

英 語

注 意

1. 問題は全部で13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"/>
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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。

問題 I 次の英文を読んで、設問に答えなさい。

The three university roommates had one thing in common: their high school records. All had been excellent students, and their Verbal and Mathematical test scores were within a few points of each other. Even their patterns of abilities were the same: higher in verbal than in mathematics, and definitely weak in spatial abilities. These were the kinds of people who could never get the suitcase to fit into the trunk of the car.

Alex got almost all As in high school and had excellent test scores as well. He was the kind of student every university wanted, and on April 15th of the year of his application to universities, he received many fat envelopes offering him acceptance. He went to a very good university.

Alex's first three years at university were almost as good as his high school years had been. He received mostly As with a few Bs. He was considered one of the best. But then, in his senior year, he had to do an independent project in his major, politics. Alex liked to be given the structure within which he would work; and throughout his entire school career he had been given this structure. His teachers had told him what to do, and he had done it, and done it well. Now, for the first time, there was no one to tell him what to do, and he was confused. He was uncomfortable structuring the entire task himself, and it showed in the work he produced. He only got a grade of C on the project.

Alex has found a career that is a good match to his style of thinking. Today he is a contracts lawyer. Asked to describe his work, he explains that the investment bankers draw up the deal and decide what is to be done. Alex's job is to take their deal and set it down into a precisely written contract. Thus, whereas Alex once took direction from his teachers, today he takes direction from the bankers. Alex explains that, to him, the ideal contract is one that is so perfect, and detailed, that if the bankers want to change their deal, they have to pay him to do it. In other words, they have to pay Alex every time

they change their ideas. Little wonder that Alex has been so successful in his career. He has found a way to make his clients pay not only when they make up their minds about what to do, but also every time they change their minds.

Bill also had a strong high school record, although not as strong as Alex's. Bill liked to do things his own way, and so came into conflict with the constraints that any school imposed. Bill recognized that, to succeed, he would have to do well in school — and he did. But his major energy was devoted to his favorite subject, biology. He was involved in summer programs in biology, and did high-level research in biology even as a high school student. Moreover, his research was his own, not someone else's.

Bill's grades during his first three years at university were good, although not as good as Alex's. But in his senior year, he did better than Alex. Given the opportunity to do an independent graduation thesis, Bill was very happy. He was now doing exactly what he had always most liked to do. And he received an A on the project, as well as an award for it.

Bill went on to graduate school to become a biologist, and today he is a successful researcher. His career is about as different from Alex's as another career could be. Bill, like Alex, loves his work, but for exactly the opposite reason. Whereas Alex likes translating the bankers' ideas into contract language, Bill likes translating his own ideas into language that is meaningful to biologists and non-biologists alike. He is a team leader, and gives rather than takes direction.

Note that both Alex and Bill are very successful at what they do, but for different reasons. Neither would do very well in the other's occupation, but not for lack of ability: Alex has the ability to be a biologist, Bill to be a lawyer. Rather, what makes them successful, given the basic ability to succeed, is that they are in jobs that are good matches to their styles of thinking. The same is true for Corwin.

Corwin went to the same university as Alex and Bill. He was quite critical of the university, as he tends to be of almost everything and everyone, himself

not excepted. Indeed, Corwin is difficult to be around for a long time because he is so critical. And because he is bright, his criticisms are usually on target. As a university student, Corwin wrote critiques of student drama productions, a task that suited him admirably.

Corwin was not only critical of his coursework at university. Whenever he would go out on dates, Corwin would give his dates a test of values. The dates never knew they were taking a test, because Corwin never told them that the questions he was asking were a test. But they were a test. If the woman passed, Corwin would go out with her again; if not, that was the end of the relationship.

Perhaps unsurprisingly, Corwin's relationships tended to last only a short time. No one quite met his standards. Today, Corwin is in his mid-fifties and still unmarried. I don't know if he is still giving the same test, or a variant of it. What I do know is that he has found a job that is a good match to his critical, judgmental style. Today, Corwin is a psychiatrist, and a good one. He spends his days evaluating patients and their problems, and suggesting and administering treatment for them. He is very successful, as would be expected for someone who likes nothing more in life than to evaluate people and their problems.

