

英 語

注 意

1. 問題は全部で16ページ、解答用紙は全部で3枚である。
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。(裏面に記入しても採点の対象とはならない。)
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 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1のとき)

1	<input checked="" type="radio"/>	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0
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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。

Principles-first reasoning (sometimes called *deductive reasoning*) derives conclusions or facts from general principles or concepts. For example, we may start with a general principle like “All men die.” Then we move to a more specific example: “Justin Bieber is a man.” This leads us to the conclusion “Justin Bieber will, eventually, die.” Similarly, we may start with the general principle “Everything made of copper conducts electricity.” Then we show that the old statue of a cow your grandmother left you is 100 percent copper. Based on these points, we can arrive at the conclusion “Your grandmother’s statue will conduct electricity.” In both examples, we started with the general principle and moved from it to a useful conclusion.

On the other hand, with *applications-first reasoning* (sometimes called *inductive reasoning*), general conclusions are reached based on a pattern of factual observations from the real world. For example, if you travel to my hometown in Minnesota one hundred times during January and February, and you observe every visit that the temperature is below zero, you will conclude that Minnesota winters are cold (and that a winter visit to Minnesota calls for a warm coat as well as a scarf, wool hat, gloves and ear warmers). In this case, you observe data from the real world, and, based on these experience-based observations, you draw broader conclusions.

Most people are capable of doing both principles-first and applications-first reasoning. But your usual patterns of reasoning are heavily influenced by the kind of thinking that your culture’s educational system focuses on. As a result, you can quickly run into problems when working with people who usually use other modes of reasoning.

Take math class as an example. In a course using the applications-first method, you first learn the formula and practice applying it. After seeing how this formula leads to the right answer again and again, you then move on to

understand the concept or principle on which it is based. This means you may spend 80 percent of your time focusing on the concrete tool and how to apply it and only 20 percent of your time considering its theoretical explanation. School systems in Anglo-Saxon countries tend to emphasize this method of thinking.

By contrast, in a principles-first math class, you first prove the general principle, and only then use it to develop a concrete formula that can be applied to various problems. As a French manager once told me, “We had to calculate the value of π (3.141592...) as a class before we used π in a formula.” In this kind of math class, you may spend 80 percent of your time focusing on the concepts or theories that are the basis of the general mathematical principles and only 20 percent of your time applying those principles to concrete problems. School systems in Latin Europe (France, Italy, Spain, Portugal), the Germanic countries (Germany, Austria), and Latin America (Mexico, Brazil, Argentina) tend to emphasize this method of teaching.

I felt the full force of the applications-first method when I studied Russian in my American high school. We walked into Mr. Tarasov’s class on the first day of school, and he immediately started asking questions of us in Russian. We didn’t understand a thing. But gradually we started to understand, and, after a few lessons, we began to speak, putting words together any way we could. Then, with Mr. Tarasov’s guidance, we began using sentences whose structure we did not understand to create a grammatical framework.

In a principles-first language class, learning starts with understanding the grammatical principles that ground the language structure. Once you have a solid initial understanding of the grammar and vocabulary, you begin to practice using the language. This is the way my husband learned English in his French school, and ironically his knowledge of English grammar is far superior to that of many Americans, just as is the case for many Japanese second language speakers of English. The disadvantage is that students spend

less time practicing the language, which may mean they write it better than they speak it.

In business, as in school, people from principles-first cultures generally want to understand the *why* behind their boss's request before they move to action. Meanwhile, applications-first learners tend to focus less on the *why* and more on the *how*. One of the most common frustrations among French employees with American bosses is that the American tells them what to do without explaining why they need to do it. From the French perspective, this can feel discouraging, even disrespectful. By contrast, American bosses may feel that French workers are uncooperative because, instead of acting quickly, they always ask "Why?" and are not ready to act until they have received a suitable response.

Different cultures have different systems for learning, in part because of the philosophers who influenced the approach to intellectual life in general and science in particular. Although Aristotle, a Greek, is credited with systematizing applications-first thinking, it was British thinkers, including Roger Bacon in the thirteenth century and Francis Bacon in the sixteenth century who popularized these methods among modern scholars and scientists. Later, Americans came to be even more applications-first than the British.

