

[I] 【放送問題】 パート 3

- (1) When did Marco Polo leave on a long trip for the first time?
 - (A)
 - (B)
 - (C)
 - (D)

- (2) Which is NOT included in the things that Marco Polo discovered in Asia?
 - (A)
 - (B)
 - (C)
 - (D)

- (3) How did people first react to Marco Polo's stories of his discoveries?
 - (A)
 - (B)
 - (C)
 - (D)

- (4) Which is true of Marco Polo's book?
 - (A)
 - (B)
 - (C)
 - (D)

- (5) What do Marco Polo's last words mean?
 - (A)
 - (B)
 - (C)
 - (D)

【放送原稿】

●トラック1 (1' 52")

(19" のポーズのあとチャイム) これから放送問題の音のチェックをします。約20秒間英語の対話を流します。

監督官はただ今の音声の状況を、各学部の試験場本部まで、速やかにお知らせ下さい。

受験生の皆さんに注意をしておきます。放送中は静粛にして下さい。ポケットベルや携帯電話を持っている人は電源を切して下さい。放送が流れている間は途中退出ができません。なお、途中で気分が悪くなった人は静かに手を挙げて下さい。では監督官の先生方、よろしくお願ひします。

●トラック2 (18' 40")

(ポーズ)

●トラック3 (2' 29")

(チャイム) これから英語の放送問題を始めます。大きな1番が放送問題です。問題用紙の2ページと解答用紙を見て下さい。放送問題にはパート1からパート3まで3つのパートがあります。パート1とパート2は問題用紙に印刷されていません。すべて放送の指示に従って答えてください。

ではパート1から始めます。今から読まれる英文を聞いて、その答えとしてもっとも適当な表現を、続いて流れる(A)(B)(C)(D)の中から1つ選び、解答欄に記号を書いて下さい。英文はそれぞれ問い、答え、問い、答えの順で2度読まれます。なお英文を聞きながら、問題用紙の余白にメモを取ってもかまいません。

問題を始める前に例を1つやってみましょう。

Example: How are you?

- (A) I'm fine.
- (B) No, I'm not.
- (C) Thank you.
- (D) Yes, I am.

How are you?

- (A) I'm fine.
- (B) No, I'm not.
- (C) Thank you.
- (D) Yes, I am.

もっとも適当な答えは(A)なので、解答欄にAと書いて下さい。わかりましたか。では始めます。

●トラック4 (1' 03")

1. Would you like another cup of coffee?
(A) Not at all. May I have another cup?
(B) Who cares? I'd have it.
(C) Yes, please.
(D) You're right. Give me more.

繰り返し (トラック8まで同じ)

●トラック5 (0' 57")

2. What do you think of your English?
(A) No, I can't.
(B) Very poor, I must admit.
(C) Yes, if you say so.
(D) Your English is quite good.

●トラック6 (1' 02")

3. Could you spare me a few minutes?
(A) No, you don't have to.
(B) No, I don't think you could.
(C) Sorry, I have several appointments.
(D) Yes, I was happy to see you last Monday.

●トラック7 (1' 08")

4. Where are we supposed to go for today's meeting?
(A) At half past ten, I think.
(B) I suppose we are.
(C) It is about the contract with Oxford University.
(D) I think it's Room 212 in Building C.

●トラック8 (1' 26")

5. Do you feel like going out for a drive over the weekend?
(A) I thought it was great.
(B) No, I'm afraid it's possible.
(C) Not really.
(D) Yes, it's none of your business.

●トラック9 (0' 21")

ではパート2に移ります。それぞれの問題の指示に従って、もっとも適当な答えを記号で答えなさい。なお英文は2度ずつ読まれます。

●トラック10 (2' 01")

では1番から始めます。次の対話の中で、女性は何を不思議に思っているのでしょうか。

Woman: Look, there he is again. Don't you get tired of watching the same peopel on TV night after night?

Man: Not really. I think they're kind of funny.

Woman: In Canada, stars are not on TV so much. They're afraid that the audience might get sick of watching them.

- (A) Certain people can often be seen on TV.
- (B) She gets sick of watching TV.
- (C) The audience is bored.
- (D) The people are so funny.

