

法学部A方式Ⅱ日程・国際文化学部A方式
キャリアデザイン学部A方式

1 限 外 国 語 (90分)

科 目	ページ	科 目	ページ
英 語	2～19	独 語	20～24
仏 語	26～31	中 国 語	32～37

〈注意事項〉

1. 試験開始の合図があるまで、問題冊子を開かないこと。
2. 解答はすべて解答用紙に記入しなさい。
3. 独語、仏語、中国語は国際文化学部志望の受験生のみ選択できる。
4. 試験開始後の科目の変更は認めない。
5. マークシート解答方法については以下の注意事項を読みなさい。

マークシート解答方法についての注意

マークシート解答では、鉛筆でマークしたものを機械が直接読みとって採点する。したがって解答はHBの黒鉛筆でマークすること(万年筆、ボールペン、シャープペンシルなどを使用しないこと)。

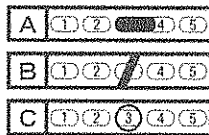
記入上の注意

1. 記入例 解答を3にマークする場合。

(1) 正しいマークの例



(2) 悪いマークの例



枠外にはみださないこと。

○でかこまないこと。

2. 解答を訂正する場合は、消しゴムでよく消してから、あらためてマークすること。
3. 解答用紙をよごしたり、折りまげたりしないこと。
4. 問題に指定された数よりも多くマークしないこと。

(英 語)

[I] 次の英文を読んで、問いに答えよ。

One afternoon, I got a call from Barbara, one of my favorite breeders. Her poodles have some of the most friendly, rock-solid (A) I've ever known. This was because Barbara is terrified of aggression. Anything with the slightest hint of nastiness is eliminated from her breeding program immediately. This zero-tolerance rule means that her dogs are all nice and happy, who don't even have a place in their head for words like *aggressive*, *unstable*, *mean*, *unreliable*, *possessive*.

When she called, Barbara was in (B). A family who had one of her dogs reported to her that their poodle, Sport, was *aggressive*! This nice family had done all the right things. They had hired two different trainers, (1). In disbelief, hoping this wasn't true, I called the owners myself to hear from them directly. Yes, it was all true, and it got worse. Not only was he proclaimed dangerous, but the trainers had been unable to stop his aggressive displays. When they corrected him, he continued to growl at them. Unbelievable! Horrifying! How was this possible? Can some kind of (C) be causing this behavior? Maybe he has brain cancer?

The family loved the dog but did not feel they could keep him. The trainers were recommending euthanasia*. Barbara was (2) herself. Could you please, please take a look at the dog? She had to know, not just for Sport's sake but for the sake of her whole breeding program. Of course I would look at him. And in he flew to my animal hospital in New York.

It was with extreme caution that I looked inside the cage for the first
(3) time. Speaking softly, I bent over and introduced myself. The plastic cage vibrated with the wagging of Sport's happy tail. Opening the cage a bit, I

slipped on a lead and out stepped a gorgeous black dog typical of Barbara's breeding — happy, fun-loving, elegant — and then it happened.

Gasping with surprise, I hesitated, and then I burst out laughing. This wasn't aggression. Sport was smiling. It is called "a submissive grin" in the dog training world. In human terms it meant, "Hey, how're you doing? I'm a really nice guy." He had the biggest grin I'd ever seen. His set of pearly against his pitch-black face was striking.

He did leap, bark and grin at other dogs, but he just wanted to meet them. He did leap, bark and grin when people entered the house but all in the best of fun. Of course, the more the trainers had corrected him for this "aggression," the more submissive he had become. Figuring they were missing the point of his display, Sport grinned more. The more he grinned, the more he got corrected. He had come within a hair's breadth of smiling himself to death.

I kept him for a few weeks just to make sure nothing nasty hid in Sport's mind. This dog would not have understood if you had tried to explain it to him. Sport went back to his family where he now lives. He is very much adored, tail wagging and of course, teeth flashing.