The cases of Alex, Bill and Corwin show us how styles can help us understand why, given equal abilities, one person chooses one career and another person chooses some other career. People with different styles like to use their abilities in different ways, and so they respond differently to the kinds of thinking required in different occupations. Styles also help us understand why some people succeed in their chosen careers and others do not. Put Bill in Alex's career, and he is likely to find himself with no clients. He wants to do things his way, not the way of his clients. Put Alex in Bill's career, and the match will be equally bad: Alex prefers to be given direction. People need to find careers that match not only their thinking abilities, but their thinking styles as well.

設問 本文の内容から考えて最も適切なものを、a, b, c, dの中から一つ選んで、解答欄のその記号をマークしなさい。解答用紙(その1)使用。

1. Each of the three students was _____.
 - a. higher in spatial than in verbal abilities
 - b. lower in mathematical than in spatial abilities
 - c. higher in verbal than in mathematical abilities
 - d. lower in verbal than in spatial abilities

2. In his first three years at college, Alex's grades were _____.
 - a. all As
 - b. all Bs
 - c. mostly As with some Bs
 - d. mostly Bs with some As

3. Alex's major at university was _____.
 - a. law
 - b. politics
 - c. biology
 - d. banking

4. Alex's thinking style means he enjoys _____.
 - a. following directions
 - b. being independent
 - c. having his own ideas
 - d. making bankers confused

5. In high school _____.
- a. Corwin was more successful than Bill
 - b. Bill was more successful than Alex
 - c. Bill was more successful than Corwin
 - d. Alex was more successful than Bill
6. Today Bill is a successful _____.
- a. interpreter
 - b. biologist
 - c. translator
 - d. salesman
7. The best word to describe Corwin's thinking style is _____.
- a. admirable
 - b. critical
 - c. bright
 - d. unsurprising
8. Today, Corwin is a _____.
- a. judge
 - b. researcher
 - c. psychiatrist
 - d. film critic
9. If Bill were a contracts lawyer he would be _____.
- a. successful
 - b. stylish
 - c. unsuccessful
 - d. wealthy

10. The main point of this passage is that thinking styles _____.
- a. are more important than abilities
 - b. are less important than abilities
 - c. should match one's studies and career
 - d. should never match one's studies and career

問題Ⅱ 次の英文を読んで、下線部(1)、(2)を日本語に訳しなさい。解答用紙(その2)使用。

Some years ago, an experimental psychologist at Harvard University set out to examine the nonverbal aspects of good teaching. As the basis of her research, she used videotapes of teaching fellows that had been made during a training program at Harvard. Her plan was to have outside observers look at the tapes with the sound off and grade the effectiveness of the teachers by their expressions and gestures. She wanted to have at least a minute of film to use in her analysis. When she looked at the tapes, though, there was really only about ten seconds when the teachers were shown apart from the students. “I didn’t want students in the picture, because obviously it would bias the grades,” she says. “So I went to my adviser and told him that it wasn’t going to work.”

But it did. The observers, presented with a ten-second silent video clip, had no difficulty grading the teachers on a fifteen-item checklist of personality traits. In fact, when the psychologist cut the clips back to five seconds, the grades were the same. They were the same even when she showed the observers just two seconds of videotape. That sounds unbelievable unless you actually watch the teacher clips and realize that the eight seconds that distinguish the longest clips from the shortest are unnecessary. When we make a snap judgment, it is made in a snap. It’s also, very clearly, a judgment — we get a feeling that we have no difficulty describing.

The psychologist’s next step led to an even more remarkable conclusion. She compared those snap judgments of teacher effectiveness with evaluations made, after a full semester of classes, by students of the same teachers. The correlation between the two, she found, was astonishingly high. A person watching a two-second silent video clip of a teacher he has never met will reach conclusions very similar to those of a student who sits in the teacher’s class for an entire semester.

