

# 入学試験問題

## 外国語（英語）

（配点 120 点）

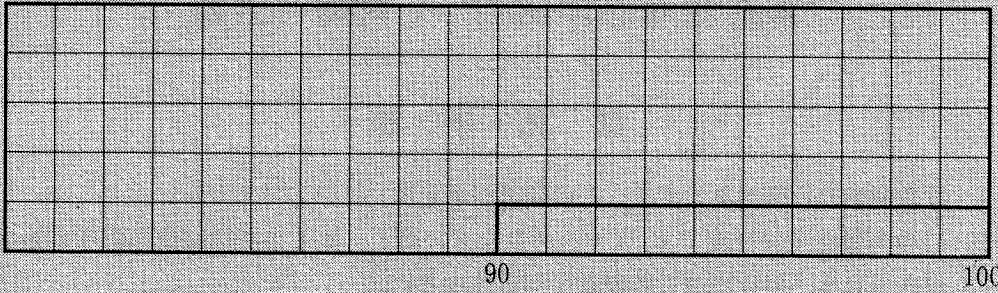
平成 22 年 2 月 26 日 14 時—16 時

### 注意事項

- 1 試験開始の合図があるまで、この問題冊子を開いてはいけません。
- 2 この問題冊子は全部で 41 ページあります。落丁、乱丁または印刷不鮮明の箇所があったら、手を挙げて監督者に知らせなさい。
- 3 解答には、必ず黒色鉛筆(または黒色シャープペンシル)を使用しなさい。
- 4 解答用紙の指定欄に、受験番号(表面 2 箇所、裏面 1 箇所)、科類、氏名を記入しなさい。指定欄以外にこれらを記入してはいけません。
- 5 解答は、必ず解答用紙の指定された箇所に記入しなさい。
- 6 第 3 問は聞き取り問題です。問題は試験開始後 45 分経過した頃から約 30 分間放送されます。
- 7 解答は、5 問を越えてはいけません。
- 8 5 問全部英語の問題を解答してもよいし、また、第 4 問、第 5 問の代わりに 30 ページ以下にある他の外国語の問題第Ⅳ問、第Ⅴ問を選んでよい。ただし、第Ⅳ問と第Ⅴ問とは必ず同じ外国語の問題でなければいけません。
- 9 解答用紙裏面上方の指定された( )内に、その紙面で解答する外国語名を記入しなさい。
- 10 解答用紙裏面の上部にある切り取り欄のうち、その紙面で解答する外国語の分のみ 1 箇所だけ正しく切り取りなさい。
- 11 解答用紙の解答欄に、関係のない文字、記号、符号などを記入してはいけません。また、解答用紙の欄外の余白には、何も書いてはいけません。
- 12 この問題冊子の余白は、草稿用に使用してもよいが、どのページも切り離してはいけません。
- 13 解答用紙は、持ち帰ってはいけません。
- 14 試験終了後、問題冊子は持ち帰りなさい。

# 草稿用紙

(切り離さないで用いよ。)



## 英 語

- 1 (A) 次の英文の内容を、挙げられた例にも触れながら、90～100字の日本語に要約せよ。ただし、句読点も字数に含め、“science fiction”は「SF」(2字)と表記せよ。英文は次ページまで続いているので注意すること。

Science fiction not only is good fun but also serves a serious purpose, that of expanding the human imagination. We can explore how the human spirit might respond to future developments in science, and we can imagine what those developments might be.

There is a two-way trade between science fiction and science. Science fiction suggests ideas that scientists include in their theories, but sometimes science turns up notions that are stranger than any science fiction. Black holes are an example, greatly assisted by the inspired name that the physicist John Archibald Wheeler gave them. Had they continued with their original names of “frozen stars” or “gravitationally completely collapsed objects,” there wouldn’t have been half so much written about them.

One thing that science fiction has focused attention on is travel faster than light. If a spaceship were restricted to flying just under the speed of light, it might seem to the crew that the round trip to the center of the galaxy took only a few years, but 80,000 years would have passed on Earth before the spaceship’s return. So much for going back to see your family!