However, philosophy on the European continent has been largely driven by principles-first approaches. In the seventeenth century, Frenchman René Descartes spelled out a method of principles-first reasoning in which the scientist first makes a hypothesis, then seeks evidence to prove or disprove it. Descartes was deeply skeptical of data based on simple observation and sought a deeper understanding of basic principles. Subsequently, in the nineteenth century, the German Friedrich Hegel introduced the dialectic model of deduction, which reigns supreme in schools in Latin and Germanic countries. The Hegelian dialectic is a style of argument which begins with a thesis, or foundational argument, which is opposed by an antithesis, or conflicting

argument, and the two are then put together in a synthesis.

Clear examples of applications-first and principles-first reasoning styles can also be found in the legal systems of different societies. The British and American systems are based on common law, in which a judgement in one case sets a precedent for future cases — a clear example of applications-first thinking. By contrast, most European Union states use the civil law system that began in Roman law and the Napoleonic Code, in which a general statute or principle is applied on a case-by-case basis, precisely as in the principles-first approach. Interestingly, Scandinavia uses a hybrid legal system that does not fall neatly into either category.

設問 本文の内容から考えて、以下の1から10の下線部を埋めるのに、または問いへの答えとして最も適切なものを①から④の中から一つ選び、解答欄にそれぞれマークしなさい。解答用紙(その1)を使用。

1. In deductive reasoning, _____.
 - ① one moves from general principles to specific cases
 - ② observations are used to derive general principles
 - ③ one derives conclusions about the lives of pop stars
 - ④ the contrast with principles-first reasoning is important

2. If a person draws conclusions about someone they meet based on their life experience with similar people, they are doing _____.
 - ① deductive reasoning
 - ② inductive reasoning
 - ③ principles-final reasoning
 - ④ conclusive reasoning

3. Inductive reasoning is _____.
- ① preferable to deductive reasoning
 - ② less useful than deductive reasoning
 - ③ used exclusively in European countries
 - ④ a system of reasoning found across the world
4. According to the passage, one factor that influences how people interact with each other in terms of reasoning is _____.
- ① cultural background
 - ② personal intelligence
 - ③ their skill in mathematics
 - ④ the languages they have studied in the past
5. A significant difference between math classes using the principles-first and applications-first methods is _____.
- ① the kinds of issues they engage with
 - ② the amount of time spent on problems vs explanations
 - ③ the amount of time spent in lectures vs homework
 - ④ what the final projects in the classes are
6. Which of the following school systems has the most similar approach to language teaching to the Japanese one?
- ① American
 - ② Greek
 - ③ French
 - ④ Russian

7. Cultures using inductive and deductive reasoning are respectively exemplified by _____.
- ① Brazil and Germany
 - ② Germany and France
 - ③ France and America
 - ④ America and France
8. According to the passage, René Descartes thought deep principles were more important than _____.
- ① skeptical data
 - ② the Hegelian dialectic
 - ③ experience-based observations
 - ④ supreme reign
9. The legal system of Scandinavian countries is _____.
- ① a Napoleonic system based on deductive principles
 - ② a system using mixed inductive and deductive legal principles
 - ③ a purely inductive system like Roman law
 - ④ a common-law system based on inductive principles
10. The main idea of the passage is that _____.
- ① deductive and inductive reasoning are used to different degrees in social institutions around the world
 - ② French society is based exclusively on deductive reasoning
 - ③ principles are important, but so is experience
 - ④ philosophers have drawn different conclusions about the relative importance of deductive and inductive reasoning

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)を使用。

Among many other researchers, Hymes emphasized that the learning of culture is an essential part of language learning and education⁽¹⁾ because culture crucially influences the values of the community, everyday conversation, and standards of speaking and behaving. He further noted that those who do not follow the standard of appropriateness that is accepted in a community are often placed in a position that worsens social inequalities.

Today, when the numbers of English as a second language (ESL) and English as a foreign language (EFL) students have grown dramatically worldwide, it is becoming increasingly clear that the learning of a second culture does not happen by itself. Thus, L2 (second language) learners cannot always make the best of their educational, professional, and vocational opportunities unless they become familiar with fundamental L2 cultural concepts. Most important, an ability to recognize and employ culturally appropriate ways of communicating in speech or writing allows learners to make choices with regard to their communicative behavior.