*euthanasia: to kill someone or something out of mercy

1. 空欄 ~ に入る最も適切な語を次の(a)~(f)から一つずつ選び、その記号を解答欄にマークせよ。ただし一つの記号は一度しか使用できない。

- | | | |
|---------------|------------------|------------|
| (a) evil | (b) illness | (c) panic |
| (d) resources | (e) temperaments | (f) whites |

2. 空欄 に入れて意味が通るように、次の(a)~(i)の語を並べ替え、3番目と8番目に来る語の記号を解答欄にそれぞれマークせよ。

- (a) both (b) confirmed (c) dog
(d) of (e) that (f) this
(g) unmanageable (h) was (i) whom

3. 空欄 に入る最も適切な語を次の(a)~(e)から一つ選び、その記号を解答欄にマークせよ。

- (a) against (b) behind (c) beside (d) inside (e) without

4. 下線部(3) It was with extreme caution that I looked inside the cage for the first time. と同じ用法の it を含む文を次の(a)~(e)から一つ選び、その記号を解答欄にマークせよ。

- (a) It was worth reserving our seats since the opera was very popular.
(b) It was obvious that her discovery was of great significance.
(c) It was essential for your papers to be handed in before Thursday.
(d) It was in August that the world-famous festival used to be held.
(e) It was a mystery that the ring suddenly disappeared from the safe.

5. 空欄 に入る最も適切な文を次の(a)~(e)から一つ選び、その記号を解答欄にマークせよ。

- (a) His aggressive displays stopped as a result of correction.
(b) He kept wagging his tail against the cage to show obedience.
(c) He unexpectedly slipped out of his lead and attempted to escape.
(d) His nastiness crept out, despite all the training.
(e) He showed every tooth in his head, as if he were growling.

6. 次の(a)~(e)のうち、本文の内容に合致しないものを一つ選び、その記号を解答欄にマークせよ。

- (a) Sport was brought back to Barbara's place for the author to have a look.
- (b) The trainers misunderstood Sport and continued to correct him.
- (c) Sport was just showing his willingness to obey, but in vain.
- (d) Whenever somebody visited, they were greeted by Sport's striking smile.
- (e) Sport was almost killed because most people missed the point of his behavior.

7. 本文のタイトルとして最も適切なものを次の(a)~(e)から一つ選び、その記号を解答欄にマークせよ。

- (a) The Success and Failure of a Dog Owner
- (b) Dogs — Not Always a Man's Best Friend
- (c) A Smile to be Killed for
- (d) The Joy and Fear of a Trainer
- (e) How to Correct a Possessive Dog

[II] Read the passage below and answer the questions that follow.

For America, 2012 will go down in history as the year of the Latinos, the blacks, the women and the Asians. That rainbow coalition won President Barack Obama his second term. This triumph of the outsiders is partly due to America's changing demographics. And it is not just the United States that is becoming more diverse. Canada is, too, as is much of Europe. That is why it is worth thinking hard about how to make diverse teams effective, and how people who bridge two cultural worlds can succeed. Three academics, appropriately enough a diverse group based in Asia and America, have been doing some provocative research that suggests that our ability to comfortably integrate our different identities — or not — is the key.

In "Connecting the Dots Within: Creating Performance and Identity Integration," Chi-Ying Cheng at Singapore Management University, John Sanchez-Burks at the University of Michigan, and Fiona Lee also at the University of Michigan argue that ethnic minorities and women in male-dominated professions are most creative when they have found a way to believe that their "multiple social identities are (A)."

"We tried to see how people who have to deal with seemingly in-conflict culture or gender identities cope," Dr. Cheng mentioned. Their conclusion was that people who have found a way to combine their two identities — Asian-Americans, for example, or women who work in male-dominated jobs like engineering — are the best at finding creative solutions to problems. "Those who see their identities as compatible are better at combining ideas from the two identities to come up with something new," Dr. Cheng said, "while those who also share these two social identities but see them as being in conflict may not come up with new ideas."

Dr. Cheng has her own experience of being a minority. She is from Taiwan but went to graduate school in the United States; she is a woman

but has taught in the male-dominated environment of graduate business schools. She does not minimize the challenge of coming to terms with this sort of diversity. ⁽²⁾ "It is not that people who have a [(B)] level of identity integration are more easy-going. It is that they find peace between the two different worlds," Dr. Cheng said. "It is not that easy. Pretending doesn't work. There has to be real understanding and integration between the two worlds. They find a way for the two worlds to coexist inside a person."

This academic work is a useful prism for understanding the man who may be the world's most prominent integrator of two potentially conflicting identities: Mr. Obama. He has gained admission to what used to be the most [(C)] white club of all, the White House, while remaining clearly at ease with his black identity. As Dr. Cheng advises, Mr. Obama does not ignore the complexities of living across these two worlds. He governs with an acute awareness of the particular challenges a black skin poses for the man Americans still like to describe as the leader of the free world. But the president is also deeply at ease with his various identities, a psychological state that has helped him use them to powerful effect.