Fortunately, Einstein’s general theory of relativity allows the possibility for a way around this difficulty: one might be able to bend, or warp, space and time and create a shortcut between the places one wanted to visit. It seems that such warping might be within our capabilities in the future. There has not been much serious scientific research along these lines,

(次ページに続く)

however, partly, I think, because it sounds too much like science fiction. One of the consequences of rapid space travel would be that one could also travel back in time. Imagine the complaint about the waste of taxpayers' money if it were known that the government were supporting research on time travel. For this reason, scientists working in this field have to hide their real interest by using technical terms like "closed timelike curves" that really mean time travel. Nevertheless, today's science fiction is often tomorrow's science fact. The science behind science fiction is surely worth investigating.

# 草 稿 用 紙

(切り離さないで用いよ。)

(B) 次の英文を読み、以下の問いに答えよ。

(a) First proposed early in the 20th century, the idea of obtaining resources from asteroids continues to attract attention. (b) The basic notion is to get material from near-earth asteroids, that is, those having orbits that come close to our planet. (c) This group is distinct from the main belt asteroids, which orbit between the planets Mars and Jupiter. (d) Materials from the asteroids could be used in space to support space flight, space stations, or even a moon base. (e) The resources could also be brought back to earth for use here.

The first resource of interest is likely to be water from the near-earth asteroids that are either C-type (carbon-rich) asteroids or the cores of dead comets.  Together these probably make up half or more of the near-earth asteroid population.  That water would be used to make hydrogen and oxygen for rocket fuel.  Of course, that water and oxygen would also then be available to support human life in space.  These substances are very common not only on earth but in asteroids as well, and they could be used as structural materials in space.



Whether the resources sought in space are materials or energy, technology for obtaining them still needs to be developed. While the technology needed to travel to near-earth asteroids is now available—in fact, the amount of rocket power and fuel needed to visit some of these bodies is less than it takes to go to the moon—the technology necessary to mine them and either process or bring back the asteroids' resources has not been developed. It is also not clear how difficult and costly this would be, nor is it known if the task could be done by robots or would require human supervision. Although some space agencies have explored asteroids with robots and the possibility of human missions has been discussed as well, no specific plans for mining asteroids have yet been made.

注：asteroid 小惑星

cobalt コバルト

helium-3 ヘリウムの同位体の一つ

to mine, mining 鉱石などを採掘する(こと)

nuclear fusion 核融合

orbit 軌道(を回る)

platinum プラチナ, 白金

- (1) 第一段落の文(a)~(e)のうち, 取り除いても大意に影響を与えないものの一つを選び, その記号を記せ。

- (2) 以下の文は、第二段落のア～オのどの位置に補うのが最も適切か。その記号を記せ。

Another resource that could be used in space is almost certainly metals such as iron and cobalt.

- (3) 上の文章で空白になっている第三段落から第六段落には、次のア～オのうちの四つの段落が入る。それらを最も適切な順に並べた場合に、不要となる段落、一番目に来る段落、三番目に来る段落はどれか。それぞれの記号を記せ。

ア Most early asteroid-mining concepts required humans to visit the asteroids and mine them, but some of the newer ideas involve strictly robotic missions. One option would be simply to bring pieces of the asteroid back to the earth and crash them in some remote area where a processing plant would be set up. Another possibility would be processing the materials on the asteroid itself.

イ Yet another potential resource would be precious metals that could be brought back to the earth. The most promising metals to obtain from asteroids would include the platinum-group metals, which are rare and costly on earth and could be used here for many industrial applications. Planetary astronomers believe the average asteroid should have much higher amounts of these metals than typical rocks on the earth or even on the moon.

ウ But while it might be too expensive to bring back materials from space, economists also point to some very interesting opportunities associated with the generation of electrical power in space for use on earth. For example, solar-power satellites could be placed in high earth orbits to beam solar power down to the ground in the form of microwave energy. Helium-3 taken from the surface of the moon might also be economically attractive for nuclear fusion on the moon with the power beamed down to the earth.

エ Similarly, solar collectors may be built on the moon out of native materials to send their power back to the earth. The construction of solar-power plants in space could in principle be made much cheaper if the high-mass, low-tech components of the plants are made in space using materials made from asteroids or even the moon. Farther away, the supply of helium-3 in the giant planets (especially Uranus and Neptune) is so vast that schemes for obtaining fuel for nuclear fusion from their atmospheres could power the earth until the sun dies of old age.