繰り返し (トラック14まで同じ)

●トラック11 (1' 57")

2番にうつります。次の対話を聞いて、誰と誰が話しているのか答えなさい。

Teacher: Hello.

Student: Hello. This is Peter Brown. I'm calling to tell you that I can't come to class today.

Teacher: Oh, dear. What's the matter?

Student: I'm afraid I'm not very well. I've been sick.

Teacher: I'm sorry to hear that. Perhaps you'd better go to the doctor's. Take care of yourself and get better soon.

- (A) A bank clerk and a student
- (B) A doctor and a patient
- (C) A student's parent and a teacher
- (D) A teacher and a student

●トラック12 (1' 52")

3番は、次の対話を聞いて、何が終わった後の対話か選びなさい。

Interviewer: What did you think of the response of the audience to you today?

Speaker: Well, what struck me most was that they were very quiet all the time.

Interviewer: So, you think they were not interested?

Speaker: No, I think they were attentive listeners but I wish they had asked me some questions.

- (A) After a boxing match
- (B) After a concert
- (C) After a funeral
- (D) After a lecture

●トラック13 (2' 01")

4番では、次の対話を聞いて、女性が靴を返品できない理由を選びなさい。

Clerk: Can I help you?

Woman: Yes, I'd like to return these shoes. They don't fit.

Clerk: Ummm... Have you worn these shoes?

Woman: Once. They were a gift. I had to try them on to make sure they fit.

Clerk: Well, I'm sorry. We can only accept unused items.

Woman: Oh, that's ridiculous. I want to see the manager!

- (A) She doesn't have the receipt.
- (B) She doesn't like them.
- (C) She has worn them already.
- (D) They were a gift.

●トラック14 (2' 37")

では5番です。女性のアナウンスを聞いて、乗客が持っていかなければならないものをひとつ選びなさい。

Woman: We will be locking the bus, so you may leave your bags and other belongings here. Do take a sweater or a jacket as it may get cool as we're walking. We'll walk about two miles as we make our way through the gardens. The Japanese garden is especially wonderful at this time of the year. Don't use all your film, though, before you get to the waterfalls. You'll want to take a lot of pictures there.

- (A) All of their belongings
- (B) An extra camera
- (C) Something warm to wear
- (D) Their keys

●トラック15 (0' 48")

パート3に移ります。これからマルコポーロについての話を読みます。その話を聞いて、解答用紙に書かれている(1)~(5)の問いに対する答えを、それぞれ(A)(B)(C)(D)の中から最も適当なものを1つ選び、解答欄に記号を書きなさい。英文は、本文、問い、本文、問いの順にそれぞれ2度読まれます。英文を聞きながらメモを取ってもかまいません。

●トラック16 (1' 43")

Marco Polo was born in Venice in 1254. His mother died when he was just 15 years old. A couple of years later, he first left on a long trip with his father, Nicolo Polo.

Marco Polo was a very brave traveller. He wasn't afraid of the people in the different countries he visited. Visiting many places in Asia, he discovered such things as eye glasses, ice cream and spaghetti. When he returned, no one would believe his stories of his discoveries.

In 1298, he fought in a war with Genoa. When he was put in prison, he told other prisoners what he saw and heard while he travelled in Asia. Marco Polo's book, *The Travels of Marco Polo*, first published in French, is probably the most famous travel book in history. It became the basis for the first accurate maps of Asia. Marco Polo died in 1324 when he was 70 years old. When Marco was near death, a priest came in his room to ask if he'd like to admit that his stories were false. Instead, Marco said, "I didn't tell half of what I saw, because no one would have believed me." Those were his last words.

●トラック17 (0' 28")

- (1) When did Marco Polo leave on a long trip for the first time?
- (A) When he was 15.
 - (B) When he was 17.
 - (C) When he was 12.
 - (D) When he was 24.

●トラック18 (0' 27")

- (2) Which is NOT included in the things that Marco Polo discovered in Asia?
- (A) Eye glasses.
 - (B) Ice cream.
 - (C) Spaghetti.
 - (D) Telescope.

