

英 語

注 意

1. 問題は全部で15ページである。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。
4. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。HBの黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶしなさい。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答がイのとき)

1	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
---	--

4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

- I** 次の文章を読んで、ステレオタイプと偏見がどのような点で異なるのか、句読点を含めて120字以内の日本語でまとめてください。解答用紙(その2)を使ってください。

Stereotypes and prejudice result from rigid, inflexible thinking.

Statements such as “All men like to watch wrestling” and “All women like to go shopping” are stereotypes. They are all inaccurate. To stereotype someone is to push him or her into an inflexible, all-encompassing category. The term *stereotype* comes from a printing term meaning that the typesetter uses the same type to print the text again and again. When we stereotype, we “print” the same judgment over and over again, failing to consider the uniqueness of individuals, groups, or events. Such a “hardening of the categories” becomes a barrier to effective communication and inhibits our ability to adapt to others.

A related barrier, prejudice, is a judgment we make based on the assumption that we already know all of the information we need to know about a person. To prejudge someone as inept, inferior, or incompetent based upon that person’s ethnicity, race, sexual orientation, gender, or some other factor is a negative force that can raise significant barriers to effective communication. One study found that even when a male and a female hold the same type of job, the male’s job is considered more prestigious than the female’s.

Stereotyping and prejudice are still formidable barriers to communicating effectively with others.

- II** Write an essay of not more than 60 words in English in which you answer the following question and give reasons to support your answer: What, in your opinion, is the best way for students who have no opportunity to live in an English-speaking country to learn English? 解答用紙(その2)を使ってください。なお、句読点は語数に含まれません。

- Ⅲ 次の3つのパラグラフ(A～C)を読んで、下記の設問の答えとして最も適当なものをそれぞれ[a]～[c]の中から1つ選び、解答用紙(その1)にマークしてください。

A. Japan ranked second among 43 countries as having a positive influence in the world, according to a recent poll. The poll showed that 53 percent of respondents viewed the influence of Japan as positive, much higher than the 21 percent who viewed it as negative. The poll asked respondents whether they considered the influence of each of the 43 countries to be mostly positive or mostly negative. Of the nations featured in the poll, Germany was the most favorably viewed, with Japan ranked second. Japan was ranked fourth at 56 percent in a similar survey about a year ago, following Germany, Britain, and Canada.

1. Which of the following sentences best summarizes the main idea of this passage?
- [a] According to a recent poll, Japan ranked second among 43 countries as having a positive influence in the world.
 - [b] Despite the fact that 53 percent of respondents viewed the influence of Japan as positive, 21 percent viewed it as negative.
 - [c] In a similar survey taken about a year ago, Japan ranked fourth at 56 percent, after Germany, Britain, and Canada.

2. What can be concluded on the basis of the information included in this passage?

[a] Although Japan was ranked behind Germany in a similar survey conducted about a year ago, this year Japan was ranked higher than Germany.

[b] The fact that Japan was ranked fourth in a similar survey about a year ago and is now ranked second shows that the percentage of people who view the influence of Japan as positive has increased.

[c] Even though Japan was ranked fourth in a similar survey about a year ago and is now ranked second, the actual percentage of people who view the influence of Japan as positive has declined.

B. A few centuries ago, the creative ability of human beings took a major leap forward. Virtually overnight thousands of objects appeared (and would continue to appear) that changed our way of seeing and understanding the world—the clock, which allowed us to divide time and set a new pace for our lives; the printing press, which allowed knowledge to be spread beyond a privileged few; the refrigerator, which enriched and diversified our nutrition practices; the cinema, which opened up the possibility of dreaming while awake; the Internet, which erased borders and distances; and robotics and artificial intelligence, which led us to question our definition of being human. With the emergence of technology, you could say that our lives are surrounded by marvelous objects.

1. What would be a good title for this passage?

[a] How Modern Technology Has Changed the World

[b] Questioning the Definition of What It Means to Be Human

[c] The Marvelous Objects That Surround Our Lives

2. Which of the following sentences is supported by the passage?

- (a) The ability to divide time through the invention of the clock is the sole reason for the dramatic increase in the pace of life for modern humans.
- (b) Although knowledge was only available to a small number of elites in the distant past, the printing press allowed more people to have access to information.
- (c) It would not have been possible for the Internet to erase borders and distances if cinemas had not first opened up the possibility of dreaming while awake.