オ Some economists, however, question whether asteroid materials could be brought back to the earth profitably. A sudden increase on earth in the supply of platinum-group metals from space, for example, without a similar increase in demand could cause the price of the metals to drop drastically, thereby eliminating profits and discouraging further investment. Another possible import — rare substances used in laboratory analysis — not only has a limited market, but demand for such substances is expected to decrease in the future as analytical techniques improve.

(4) 上の文章全体との関係を考えて、最後の段落の要点として最も適切なものを一つ選び、その記号を記せ。

ア The challenges of space travel

イ A dream still waiting to be realized

ウ The costs and benefits of asteroid-mining

エ The risks to our planet posed by near-earth asteroids

オ Obtaining asteroid resources: By humans or by robots?

# 草 稿 用 紙

(切り離さないで用いよ。)

- 2 (A) 現在, 全世界で約 3,000 から 8,000 の言語が話されていると言われている。  
もしそうではなく, 全世界の人々がみな同じ一つの言語を使用しているとしたら, 我々の社会や生活はどのようになっていたと思うか。空所を 50~60 語の英語で埋める形で答えよ。答えが複数の文になってもかまわない。

If there were only one language in the world, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# 草稿用紙

(切り離さないで用いよ。)

(B) 以下の例に従って、次の(1)~(8)の括弧内の単語の形を変え、文脈に合うように空所を一語で埋めよ。

(例) The organization issues three publications every week: a magazine, a newspaper, and a catalog. (**publish**)

(例) Our new neighbors seemed unfriendly at first, but they turned out to be very nice. (**friend**)

(1) The bridge was \_\_\_\_\_ by the earthquake and had to be closed for repairs. (**weak**)

(2) The witnesses \_\_\_\_\_ yesterday about how the accident occurred, so the police are still investigating it. (**agree**)

(3) She had to cancel her \_\_\_\_\_ in the gym after she injured herself. (**member**)

(4) The composer's new symphony is a unique \_\_\_\_\_ of cheerful melodies and sad harmonies. (**combine**)

(5) Because the residents of the neighborhood worked together very \_\_\_\_\_, they were able to reduce crime in the area. (**effect**)

(6) For the past month, the leader of the opposition party has been \_\_\_\_\_ the prime minister for wasting government money. (**critic**)

- (7) On Tuesday, the country celebrated the 50th anniversary of the day it became \_\_\_\_\_ from Britain. (**depend**)
- (8) It may be necessary to consult a \_\_\_\_\_ who can show us how to interpret the data correctly. (**special**)

### 3 放送を聞いて問題(A), (B), (C)に答えよ。

#### 注 意

- ・聞き取り問題は**試験開始後 45 分経過した頃から約 30 分間**放送される。
- ・放送を聞きながらメモを取ってもよい。
- ・放送が終わったあとも、この問題の解答を続けてかまわない。

聞き取り問題は大きく三つに分かれている。(A), (B), (C)はそれぞれ独立した問題である。(A)と(B)は放送を聞いてその内容について答える問題, (C)は音声を聞いて書き取る問題(ディクテーション)である。(A), (B), (C)のいずれも二回ずつ放送される。

(A) これから放送する講義を聞き, (1)~(5)の問いに対して, それぞれ最も適切な答えを一つ選び, その記号を記せ。

- (1) Which of the following is NOT mentioned as a reason why some people associate libraries with death?
- ア People in libraries speak quietly.
  - イ Trees are killed in order to make printed books.
  - ウ Libraries contain many books about ancient history.
  - エ The authors of many library books died a long time ago.
- (2) According to the speaker, what, essentially, is a “book”?
- ア Anything that is alive.
  - イ Anything that is printed on paper.
  - ウ Any idea that can be expressed in words.
  - エ Any collection of words that can be remembered.

(3) Which of the following does the speaker NOT mention?

- ア People who told stories by drawing pictures.
- イ People who sang songs about current events.
- ウ People who used body gestures to tell stories.
- エ People who retold stories that they had heard.

(4) Why does the speaker regard the Internet as a library?

- ア Because it is accessible to anyone.
- イ Because it contains a large collection of “books.”
- ウ Because it preserves “books” for future generations.
- エ Because it contains information from throughout the world.

(5) According to the speaker, why is the Internet “alive”?

- ア Because it is constantly changing.
- イ Because it conveys up-to-the-minute information.
- ウ Because it contains the words of many living people.
- エ Because its links are like the nerves in a human brain.