The conclusions of Drs. Cheng, Sanchez-Burks and Lee suggest an important follow-up question: how can we achieve the personal integration these scholars have identified as [(D)] to making a virtue of diversity? Further research by Dr. Cheng offers one answer: you can integrate your identities if you have positive bicultural experiences. In other words, if the world around us tells us our dual identities are compatible, we will believe that, and act accordingly. If female engineers work in a company that treats their gender as [(E)], they will do better. If Asian-Americans live in a community that [(F)] both aspects of their identity, they will be more effective.

America's rainbow coalition won at the ballot box, but in other settings,

the nation has become a little tired of diversity-cheering movements like multiculturalism and even explicit feminism. Dr. Cheng's work suggests that cynicism may be misplaced. Diversity can work, but we have to work at it.⁽³⁾

1. Choose the best word to fill in each of the blanks to in the passage from (a) to (j) below and mark the letter for each on your answer sheet. Use each choice only once.

- (a) exhausting (b) exclusive (c) crucial (d) terminal
(e) marginal (f) high (g) sharing (h) harmonious
(i) pessimistic (j) low

2. Choose the best reason for making the three academics appropriately enough.⁽¹⁾

- (a) They integrate their different social identities.
(b) They have been doing some provocative research.
(c) They think hard about the effectiveness of diverse teams.
(d) They are male and female in Asia and America.

3. Which one of the following is most similar in meaning to She does not minimize the challenge?⁽²⁾

- (a) She maximizes the difficult problem.
(b) She extends the effects of difficulty.
(c) She does not underestimate the matter.
(d) She does not understand the real issue.

4. Which one of the following combinations best fill the blanks (E) and (F) ?
- | | |
|------------------|----------------|
| (a) E : a virtue | F : celebrates |
| (b) E : an asset | F : undermines |
| (c) E : an evil | F : values |
| (d) E : a norm | F : neglects |
5. Based on the passage, which one of the following cases would be the best example of working at diversity as in we have to work at it ⁽³⁾
- (a) ensuring to hire any minority person if there is no diversity in the current workplace
 - (b) valuing an idea generated from a man's perspective in a female-dominated company
 - (c) working together to isolate an employee with various conflicting social identities
 - (d) making sure that a minority person is absorbed into the mainstream culture
6. The title of this passage is "A Recipe to Enhance Innovation." According to the author, which one of the following would be the best recipe?
- (a) seeing cultural difference as a valuable quality
 - (b) minorities joining hands with the mainstream
 - (c) Asian and American fusion cuisine
 - (d) collaboration designed to resolve a conflict

7. Which one of the following statements is **not** mentioned in the passage?

- (a) Dr. Cheng, who conducts this provocative research, has succeeded in cultural integration herself.
- (b) If two or more identities are viewed as being in conflict, it may be difficult to generate new ideas.
- (c) A team proves effective as long as people of different cultural backgrounds work together.
- (d) Mr. Obama's successful reconciliation of his multiple identities has contributed to his presidency.

〔Ⅲ〕 次の英文を読んで、問いに答えよ。

From North America to Siberia, rising temperatures and (A) woodlands are leading to a (B) burning season and a significant increase in forest fires. Scientists warn that this trend is expected to continue in the years ahead.

When the wildfire reached Jon Cummings' backyard last summer, 2012, it had already traversed 50 miles of rugged land in Idaho's Salmon-Challis National Forest. Thick smoke dimmed daylight and ashes sailed on hot currents. While firefighters were able to preserve Cummings' house and property, his neighbors up the river were (あ) fortunate. "No houses burned, but when those folks came home it was a total moonscape," he said. Wildfires last summer burned more than 9 million acres across the U.S., predominantly in the West and Southwest. Only two other times in the past 50 years have fires burned so extensively: first in 2006, then again in 2007. Twice more in the last decade fires burned almost the same amount of acreage.

Increasingly, forestry experts say this ominous trend bears the fingerprints of climate change. As average air temperatures rise and water evaporates more rapidly (1) vegetation and soil, the parallel rise in rainfall needed to offset these changes has not kept pace. Most models predict the deficit will only worsen in years (2) come.

"The initial signs of climate change — they're here," says Amber Soja, a senior research scientist at NASA who studies the (い) of fire and climate. "We have evidence in our wildfires." In the Rocky Mountains, reduced snowfall in winter, (C) melting in spring, (D) inches of rainfall, and warmer autumns are all contributing to a fire season that has lengthened by nearly 80 days in the last three decades, researchers say. The duration of individual fires has also jumped, from an average of one

week to five weeks.