Although traditionally courses and texts for language teachers have⁽²⁾ concentrated on teaching L2 language skills, it may be difficult to separate the teaching and learning of English from the culture of its speakers. For example, what represents polite ways of speaking and the appropriate ways of writing an essay depend on culturally specific concepts that are closely tied to the language skills needed to speak or write well in the L2.

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3)を使用。

What do you think will be the best way to achieve a balance between your academic life and personal life when you become a university student?

次の **問題V** は英米文学科A方式受験者のみ解答すること(フランス文学科A方式・日本文学科B方式・比較芸術学科受験者は、14ページの **問題V** を解答すること)。

問題V リスニング問題

聞き取った内容から考えて、以下の16から25の下線部を埋めるのに、または問いへの答えとして最も適切なものを①から④の中から一つ選び、解答欄にそれぞれマークしなさい。解答用紙(その1)を使用。

16. In what year did Boeing Airplane Company begin operations under that name?

- ① 1903
- ② 1914
- ③ 1916
- ④ 1917

17. The builder of Smith Tower made his fortune by manufacturing

-
- ① aircraft
 - ② needles
 - ③ seaplanes
 - ④ typewriters

18. About how much taller is the Space Needle than Smith Tower?

- ① 15%
- ② 25%
- ③ 35%
- ④ 50%

19. How long did it take to complete the Space Needle?
- ① Less than one year
 - ② One year
 - ③ Three years
 - ④ More than three years
20. Which of these things can be seen from the Space Needle?
- ① Jets flying by
 - ② Flying saucers
 - ③ Lake Rainier
 - ④ The Boeing Tower
21. What is sold in all three of these places: Space Needle, Smith Tower and Columbia Center?
- ① Airplane tickets
 - ② Food and drink
 - ③ Jewelry
 - ④ Real estate
22. Which of these is the tallest, according to the narrator?
- ① Columbia Center
 - ② Seattle-Tacoma International Airport
 - ③ Smith Tower
 - ④ Space Needle

23. Seaplanes _____.
- ① can travel underwater
 - ② have enough fuel capacity to fly overseas
 - ③ have floats instead of wheels
 - ④ are usually parked in the B&W building next to Lake Union
24. If a Kenmore Air seaplane flight is full, how many people, including the pilot, are on board?
- ① 9
 - ② 10
 - ③ 11
 - ④ 12
25. What is the purpose of this passage?
- ① To explain that tourist activities in Seattle all center around seaplanes
 - ② To show that Seattle is an attractive tourist destination
 - ③ To convince the reader to go eat and drink at Seattle restaurants
 - ④ To argue that Seattle is not worth visiting

次の **問題V** はフランス文学科A方式・日本文学科B方式・比較芸術学科の受験者のみ解答すること。

問題V 以下の16から25の空所に入る最も適切なものを①から④の中から一つ選び、解答欄にそれぞれマークしなさい。解答用紙(その1)を使用。

16. You have to read () the lines in order to understand what the author wants to communicate.

① by

② towards

③ at

④ between

17. When you are coming down () a cold, you may feel tired all day.

① below

② of

③ with

④ on

18. The restaurant manager ordered the waiter to clear the table () the remains of dinner.

① of

② to

③ at

④ in

19. Only a () of people were capable of managing this difficult task.

① lots

② full

③ handful

④ plentiful

20. Parents should keep small objects away from their babies; () the children may put them in their mouths and choke.

① therefore

② otherwise

③ thus

④ despite

21. She never () a phone call to her parents every Sunday.

① succeeds on making

② succeeds to give

③ fails on giving

④ fails to make

22. () he might get a job in the sports industry.

① The other day

② One of these days

③ In those days

④ In days gone by

23. If we had known about his car accident at that time, we () our plan.

① changed

② have changed

③ had changed

④ would have changed

24. () opposes our plan, I think it should be carried out.

① No matter who

② What

③ Even if many people

④ None other

25. Success and failure are both facts of life,() why we must allow young people to experience both to be better prepared as adults.

① but also

② the reason for

③ which is

④ so that