(B) これから放送するのは、二人のアメリカ人 Jim と Alice の会話である。引き続いて、その日本人の友人 Shota がある同窓会で行ったスピーチが放送される。それらを聞き、(1)~(5)について、放送の内容と一致するものがある場合はそれをア、イ、ウから選び、また一致するものがない場合はエを選んで、その記号を記せ。

(1) Jim and Alice felt sad because

- ア they feared what might happen after graduation.
- イ they thought that they hadn't studied as much as they should have.
- ウ they believed that they hadn't done their club activities as well as they could have.
- エ いずれも一致しない。

(2) Before graduation, Jim thought

- ア that he wanted to spend the rest of his life traveling.
- イ that he wanted to travel and then look for a job again.
- ウ that he wanted to spend the rest of his life working in the mountains.
- エ いずれも一致しない。

(3) Shota says

- ア that his club activities influenced his career choice.
- イ that his friends Jim and Alice influenced his career choice.
- ウ that his experience in the United States influenced his career choice.
- エ いずれも一致しない。

(4) Shota has returned to the United States

ア during his trip around the world.

イ to visit his former classmates Jim and Alice.

ウ in order to attend the reunion of his high school class.

エ いずれも一致しない。

(5) Alice

ア is in Japan temporarily.

イ continues to work on Wall Street part-time.

ウ had to quit her job at a college in order to move to Japan.

エ いずれも一致しない。

(C) 以下の文章が放送と一致するように空所( 1 )～( 6 )を埋めよ。

Sometimes we learn by imitation. We look around for somebody who is doing ( 1 ) in a way that we admire or at least accept. And then we take that person as an example to follow.

Now, of course, we call that person a role model, but inventing that term ( 2 ) on the part of sociologists. They began by talking about reference groups, the “groups whose behavior serves as a model for others.” There are also reference individuals, “particular people that we imitate.”

In the 1950s, the sociologist Robert K. Merton ( 3 ) people who serve as patterns for living and role models, whom we imitate in specific roles like studying insects, playing basketball, or parenting. We find the latter term in an article about the “student-physician” in 1957: “By the time students enter law or medical school, ( 4 ) were made earliest are most likely to have a role model.”

Today, Merton’s careful distinction is long forgotten by everyone, except perhaps sociologists. Nowadays role models can model whole lives ( 5 ). We seek good role models to follow and criticize those who are bad role models. And we know that when we grow up, for better or worse, ( 6 ) role models, too.

## リスニング試験

### 【読み上げ用スクリプト】

これから聞き取り試験をはじめます。主任監督者の方は緑のボタンを押して下さい。

それでは聞き取り試験をはじめます。問題冊子の16ページを開いて下さい。

聞き取り問題は大きく3つの問題に分かれています。(A)、(B)、(C)はそれぞれ独立した問題です。(A)、(B)は放送を聞いてその内容について答える問題、(C)は音声を聞いて書き取る問題(ディクテーション)です。

(A)、(B)、(C)のいずれも2回ずつ放送されます。それぞれの問題の間には、およそ1分間の空白があります。放送を聞きながらメモを取っても構いません。また、放送が終わったあと、この問題の解答を続けてもかまいません。

では、はじめます。

### 問題A

「これから放送する講義を聞き、(1)-(5)の問いに対して、それぞれ最も適切な答えを一つ選び、その記号を記しなさい。」

では、(A)をはじめます。

#### [問題A 1回目放送]

これで、1回目の放送は終わりです。およそ30秒後に、2回目を放送します。

では、2回目を放送します。

#### [問題A 2回目放送]

これで、(A)は終わりです。およそ1分後に、(B)を放送します。

では(B)をはじめます。

### 問題B

「これから放送するのは、2人のアメリカ人 Jim と Alice の会話です。引き続いて、その日本人の友人 Shota が、ある同窓会で行ったスピーチが放送されます。それらを聞き、(1)-(5)について、放送の内容と一致するものがある場合はそれをア、イ、ウから選び、また一致するものがない場合はエを選んで、その記号を記しなさい。」

では、(B)をはじめます。

#### [問題B 1回目放送]

これで、1回目の放送は終わりです。およそ30秒後に、2回目を放送します。

では、2回目を放送します。

#### [問題B 2回目放送]

# 草 稿 用 紙

(切り離さないで用いよ。)

4 (A) 次の英文(1)~(5)には、文法上、取り除かなければならない語が一語ずつある。解答用紙の所定欄に該当する語を記せ。

(1) Discovery is not the sort of process about finding which the question “Who discovered it?” is appropriately asked.