Anthony Westerling, a fire specialist at the University of California, Merced, and an expert on fires in the U.S. West, notes that intensifying dryness in the Rocky Mountains as the region warms will make the problem worse. "There is going to be a huge percentage increase in burned area that we've only just begun to see," he said.

(2) changes are emerging around the world, researchers note, most notably in the northern forests that stretch across the northern latitudes from Alaska east through Siberia. In Canada, the average amount of land burned annually by wildfires has doubled since the 1970s, according to Mike Flannigan, a professor of wildland fire at the University of Alberta. "And we expect another doubling to quadrupling of fires over this next century," said Flannigan. "We attribute this — and I'll be quite clear — to human-caused climate change." In Russia, where Soja focuses her research, the figures have also increased steadily. A bad fire season now burns tens (3) millions of acres. Just last year, a record 74 million acres were consumed by wildfire, largely in the forests of eastern and central Siberia. (4) "It's about time we change our definition of normal, because there is just so much burning in Russia," she said.

But growth in the number of acres burned is not all that defines the problem of wildfires. Of equal concern is the depth to which many fires now reach, pushing farther underground into dry soils. This is especially problematic in the northern forests which store more than 30 percent of the world's terrestrial carbon, much of it bound in peat bogs* — essentially carbon-rich mosses** that have grown by accumulation, layer upon layer, over millennia. As these bogs dry out and become more (2), wildfires bore farther down, releasing much more carbon than a conventional forest fire.

*peat bog: 泥炭地

**moss: 苔

1. 空欄 ~ に入る最も適切な語を次の(a)~(e)から一つずつ選び、その記号を解答欄にマークせよ。ただし一つの記号は一度しか使用できない。

- (a) colder (b) longer (c) drier
(d) fewer (e) earlier

2. 空欄 ~ に入る最も適切な語を、それぞれ(a)~(d)から一つずつ選び、その記号を解答欄にマークせよ。なお、文頭に来る語も小文字で示してある。

- (あ) (a) a little (b) more (c) less (d) even
(い) (a) interaction (b) interference
(c) interruption (d) interposition
(う) (a) opposite (b) diverse (c) resistant (d) similar
(え) (a) explorable (b) distinguishable
(c) extinguishable (d) flammable

3. 空欄 ~ に入る最も適切な語を次の(a)~(d)から一つずつ選び、その記号を解答欄にマークせよ。ただし一つの記号は一度しか使用できない。

- (a) of (b) from (c) to (d) by

4. 下線部(4) consumed の表す意味に最も近いものを次の(a)~(d)から一つ選び、その記号を解答欄にマークせよ。

- (a) used up (b) destroyed (c) digested (d) put down

5. 次の(a)~(g)それぞれについて、本文の内容と合致する場合は解答欄のTを、合致しない場合は解答欄のFをマークせよ。

- (a) The increase in the land areas burned by wildfires is not as serious as the shortage of peat bogs.
- (b) In 2012, the scale of wildfire was greater in the U.S. than in Russia.
- (c) Although global warming may cause some problems with water shortages, the rise in rainfall is expected to make up for this deficit in water.
- (d) It is clear that climate change can affect forests by altering the frequency, intensity, and duration of fires.
- (e) The seriousness of wildfires is not limited to the increasing amount of land that is lost.
- (f) In five out of the last ten years, wildfires have burned extensively in the U.S.
- (g) The duration of the wildfire season in 1980 was nearly 80 days.

[IV] Read the passage below and answer the questions that follow.

One of my favorite things to do is to take a set of facts and use them to imagine how the world might work. In writing about some of these ideas, my aim is not to be correct — how can I be, when the answer isn't known? — but to be thought-provoking, to ask questions, to (A). I mention this because science is usually presented as a body of knowledge — facts to be memorized, equations to be solved, concepts to be understood, discoveries to be applauded. But this approach can give students two misleading impressions.

One is that science is about what we know. One colleague told me that when he was studying science at school, the constant focus on the known gave him the impression that almost everything (B) discovered. But in fact, science — as the physicist Richard Feynman once wrote — creates an “expanding frontier of ignorance,” where most discoveries lead to more questions. Moreover, insofar as science is a body of knowledge, that body is always changing: much of what we thought we knew in the past has turned out to be incomplete, or plain wrong.

The second misconception that comes from this “facts, facts, facts” method of teaching science is the impression that scientific discovery progresses as an orderly, logical process — that each new discovery points more or less unmistakably to the next. But in reality, while some scientific work does involve the plodding, brick-by-brick accumulation of evidence, much of it requires ⁽¹⁾leaps of imagination and daring speculation. This raises the interesting question of when speculation is more likely to generate productive lines of inquiry (C) a process of logical thinking. I don't know the answer — I'd have to speculate.