C. *Microfinance* is often defined as financial services for poor and low-income people who do not have access to other formal financial institutions, such as banks. More broadly, microfinance refers to a movement that envisions a world in which low-income households have permanent access to a range of high quality financial services to provide money for income-producing activities, stabilize consumption, and protect against risks. These services are not limited to credit, but include savings and insurance. Microfinance clients are often self-employed and work out of their own houses. Their diverse economic activities include small retail shops, crafts manufacturing, providing services, and farming. Hard data on the poverty status of clients is limited, but tends to suggest that most microfinance clients fall near the poverty line. The goal of microfinance is to help such people improve their lives.

1. What is the main purpose of this article?
 - { a } To envision a world in which low-income households have permanent access to a range of high quality financial services.
 - { b } To describe the diverse economic activities of microfinance clients who are self-employed and work out of their own houses.
 - { c } To show how microfinance can improve the lives of people who fall near the poverty line.

2. Which of the following lists examples of the kinds of financial services provided by microfinance institutions?
 - { a } Income-producing activities, stabilizing consumption, and protecting against risks.
 - { b } Credit, savings, and insurance.
 - { c } Small retail shops, crafts manufacturing, providing services, and farming.

IV 次の文章を読んで、下記の文(1～10)が本文の内容と合致している場合にはT、合致していない場合にはFとして、解答用紙(その1)にマークしてください。

Hello. My name is Walter. On my first visit to Thailand, some thirty years ago, the airline put me up for the night at its rest house, situated near the airport and half an hour's drive from Bangkok. The rest house was a relatively simple wooden structure, built over some water. For the first time in my life I slept surrounded by a mosquito net. And also for the first time I listened to the nightly noises of the tropics — the concert of frogs and toads, the chirping of the small house geckos^註, the loud call of the tuckae (a large gecko), and the splashing of some bigger animal in the water below my room.

None of these noises was known to me, none of them could be connected with the specific image of an animal, and it was even difficult to determine which noise came from the outside or which from the inside of the room. Before setting out on this first journey to a tropical country I had, of course, been generously provided with warnings concerning the dangers I would meet, colorfully told to me by well-meaning former travelers. So I confess that I passed an uneasy night, troubled by my imagination and the tales warning me of snakes, spiders, and other kinds of threats. Each cracking of the wooden floor, each scratching on the walls, was mysterious and potentially frightening. I was thankful for the protection, however weak, of the mosquito net.

I am not normally irrationally afraid of animals — I am even rather interested in their ways and nature. Some months after that unsettling first night, I was able to identify the sounds and spent interesting moments observing some of the creatures that had frightened me at first. I listened with pleasure to the call of the tuckae living under my roof, looked with amusement at the graceful games of the house geckos, enjoyed the nightly concert of frogs in the pond, observed the activities of ants and termites, and

even allowed a black dotted green snake to climb under my roof. What had changed in the meantime?

What I had experienced during the very first night of my stay in the tropics was, in fact, a quite rare occurrence: I had met nature as an almost pure phenomenon, uninfluenced by any knowledge precise enough to allow me to classify what I perceived, to identify the sounds and noises surrounding me. A child born and growing up in Thailand will, on hearing the call of a tuckae, as a matter of course know the kind of animal it is, its habits, and the danger it does or does not represent. But for me, its call was a mere sound without any experience or knowledge attached to it: it was my inability to establish order among my perceptions, to attach meaning to them, which genuinely frightened me. I was left without the usual means to react in the ways I would have known to be appropriate.

That first night in Thailand I had tried to understand the noises in terms of my *own* knowledge and past experience. I did not succeed. We might say that it was precisely the fact that the night sounds did not fit my existing ways of understanding that made the situation a threatening one. We can only feel safe in a world that fits our expectations and patterns of explanation — therefore, we always will attempt to reduce new events to previous experience.

Trying to do so, of course, helps us to get around in our world and act appropriately. But it may also become a trap as soon as we leave the surroundings we are used to. In order not to feel lost or confused, we will try to interpret new things we encounter in our usual ways, often without even suspecting that the meanings attached to a situation may be entirely or partly inadequate.