(2) Discovering a new phenomenon is necessarily a complex event, one of which involves recognizing both that something is and what it is.

(3) Science does and must continually try to bring theory and in fact into closer agreement, and that activity can be seen as testing or as a search for confirmation or disconfirmation.

(4) Discovery makes it possible for scientists to account for a wider range of natural phenomena or to account with greater precision for some of those were previously unknown.

(5) Newton’s second law of motion, though it took centuries of difficult factual and theoretical research to achieve, behaves for those committed to Newton’s theory seem very much like a purely logical statement that no amount of observation could prove wrong.

(B) 次の英文の下線部(1), (2), (3)を和訳せよ。(2)については, Theyが何を指すか明らかになるように訳すこと。

Stars are made for profit. In terms of the market, stars are part of the way films are sold. The star's presence in a film is a promise of what you will see if you go to see the film.<sup>(1)</sup> In the same way, stars sell newspapers and magazines, and are used to sell food, fashions, cars and almost anything else.

This market function of stars is only one aspect of their economic importance. They are also property on the strength of whose name money can be raised to make a film;<sup>(2)</sup> they are an asset to the stars themselves, to the studios and agents who control them; they are a major part of the cost of a film. Above all, they are part of the labour that produces films as commercial products that can be sold for profit on the market.

Stars are involved in making themselves into commercial products; they are both labour and the thing that labour produces. They do not produce themselves alone. The person is a body, a psychology, a set of skills that have to be worked up into a star image. This work of making the star out of the raw material of the person depends on how much the essential qualities of that material are respected;<sup>(3)</sup> make-up, hairstyle, clothing, dieting, and bodybuilding can make use of the original body features to a variety of degrees, skills can be learned, and even personality can be changed. The people who do this labour include the stars themselves as well as make-up artists, hairdressers, dress designers, dieticians, personal trainers, acting, dancing and other teachers, photographers, gossip columnists, and so on.

5 次の文章は、William Porter という人物の伝記の一部である。これを読んで以下の問いに答えよ。

When William Porter left Houston, never to return, he left because he was ordered to come immediately to Austin and stand trial for stealing funds while working at the First National Bank of Austin.

Had he gone he would certainly have been declared innocent. “A ( 1 ) of circumstances” is the judgment of the people in Austin who followed the trial most closely. Not one of them, so far as I could learn after many interviews, believed him guilty of doing anything wrong. It was well known that the bank, long since closed, was terribly managed. Its customers, following an old practice, used to enter, go behind the counter, take out one hundred or two hundred dollars, and say a week later: “Porter, I took out two hundred dollars last week. See if I left a note about it. I meant to.” It was impossible to keep track of the bank’s money. The affairs of the bank were managed so loosely that Porter’s predecessor was driven to retirement, his successor to attempted suicide.

There can be no doubt that Porter boarded the train at Houston with the intention of going to Austin. I imagine that he even felt a certain sense of relief that the trial, which had hung as a heavy weight around his neck, was at last to take place, and his innocence publicly declared. His friends were confident of his innocence. If even one of them had been with Porter, all would have been different. But when the train reached Hempstead, about a third of the way to Austin, Porter had had time to imagine the scenes of the trial, to picture himself a prisoner, to look into the future and see himself marked with suspicion. His imagination outran his reason, and when the night train passed Hempstead on the way to New Orleans, Porter was on it.

His mind seems to have been fully made up. He was not merely saving himself and his family from a public shame, he was going to start life over again in a new place. His knowledge of Spanish and his ignorance of Honduras made

the little Central American republic seem just the place to escape to. His letters to his wife from Honduras show that he had determined to make Central America their home, and that a school had already been selected for the education of their daughter.

How long Porter remained in New Orleans, on his way to Honduras, is not known. It is probable that he merely passed through New Orleans on his way to Honduras and took the first available boat for the Honduran coast, arriving at Puerto Cortez or Trujillo. At any rate, he was in Trujillo and was standing at the dock when he saw a man in a worn dress suit step from a newly arrived boat. "Why did you leave so hurriedly?" asked Porter. "Perhaps for the same reason as yourself," replied the stranger. "What is your destination?" inquired Porter. "I left America to keep away from my destination" was the reply.

