮質」

- ① ウーアーカーオエーイ
② ウーオーアーカーエーイ
③ オーアーカーエーウーイ
④ オーイーアーカーエーウ

C つぎの英文において、 ～ の空所を補うのに最も適切なものを以下の①～⑧の中からそれぞれ1つ選びマークしなさい。

In the privacy of our minds, we all talk to ourselves — an inner monologue that might seem rather pointless. As one scientific paper on self-talk asks: “What can we tell ourselves that we don’t already know?” But as that study and others go on to show, . Researchers have identified the most effective forms of self-talk, collected here — so that the next time you talk to yourself, you know exactly what you should say.

Self-talk isn’t just motivational messages like “You can do it!” or “Almost there,” although this internal cheering section can give us confidence. A review of more than two dozen studies, published last year in the journal *Perspectives on Psychological Science*, found that . This is the kind of running commentary we engage in when we are carrying out a difficult task, especially one that is unfamiliar to us. Think about when you were first learning to drive. Your self-talk might have gone something like this: “Foot on the gas pedal, hands on the wheel, slow down for the curve here, now put your blinker on ... ”

Over time, of course, giving yourself instructions becomes unnecessary — but while you are learning, it does three important things. First, it enhances our attention, focusing us on the important elements of the task and screening out distractions. Second, it helps us regulate our effort and make decisions about what to do, how to do it, and when. And third, , steadying us so we stay on task.

In a recent study of students learning to throw darts in a gym class, Athanasios Kolovelonis and his colleagues at the University of Thessaly in Greece found that . First comes forethought, when you set a goal for yourself and make a plan for how to get there. That is followed by performance, when you enact the plan to the best of your ability. Last comes self-reflection, when you carefully evaluate what you have done and adjust your plan for the next time.

Self-talk can play a key part in this cycle. During the forethought phase, consider carefully what you will say to yourself. You can even write out a script. Repeat

these self-instructions during the performance phase. With practice, you may find that 29 ; research has found that these so-called “cue words” can become powerful signals. In a study of elite sprinters, for example, the runners spoke certain words to themselves at certain times: “push” during the acceleration phase of the sprint, “heel” during the maximum-speed phase, and “claw” during the endurance phase. When they used these cue words, the athletes ran faster.

After the action is over, consider how 30 — so that at the moment it matters, the right words are ringing in your ears.

- ① self-talk allows us to control our cognitive and emotional reactions
- ② you might change your self-talk to improve your performance next time
- ③ self-talk is most effective when incorporated into a cycle of thought and action
- ④ the act of giving ourselves mental messages can help us learn and perform at our best
- ⑤ your attitude may become positive if you act according to your self-instructions
- ⑥ there is another kind of mental message that is even more useful, called “instructional self-talk”
- ⑦ your self-instructions become shortened
- ⑧ self-talk is more encouraging than cheers from others

3 日本文の意味に合うように () 内の語 (句) を正しく並べかえ、3番目と7番目に来る番号をマークしなさい。ただし、文頭に来る単語も書き出しは小文字となっている。

(1) 子どもたちの行動にはいくら注意してもしすぎることはありません。

3番目 7番目

(① about ② be ③ careful ④ you ⑤ what ⑥ cannot ⑦ too ⑧ your children ⑨ do).

(2) この病気は適切な手当をしても治るとは限らない。

3番目 7番目

(① cannot ② proper ③ disease ④ by ⑤ treatment ⑥ necessarily ⑦ cured ⑧ be ⑨ this).

(3) 私たちの教室の前にある歩道橋は修理中だ。

3番目 7番目

(① classroom ② being ③ in front ④ is ⑤ the ⑥ of ⑦ pedestrian bridge ⑧ repaired ⑨ our).

(4) その学生はどうみてもよい学者になれそうになかった。

3番目 7番目

(① a scholar ② the last one ③ expected ④ the student ⑤ as ⑥ to be ⑦ was ⑧ I ⑨ successful).

(5) 大雪のために彼らは飛行機でニューヨークに行けなかった。

3番目 7番目

(① fly to ② impossible ③ New York ④ heavy ⑤ to ⑥ it ⑦ snow ⑧ made ⑨ for them).

(6) 父の主治医によると、少しならワインを飲んでもよいそうです。

3 番目 7 番目

(① wine ② doctor ③ my ④ his ⑤ does not ⑥ father's
⑦ mind ⑧ a little ⑨ drinking).

(7) 彼は英語のレポートをジョーンズ先生に直してもらったと言った。

3 番目 7 番目

(① English essay ② had ③ he said ④ Professor Jones ⑤ by
⑥ corrected ⑦ his ⑧ he had ⑨ that).

(8) そのころ経済が回復するメカニズムはまだよく分かっていなかった。

3 番目 7 番目

(① the ② recovers ③ in which ④ to know ⑤ people then
⑥ the economy ⑦ yet ⑧ ways ⑨ were).

(9) むやみに実験をするのは禁止されています。

3 番目 7 番目

(① an ② random ③ it ④ do ⑤ experiment ⑥ prohibited
⑦ to ⑧ at ⑨ is).

(10) その国際学会に参加するのにどれくらいのお金がかかると思いますか。

3 番目 7 番目

(① costs ② in ③ how much ④ the international conference
⑤ it ⑥ do you ⑦ participate ⑧ think ⑨ to)?

4 日本文の意味に合うように 51 ~ 60 に入れるのに最も適切な語（句）を、下の ①~④の中からそれぞれ1つ選びマークしなさい。

(1) あれはマティスの本物の絵です。

That is 51 Matisse.

- ① a literal ② an original ③ an accurate ④ a correct

(2) 世界には数多くの種類のカブトムシがいる。

There are a lot of 52 of beetles in the world.

- ① species ② animals ③ insects ④ nature

(3) そのバイオリニストがもう一度来日する見込みはありますか。

Is there any 53 of the violinist coming to Japan again?

- ① event ② vision ③ estimate ④ chance

(4) あなた方が帰国してしまうと、本当に寂しくなります。

We will 54 you badly when you have gone back to your country.

- ① see ② want ③ miss ④ lose

(5) この研究プログラムの期間は3年間です。

This research program will 55 for three years.

- ① last ② finish ③ end ④ remain

(6) 自爆テロの生存者はわずか2名だった。

There were only two people left 56 after the suicide bombing.

- ① live ② living ③ to live ④ alive

(7) 申込書は今月末までに提出する必要があります。

necessary to submit the application by the end of this month.

- ① You are ② They are ③ It is ④ This is

(8) タバコを消さなければ、この部屋へ入ることは許されません。

You are not allowed to enter this room unless you your cigarette.

- ① put out ② turn out ③ get down ④ make down

(9) 私にはその本に書いてあることは理解できない。

What the book says doesn't make any to me.

- ① means ② sense ③ good ④ understanding

(10) この新しい技術は、医学を大きく前進させることになるだろう。

This new technology will about a revolution in medical science.

- ① move ② think ③ advance ④ bring