There are plenty of (probably) untrue tales about what inspired a great discovery, from Archimedes in his bathtub, to Newton and his apple.

But there are also many well-documented accounts of inspiration — or lack of it — in the history of science. For example, (D) the most famous is the story of Rosalind Franklin and her non-discovery of the structure of DNA.

Franklin was an expert at getting X-ray images from crystals of molecules. The idea is that the array of spots in the images will reveal how the atoms in the crystal are arranged. When Franklin started working on DNA, she obtained superb X-rays; her contemporaries described them as among the most beautiful of any substance ever taken. Indeed, it was from one of her images that James Watson and Francis Crick figured (E) what the correct structure of DNA must be. (The picture was shown to Watson without Franklin's knowledge.)

She had the data. Why didn't she reach the solution? There are several answers to this; but one is that she had a fixed idea about how the problem should be solved. Namely, she wanted to work out the structure using the methods she had been taught. These methods are complex, abstract, and mathematical, and difficult to use on a molecule as complex as DNA. Watson and Crick, meanwhile, were building physical models of what the image suggested the structure should be like — an approach that Franklin scorned.⁽²⁾ What's more, their first model was ridiculously wrong, something that Franklin spotted immediately. But they were willing to play; she wasn't. In other words, she wouldn't, or couldn't, adopt a more speculative approach.

Our ability to make scientific discoveries is limited (F) a number of fundamental ways. One is time: it's hard to do good experiments that last for more than a few weeks. Experiments that run for years are rare; as a result, we know relatively little about long, slow processes. Another constraint is money (no surprise there). A third is ethics (some experiments that would be interesting to do are ethically impossible).⁽³⁾

Some questions remain uninvestigated because no one stands to profit from the answers. Still others are or welfare, the areas of research are unfashionable, or the appropriate tools haven't been invented yet. Some problems are just overwhelmingly complex.

But there's one way in which we should not be limited: imagination. As Einstein put it, "Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."

1. Choose the best phrase to fill , and mark the letter on your answer sheet.

- (a) make people hope
- (b) make people knowledgeable
- (c) make people wonder
- (d) make people anxious

2. Choose the best phrase to fill , and mark the letter on your answer sheet.

- (a) is already being
- (b) was already
- (c) has already been
- (d) had already been

3. Choose the best word to fill in each of the blanks , , and . Use each choice only once.

- (a) on
- (b) among
- (c) how
- (d) out
- (e) if
- (f) than
- (g) in
- (h) at

4. Choose the word which is most similar in meaning to the underlined word as it is used in the passage, and mark the letter on your answer sheet.

(1) plodding

- (a) careless (b) slow (c) normal (d) grateful

(2) scorned

- (a) despised (b) supported
(c) misunderstood (d) challenged

(3) ethically

- (a) virtually (b) simply (c) relatively (d) morally

5. Put the following words in the correct order to complete the sentence in

and mark the 4th and 7th words on your answer sheet:

- (a) on (b) have (c) health (d) obvious
(e) because (f) no (g) bearing (h) neglected
(i) they

6. Which **two** of the following statements are **not** true according to the passage?
- (a) Rosalind Franklin did not follow traditional scientific methods in her research on DNA.
 - (b) Watson and Crick used Rosalind Franklin's research to discover the structure of DNA.
 - (c) The images of molecules produced by Rosalind Franklin were highly praised by her fellow researchers.
 - (d) Rosalind Franklin did not agree with the approach used by Watson and Crick.
 - (e) Rosalind Franklin collaborated with Watson and Crick to discover the structure of DNA.
 - (f) The research approach Rosalind Franklin used lacked imagination.
 - (g) The complexity of the DNA molecule made it difficult for scientists to reach a solution regarding its structure.
7. Which **two** of the following statements best summarize the main points of the text?
- (a) Scientists will fail to make any discoveries if they use brick-by-brick accumulation of evidence.
 - (b) The way of teaching science has focused too much on memorizing facts and not enough on using one's imagination.
 - (c) The main reason why our ability to make scientific discoveries is limited is because scientists lack imagination.
 - (d) Many accounts of inspiration still remain undocumented due to a lack of research funding.
 - (e) It is likely that Rosalind Franklin would have discovered the structure of DNA if she had used a more speculative approach.
 - (f) One limitation on our ability to make discoveries is because science research is not stylish enough.