The stranger was Al Jennings, the leader of one of the worst gangs of train robbers that ever existed in the American Southwest. He and his brother Frank had chartered a boat in Galveston, and the departure had been so ( 7 ) their dress suits and high hats for plainer clothing. Jennings and his brother had no thought of continuing their career of ( 8 ) in Latin America. They were merely putting distance between them and the detectives already on their trail. Porter joined them and together they circled the entire coast of South America. This was Porter's longest voyage and certainly the strangest.

In these wanderings together Jennings probably saw deeper into one side of Porter's life than anyone else had ever seen. In a letter to a friend, he writes: "Porter was to most men a difficult character but when men have gone hungry together, eaten together, and looked death in the face and laughed, it may be said they have ( 9 ) each other. Again, there is no period in a man's life that shows his unique characteristics so much as terrible hunger. I have known that with our friend and could find no fault. If the world could only know him as I knew him, the searchlight of investigation could be turned on his beautiful soul and find it as spotless as a beam of sunlight after the storm-cloud had passed."

Porter's letters to his wife came regularly after the first three weeks. The letters were enclosed in envelopes directed to Mr. Louis Kreisle, in Austin, who handed them to Porter's wife. "Mrs. Porter used to read me selections from her husband's letters," said Mrs. Kreisle. "They told of his plans to bring Mrs. Porter and Margaret to him as soon as he was settled. He had a hard time but his letters were cheerful and hopeful and full of ( 10 a ) for his wife. Mrs. Porter's parents were, of course, willing to provide for her and Margaret but she did not want to be dependent. She said she did not know how long they would be separated, so she planned to do something to earn some money. She began taking a course in a business college but ( 10 b ) interfered. When Christmas came she made a lace handkerchief, sold it for twenty-five dollars, and sent her husband a box containing his overcoat, fine perfumes, and many other delicacies. I never saw such ( 10 c ). The only day she remained in bed was the day she died."

Porter did not know till a month later that this box was packed by Mrs. Porter when her temperature was 104°F (40°C). As soon as he learned it, he gave up all ( 10 d ) of a Latin American home and started for Austin, determined to give himself up and to take whatever punishment fate or the courts had in store for him.

(1) 空所( 1 )を埋めるのに最も適切な単語を次のうちから一つ選び、その記号を記せ。

ア victim

イ nature

ウ creature

エ punishment

(2) 下線部(2)の言い換えとして最も適切な表現を次のうちから一つ選び、その記号を記せ。

ア as long as it was closed

イ which had been closed at long last

ウ which had been closed for a long time

エ because it had been closed a long time ago

(3) 下線部(3)の意味として最も適切なものを次のうちから一つ選び、その記号を記せ。

ア 確かな記憶がある。

イ よく調べてもらいたい。

ウ そのつもりだったが、忘れたかもしれない。

エ そういう意味だったので、誤解しないでほしい。

(4) 下線部(4)を和訳せよ。ただし、them と all が意味する内容を明らかにすること。

(5) 下線部(5)に描かれている Porter の心理について、最もよく当てはまるものを一つ選び、その記号を記せ。

ア He was afraid of the trial even though he thought that he was likely to be declared innocent.

イ He was afraid of the trial because he had reason to believe that his guilt would be apparent.

ウ He was afraid of the trial even though he couldn't remember why he had stolen funds from the bank.

エ He was afraid of the trial because people wouldn't understand his reasons for stealing funds from the bank.