●トラック19 (0' 37")

- (3) How did people first react to Marco Polo's stories of his discoveries?
- (A) They believed just half of his stories.
 - (B) They thought his stories were all true.
 - (C) They thought his stories were false.
 - (D) They thought his stories would make him famous.

●トラック20 (0' 36")

(4) Which is true of Marco Polo's book?

- (A) It led to the first accurate maps of Asia.
- (B) It was translated from Italian into French.
- (C) It was written at the age of 70.
- (D) Marco Polo became a priest after publishing the book.

●トラック21 (0' 36")

(5) What do Marco Polo's last words mean?

- (A) They mean he admitted he had told a lie.
- (B) They mean he did not tell all of his travels.
- (C) They mean he followed the priest's advice.
- (D) They mean he told all that he had seen.

●トラック22 (1' 49")

2 回目

(本文(トラック16)の繰り返し)

●トラック23 (0' 28")

(トラック17の繰り返し)

●トラック24 (0' 28")

(トラック18の繰り返し)

●トラック25 (0' 36")

(トラック19の繰り返し)

●トラック26 (0' 37")

(トラック20の繰り返し)

●トラック27 (0' 56")

(トラック21の繰り返し)
(30秒のポーズ)

●トラック28 (0' 08")

以上で放送問題を終わります。

〔Ⅱ〕 次の英文を読んで、その要旨を日本語で180～200字にまとめなさい。句読点も字数に含めます。

Foreigners with Japanese husbands or wives who are raising families in Japan sometimes wonder whether their children will always be regarded as outsiders in their own country. They worry about how to teach children to take pride in their bicultural heritage, to feel that being unique is a blessing in a society that sometimes overemphasizes everyone being the same.

Some parents of bilingual children try to encourage their children by characterizing them as “double” (*daburu*) rather than *hafu*, emphasizing the advantage of having two cultural backgrounds. However, proclaiming oneself a double can be a problem, too, as such a label can sound a bit self-centered — just about the worst behavior a Japanese schoolchild can be accused of. Doubles in Japan have to walk carefully the fine line between self-confidence and self-centeredness.

Most Japanese, on the other hand, need to be more accepting and more understanding. Japanese love to talk about internationalization, but they may not know what that means in terms of what they should do. Most Japanese have no experience of being a minority. (For example, most people often do not understand the feelings of the handicapped, so they may not notice that there is no elevator at the train station.) It is important to understand that the similarities between doubles and other Japanese are far greater than the differences.

Acceptance of doubles may grow as their bilingual and bicultural backgrounds are more fully appreciated by Japanese employers. Markets are global. There are growing demands for foreign labor and for foreign language skills. There are larger percentages of minorities in the population. Doubles, with their various experiences and new ideas, may be able to make important contributions.

〔Ⅲ〕 次の対話を読んで、下の問いに答えなさい。

Takashi: Boy, it really makes me mad how Japanese women are unfairly treated at work. Look at this article, Lissa. It says here that only about 1% of all management jobs in Japan are held by women, (a) in the U.S. women occupy 39% of all management jobs.

Lissa: Really? That's terrible.

Takashi: And almost all the professors at my school are men, too. Wow, poor working conditions, unfair low pay, poor child-care system — the list of problems for Japanese women is almost endless.

Lissa: Another thing I'm surprised about is that Japanese women have to use "polite language" more than men. With respect to language, it seems (b) Japanese women are not allowed to be on the same level as men.

Takashi: Good point!

Lissa: But things are not so great for American women either, Takashi.

Takashi: (1)

Lissa: Even American women usually have to do the cooking, shopping and housework, in addition to having full-time jobs. I heard that (c) housework and family care are defined as "work," then employed American women with children work an average of one month more than their husbands each year. And that's a whole month of 24-hour days! It's hard for American women to have a comfortable life both at home and at work.

Takashi: Wow. That's not (2), if that is true. It's surely unfair treatment of women. As a man, I can't stand it.

Lissa: And half of all American marriages end in divorce, you know.
In some ways, I envy Japanese women (d) the Japanese family seems more stable.

Takashi: I just wish that Japanese women could have more choices.
Now it is very difficult for Japanese women to get jobs they want.