注：gecko = a harmless lizard that lives in warm countries and usually comes out at night

1. The rest house that Walter stayed at when he first visited Thailand about thirty years ago was a fancy hotel located near the airport in downtown Bangkok, which was famous for the different kinds of animals that could be heard in the water below.
2. Although Walter was unfamiliar with all of the noises he heard at the rest house, he could clearly distinguish which noises were coming from the outside of his room and which noises were coming from the inside of his room.
3. Before Walter made his trip to Thailand, other people who had previously traveled to tropical countries had tried to warn him of the various dangers he might encounter.
4. At first Walter worried that the snakes, spiders, and other kinds of threats he had been warned about would crack the wooden floor and scratch the walls, but once he realized that he was only troubled by his imagination and that his mosquito net would protect him, he was no longer afraid and could spend a peaceful night.
5. Even though Walter was frightened by the creatures he had heard during his first night in Thailand, later he was able to learn what kind of sounds these animals made and actually had a chance to observe house geckos, ants and termites, and a black dotted green snake, as well as to hear the music of frogs in the pond.
6. What really frightened Walter on the very first night of his stay in the tropics was not the animals themselves, but rather his inability to attach meaning to his perceptions.

7. The main difference between Walter and a child growing up in Thailand is that the child will know a lot about various animals, including the sounds they make, the kind of animals they are, their habits, and whether they are dangerous or not, while Walter was basically ignorant about such matters.

8. While Walter was at first successful in trying to understand the noises he had heard in terms of his own knowledge and past experience, he was later unsuccessful precisely because his attempt to do so made the situation a threatening one.

9. Generally speaking, humans are only going to feel safe if they are able to understand new events in terms of their past experiences; in other words, whatever happens in the world has to fit both what people expect will happen and their usual ways of explaining why things happen the way they do.

10. While it is generally good to try to interpret new things we encounter in our usual ways, there is also the danger that we will attach meanings in a completely or even partially inadequate way as soon as we encounter circumstances that are different from the ones we are used to.

V 次の文章を読んで、下記の設問の答えとして最も適当なものをそれぞれ〔a〕～〔c〕の中から1つ選び、解答用紙(その1)にマークしてください。

April Apfelbaum lost her job two years ago as human resources manager for a small company in New Jersey. She was earning about \$80,000 a year when she was laid off, but at age 60, she wasn't ready to retire. Apfelbaum spent more than a year looking for another job, without luck. "I really felt I wasn't going to be able to get a job at this stage of my life," she says.

Then someone sent her an email describing a new training program that was recruiting math and science specialists for teaching jobs in the Philadelphia urban school district. It would mean a year of graduate school to complete a master's degree, as well as student teaching, followed by a full-time teaching position the second year — and a huge pay cut.

But for Apfelbaum, a math major in college, it meant a job, as well as "a chance to give something back to the world and influence the next generation," she says.

Today Apfelbaum, 62, and nine other student teachers are finishing their first year in the program, which is supported by a \$1.4 million grant from the National Science Foundation. Armed with a master's degree and new skills to teach in an urban setting, the new teachers will begin full-time jobs in high-poverty Philadelphia schools in the fall. They will earn their salary — for Apfelbaum, about \$46,000 as a beginning teacher — plus a \$10,000 annual grant for attending the program. Teachers must commit to staying and teaching in Philadelphia for the next four years.

"It's not an easy job to teach in these schools that are really struggling," says Katherine Schultz, professor in the University of Pennsylvania's graduate school of education. In the master's program, "we are not just teaching prospective teachers how to teach math; we are teaching them how to teach math in an urban setting."

Schultz adds, "It's an investment in human capital in these people, and in these schools in these impoverished neighborhoods. And it's an investment in these children who often don't have math and science skills. The goal of preparing these people to be excellent math and science teachers is so they, in turn, can prepare the students to go into math and science fields in the future."

The goal, according to Schultz, is to keep the teachers in the schools and improve the math and science education there. "What's typical is that the poor schools often get the newest and least qualified teachers," she says. "The goal is to put highly qualified teachers in those schools, and give them four years of support."

The program begins in the summer, when the new recruits work in programs in neighborhoods similar to where they will be assigned student teaching posts in the fall. "We really focus on urban teaching and learning in the summer," Schultz says. "We really try hard to prepare teachers for the kinds of conditions they will go into. The schools are very tough places. It's a classroom of kids who bring all sorts of challenges, and people find it's not as easy as they thought."

April Apfelbaum, trying to teach ninth graders math, would agree with that. Over time, she has begun to reach some of her students, stressing her willingness to spend extra time working with them, and to meet with their parents, among other things. "I know I can't change the world, but I want to influence as many kids as I can," she says.