(6) 下線部(6)は具体的に何を指すと考えられるか。最も適切なものを次のうちから一つ選び、その記号を記せ。

ア prison

イ robbery

ウ the bank

エ his home

(7) 下に与えられた語を正しい順に並べ替え、空所( 7 )を埋めるのに最も適切な表現を完成させよ。ただし、下の語群には、不要な語が一つ含まれている。

exchange, had, had, not, sudden, they, time, to, with

(8) 空所( 8 )を埋めるのに最も適切な単語を次のうちから一つ選び、その記号を記せ。

ア crime

イ travel

ウ escape

エ finance

(9) 空所( 9 )を埋めるのに最も適切な表現を次のうちから一つ選び、その記号を記せ。

ア no use for

イ knowledge of

ウ despaired for

エ worried about

(10) 空所( 10 a )～( 10 d )を埋めるのに最も適切な表現を次のうちから選び、それぞれの記号を記せ。同じ記号は一度しか使えない。

ア hope

イ affection

ウ ill health

エ willpower

## リスニング試験

### 【読み上げ用スクリプト】

これから聞き取り試験をはじめます。主任監督者の方は緑のボタンを押して下さい。

それでは聞き取り試験をはじめます。問題冊子の16ページを開いて下さい。

聞き取り問題は大きく3つの問題に分かれています。(A)、(B)、(C)はそれぞれ独立した問題です。(A)、(B)は放送を聞いてその内容について答える問題、(C)は音声を聞いて書き取る問題(ディクテーション)です。

(A)、(B)、(C)のいずれも2回ずつ放送されます。それぞれの問題の間には、およそ1分間の空白があります。放送を聞きながらメモを取っても構いません。また、放送が終わったあと、この問題の解答を続けてもかまいません。

では、はじめます。

#### 問題A

「これから放送する講義を聞き、(1)-(5)の問いに対して、それぞれ最も適切な答えを一つ選び、その記号を記しなさい。」

では、(A)をはじめます。

#### [問題A 1回目放送]

これで、1回目の放送は終わりです。およそ30秒後に、2回目を放送します。

では、2回目を放送します。

#### [問題A 2回目放送]

これで、(A)は終わりです。およそ1分後に、(B)を放送します。

では(B)をはじめます。

#### 問題B

「これから放送するのは、2人のアメリカ人 Jim と Alice の会話です。引き続いて、その日本人の友人 Shota が、ある同窓会で行ったスピーチが放送されます。それらを聞き、(1)-(5)について、放送の内容と一致するものがある場合はそれをア、イ、ウから選び、また一致するものがない場合はエを選んで、その記号を記しなさい。」

では、(B)をはじめます。

#### [問題B 1回目放送]

これで、1回目の放送は終わりです。およそ30秒後に、2回目を放送します。

では、2回目を放送します。

#### [問題B 2回目放送]

これで、(B)は終わりです。およそ1分後に、(C)を放送します。

では(C)をはじめます。

### 問題C

「以下の文章が放送と一致するように、空所(1)-(6)を埋めなさい。」  
では、(C)をはじめます。

#### [問題C 1回目放送]

これで、1回目の放送は終わりです。およそ30秒後に、2回目を放送します。

では、2回目を放送します。

#### [問題C 2回目放送]

これで、聞き取り問題の放送を終わります。このまま解答をつづけてもかまいませんし、ほかの問題の解答に移っても構いません。

## 問題 A

It is unfortunate but true that the library has been associated in some people's minds with death. The library has been seen as a place that preserves the works of writers who died long ago, a place where motionless volumes rest like gravestones on silent shelves. In traditional libraries, when people talk at all they speak in hushed voices, as if in a cemetery or at a funeral. In recent years, people concerned about the environment have even referred to printed books as "dead trees," because of the trees that must be cut down to produce paper for those books. That image would make the library a dead forest.

But although a printed book might seem lifeless and unchanging, books do not have to be dead. After all, in its essence a book is any fixed collection of words, words that have been selected and arranged by the author and put into a form in which they can be remembered. And that form does not need to be on paper. Long before the birth of writing, and for a long time thereafter, words were preserved not as static text but in living, dynamic forms. The minstrels of medieval Europe who traveled from town to town telling stories and reporting news in their songs, the storytellers of many cultures who passed on folktales from generation to generation, even the dancers of India and elsewhere who made words out of gestures and told stories through the movements of their bodies—in a sense, their performances were books as well. The words of those books, though, were stored not on the surface of paper but in the brains of the people who remembered them. Their brains were their libraries, libraries made of flesh and blood, libraries whose books changed and developed over time.