問題Ⅲ 次の設問に答えなさい。解答用紙(その3)使用。

(1) 次の文章を英語に訳しなさい。

平和を享受してきた日本は、経済的にも恵まれてきた。だが、同じ地球上には、今でも悲惨な戦争や貧困に苦しむ人々がいることを忘れてはならない。

(2) ()内の語の順序を入れ替えて、それぞれ最も適切な英文を作りなさい。すべての語を一度ずつ使うこと。

1. If (money / had / buy / I / a / would / car / I).
2. After the (I / to / train / left / had / got / station / the).
3. In (learned / write / words / your / you / notebook / down / any).
4. Because (experience / him / cannot / Jack / so / hire / has / we / little).

問題Ⅳ 次の設問について、50語程度の英文を書きなさい。解答用紙(その4)使用。

Describe your first childhood memory.

次の **問題 V** は英米文学科 A 方式志願者のみ解答のこと。(フランス文学科 A 方式・日本文学科 B 方式・史学科 A 方式・教育学科 B 方式・心理学科 A 方式受験者は 12 ページの **問題 V** に解答のこと。)

問題 V リスニング問題。聞き取った内容から考えて空欄を埋めるのに最も適切なものを、a, b, c, d の中から一つ選んで、解答欄のその記号をマークしなさい。解答用紙(その1)使用。

1. Skinner originally wanted to be _____.
 - a. an inventor
 - b. a philosopher
 - c. a psychologist
 - d. a writer

2. Skinner began his bowling experiment in _____.
 - a. 1926
 - b. 1934
 - c. 1939
 - d. 1943

3. Skinner taught pigeons how to bowl because _____.
 - a. it was serious research
 - b. he wanted to relax from other work
 - c. he liked bowling
 - d. pigeons are like humans

4. The first thing Skinner taught pigeons to do was to _____.
- a. bowl
 - b. play the piano
 - c. respond to the sound of a seed feeder
 - d. play table tennis
5. The pigeons bowled by using their _____.
- a. beaks
 - b. wings
 - c. heads
 - d. feet
6. Skinner rewarded the pigeons by _____.
- a. stroking them
 - b. letting them fly
 - c. letting them drink
 - d. giving them food
7. Today a pigeon can learn to bowl in less than _____.
- a. thirty minutes
 - b. an hour
 - c. ninety minutes
 - d. two hours
8. When pigeons played table tennis, the loser sometimes _____.
- a. ate all the seeds
 - b. attacked its opponent
 - c. fell off the table
 - d. refused to continue playing

9. Skinner was a pioneer because he showed that _____.
- a. pigeons think like humans
 - b. pigeons enjoy bowling
 - c. animal behavior can be easily shaped
 - d. pigeons can play table tennis
10. A Dutch psychologist showed that pigeons could identify defective drugs with 99 per cent accuracy within _____.
- a. one month of training
 - b. one week of training
 - c. one day of training
 - d. one hour of training

次の **問題V** はフランス文学科A方式・日本文学科B方式・史学科A方式・教育学科B方式・心理学科A方式の受験者のみ解答のこと。

問題V 各文の下線部に入る最も適切な語または語句を, a, b, c, dの中から一つ選んで, 解答欄のその記号をマークしなさい。解答用紙(その1)使用。

1. Environmental groups are calling for a total _____ on fishing for tuna.
a. sum b. completion c. service d. ban

2. For a while Jane was very upset about the incident, but now she seems _____ to it.
a. qualified b. reconciled c. modified d. exhausted

3. The teacher met with the students, so the _____ between them decreased.
a. effect b. friction c. relation d. attention

4. She will _____ the responsibility if they start the project.
a. take on b. get in c. go over d. make up

5. How did the accident at school come _____?
a. about b. with c. in d. over

6. The country may have to return _____ a slower rate of growth.
a. off b. in c. to d. out of

7. The girl did not have enough money to pay the bill, so her mother offered to make _____ the difference.
a. with b. up c. to d. at

8. "Do you want to go to the party with Jack?"

"No. I think I'll wait until Kate _____."

- a. should come b. is coming c. comes d. would come

9. There's no need to get _____ just because I'm a few minutes late.

- a. annoyance b. annoys c. annoyed d. annoy

10. I regret not _____ to university when I was young.

- a. to go b. going c. went d. gone