1. What did April Apfelbaum mean when she said, “I really felt I wasn’t going to be able to get a job at this stage of my life”?
 - { a } She knew it would be possible for her to find a new job that would pay \$80, 000 a year even though she was approaching the retirement age.
 - { b } She was worried that it might be difficult for her to find a new job at her age.
 - { c } She believed that it would take longer than a year for her to find another job, even if she was lucky.

2. What qualifications are needed in order to get a teaching job in the Philadelphia urban school district?
 - { a } It is necessary to receive an email describing the new training program that recruits math and science specialists.
 - { b } It is necessary to attend graduate school for a year and do student teaching.
 - { c } It is necessary to obtain a full-time teaching position the second year and also to accept a huge pay cut.

3. Which of the following statements is true?
 - { a } The National Science Foundation is supporting Apfelbaum and nine other student teachers who are finishing their first year in the program by giving them a grant for \$1. 4 million.
 - { b } Apfelbaum’s total salary will be about \$46, 000 as a beginning teacher, although she must pay \$10, 000 per year for attending the program.
 - { c } Teachers who have completed the program will begin full-time jobs in high-poverty Philadelphia schools in the fall and must then make a commitment to continue teaching in Philadelphia for the next four years.

4. Which of the following statements best describes the purpose of the master's program, according to Katherine Schultz, professor in the University of Pennsylvania's graduate school of education?

[a] The purpose of the program is not to teach prospective teachers how to teach math, but rather to teach them how to teach math in an urban setting.

[b] The purpose of the program is to teach prospective teachers how to teach math, but not to teach them how to teach math in an urban setting.

[c] The purpose of the program is to teach prospective teachers both how to teach math and how to teach math in an urban setting.

5. Who is Katherine Schultz referring to when she says, "It's an investment in human capital in these people"?

[a] She is referring to the people who run schools in impoverished neighborhoods.

[b] She is referring to the children who often don't have math and science skills.

[c] She is referring to the math and science teachers who in turn can prepare the students to go into math and science fields in the future.

6. What is the ultimate goal of the program, according to Schultz?

[a] The goal is to have good teachers stay at the schools to which they are assigned in order to help those schools teach math and science more effectively to their students.

[b] The goal is to follow the typical pattern by making sure that the newest and least qualified teachers are assigned to poor schools.

[c] The goal is to have highly qualified teachers give four years of support to the program after they have been assigned to their schools.

7. Who are the “new recruits” referred to in the next to the last paragraph?
- [a] They are the students who bring all sorts of challenges to the new teachers.
 - [b] They are the schools that the student teachers will be assigned to in the fall.
 - [c] They are the teachers who will be assigned student teaching posts in the fall.
8. How is April Apfelbaum trying to influence as many kids as she can?
- [a] She is trying to do so by teaching both math and science to as many students as possible.
 - [b] She is showing students that she is willing to spend extra time working with them and also meeting with their parents.
 - [c] She wants to influence as many kids as she can by changing the world.

VI 次の文章の(1～10)の空所に入れるのに最も適当なものを下記の〔a〕～〔j〕の中から1つ選び、解答用紙(その1)にマークしてください。ただし、各単語は1度しか使えません。なお、選択肢はすべて小文字で表記してあります。

Researchers have examined some differences among friendships at four stages in life: childhood, adolescence, adulthood, and old age. When we start to talk around the age of two, we begin to play and interact with others, and perceive playmates as those who can help (1) our needs. During adolescence we move (2) from relationships with parents and toward greater intimacy with our peers. At this point in our development, peer relationships constitute the (3) important social influence on our behavior. Adult friendships are among our most valued relationships, even though they may be few (4) number. Research has found that, (5) average, adults have ten to twenty casual friends, four to six close friends, and only one to two best friends. But (6) Americans continue to spend more hours at work each year, we often find that our closest friends are also our coworkers. We (7) common interests, concerns, and schedules with coworkers, so it's natural for colleagues to fulfill each other's social needs as well. As adults we have a strong commitment to our jobs and families, making it difficult to give (8) to maintaining friendships. As a result, we may find ourselves becoming too busy to "work friends in" and, sadly, losing them over time. Finally, friendships are extremely important in old age. During (9), when many individuals have more time for socializing, friendships become increasingly critical. Older adults tend to rely on enduring friendships and to maintain a small, highly valued (10) of friends.

- 〔a〕 most 〔b〕 priority 〔c〕 as 〔d〕 share
〔e〕 retirement 〔f〕 in 〔g〕 meet 〔h〕 on
〔i〕 network 〔j〕 away