Lissa: Let's try to change the world, Takashi! We've got to fight discrimination against women.

問 1 空欄(a)から(d)を補うのにもっとも適当なものを下から選び、それぞれ番号で答えなさい。

- | | | |
|-----------|-----------|------|
| 1 because | 2 how | 3 if |
| 4 like | 5 whereas | |

問 2 空欄(1)にもっともよく当てはまる表現を下から選び、番号で答えなさい。

- 1 I don't agree.
- 2 How about Japanese women?
- 3 What do you think about it?
- 4 How's that?

問 3 空欄(2)にもっともよく当てはまる英語(1語)を補いなさい。

問 4 二人が話しているテーマをもっとも的確に表している表現を2箇所、文中から抜き出さなさい。

〔IV〕 次の英文を読んで、下の問いに答えなさい。

During a recent visit to a high-tech high school, I watched a social-studies class working on a project on the U.S. government. Their findings were to be presented on the screen using a computer. When the teacher showed me her favorite report, I was immediately taken by its beautiful graphics — and confused by its minimal information on the government. No wonder. The student said that of the 18 hours they had spent on the project, he had devoted roughly 10 hours to mastering the graphics. Later, when the teacher asked a few elementary questions about the government, half the class did not know the answers.

What's going on here? In education, social change behaves like a pendulum, swinging from one extreme to the other. The current trend — teaching using machinery — is actually an old, often-tried idea, dressed up this time in much more colorful clothing. As this latest swing of the education pendulum moves toward the highest point of technology use, a parent's job becomes quite different from what everyone has assumed. The challenge is not to give technology even more attention at home, but to use family time to make up for the schools' excesses. Consider first what is on the other side of the scales — the reality in your child's classroom. Walk into almost any school these days, and you will find principals and teachers eagerly showing off scenes like the one I witnessed in the school. And it looks great. Enthusiasm is quite evident on students' faces as they read and write on computers, do science tasks and math drills, even art projects. But when something is new, people tend not to examine it closely. Especially with respect to technology, you see a very different story.

Let's start with the best. A few computer programs can show physics principles in dynamic forms that most parents never thought possible. The more advanced these programs are, however, the more complex they are, which means they are not easily learned and used properly by students or teachers. The kids I visited who were using a math program said they mostly made geometry easier; students could create graphs and formulas automatically, which of course frees them from having to think through the mathematics.

The computer revolution is not simply another chapter of change to which we must all adjust. It's a move away from proven traditions — ones that encourage students to develop their imagination, all their senses, and their abilities to communicate with people in a proper way. If there is going to be any balance in our high-tech future, the stress at home will have to be on the non-technical. After all, when we turn out the lights each night, do we worry about the fact that our children didn't get enough time at the keyboard, or that they didn't spend enough time with us?

注 pendulum: 振り子 formula: 公式

- 問 1 下線部(1)で、何に対して著者はこのように思ったのでしょうか。日本語で説明しなさい。
- 問 2 下線部(2)を具体的に表している語句を文中より抜き出しなさい。
- 問 3 下線部(3)の具体的な内容を含んでいる文の最初の 2 語を抜き出しなさい。
- 問 4 著者は the computer revolution をどのように見えていますか。著者の考えを日本語で述べなさい。

〔V〕 日本を観光に訪れたあるアメリカ人男性が、後日次のような内容の投書がある新聞に寄せています。これを読んで、あなたの意見を 80 語程度の英語で書きなさい。コンマやピリオドなどは語数に含めません。解答欄の最初の()に語数を記入しなさい。

日本の治安の良さや、親切で礼儀正しい国民性は世界に誇るべきものだとも思う。しかしながら、この国を旅してみて困惑することが多々あったのも事実である。例えば、1,200 円も払って入場した博物館で私に理解できたのは 'Do not touch' という表示だけだった。また、地下鉄やバスの切符を買おうとしたところ、英語が通じないばかりか私を助けてくれる人さえいなかった。東京都心のレストランでも、メニューは日本語ばかり。もっと多くの観光客に来てもらいたかったら、日本も「国際化」することが必要である。少なくとも、世界中で英語が話されていることを日本の皆さんは認識してほしい。