Of course, the old-style library of printed books has never been as lifeless as some people imagine; after all, great printed books continue to be loved because of the way their words seem to come alive on the page. But it is true that now, in the twenty-first century, the library is acquiring a new kind of life. For today's library exists not only in a building made of brick or concrete but also in the huge, global network called the Internet. That network, which consists of millions of computers located in every corner of the Earth, contains a vast number of words in every form, from personal messages to government reports as well as traditional books. This library's collection

is constantly changing, as more words are added and as meaningful links are created among them by both people and machines. Just as the tales of ancient storytellers changed over time, so, too, is the content of today's vast worldwide library gradually evolving. Like the human brain that stored those tales, this new library, this library called the Internet, is alive.

問題 B

It's 1973, and Jim and Alice, classmates from their high school days, are nearing the end of their four years at college in Boston.

**Jim:** That does it! The last exam of my college life! How about you, Alice?

**Alice:** My last one's tomorrow. I can hardly wait to get it over with. But at the same time, I feel a bit sad.

**Jim:** I know what you mean. I had a wonderful time in college, and I feel a bit lonely knowing that graduation is just around the corner.

**Alice:** Exactly! I studied hard and did my best in the judo club, so I don't have any regrets. I guess I just don't want my college life to end so suddenly.

**Jim:** I wasn't the scholar you were, but I gave my all to the mountains on weekends and during vacations—hiking and rock climbing from April until October, and skiing the rest of the time. College life was great.

**Alice:** Well, Jim, you can still go to the mountains even after starting to work. You got a job at a bank, didn't you?

**Jim:** Oh, didn't I tell you? I decided not to take the job.

**Alice:** I didn't know that! Why not?

**Jim:** I want to travel, see the world, and spend some time thinking about my place in it. I plan to enter the job market again next year.

**Alice:** I envy you. Actually, I would have liked to continue practicing judo full time. My coach says I have talent. But I have to work to pay back the money I borrowed to go to college. I guess it will just be part-time judo for me after busy days on Wall Street. By the way, where are you going to go?

**Jim:** From June until September, I want to hike around the Rocky Mountains. I've never been West before.

**Alice:** And then?

**Jim:** And then, the big adventure—traveling around Asia, starting with Japan. You remember Shota from our high school days, don't you?

**Alice:** Of course. But I haven't heard from him since high school graduation.

**Jim:** We've been keeping in touch. He's still in a college in Tokyo, and he invited me

to visit.

**Alice:** Sounds great! Give him my regards.

**Jim:** I will.

More than 30 years have passed. It's high school class reunion day, and now it's Shota's turn to tell his former high school classmates what he's been doing all these years.

This is the first class reunion I've attended. As I look around, I see less hair and more kilograms than I remember, but the same friendly smiles.

After graduating from high school here in the United States, I went back to Japan for college. I was lucky enough to get into my first choice school. I was so tired of studying that I thought I'd never want to look at another book again. The biggest event of my college days was joining the cheering club. The good friends I made there inspired me to rethink my life, and I surprised even myself when I started studying again. After graduating, I wanted to put to use the interpersonal skills and good health I got in my club, and so I became a diplomat, and now I'm back in the United States, working at the United Nations in New York. I'm happy for the opportunities I had to work all around the world.

Jim and Alice couldn't be here today, but they send their best regards. After graduating from college, Jim started out on a world tour. But he only got as far as Japan. While visiting me, he fell in love with Japan, especially the mountains. He studied Japanese, went to graduate school in Tokyo, and now teaches forest ecology at a Japanese university. He's even the faculty advisor to the skiing club. Alice got a job on Wall Street, but quit her company in order to realize her potential for becoming a judo champion. As you know, she represented the United States in a number of international judo tournaments. She's now in Japan at a two month training camp with her judo students from the college in California where she teaches physical education.

Isn't it amazing how life works out?

## 問題 C

Sometimes we learn by imitation. We look around for somebody who is doing [what we want to do] in a way that we admire or at least accept. And then we take that person as an example to follow.

Now, of course, we call that person a role model, but inventing that term [took years of hard work] on the part of sociologists. They began by talking about reference groups, the “groups whose behavior serves as a model for others.” There are also reference individuals, “particular people that we imitate.”

In the 1950s, the sociologist Robert K. Merton [made a distinction between] people who serve as patterns for living and role models, whom we imitate in specific roles like studying insects, playing basketball, or parenting. We find the latter term in an article about the “student-physician” in 1957: “By the time students enter law or medical school, [those whose decisions] were made earliest are most likely to have a role model.”

Today, Merton’s careful distinction is long forgotten by everyone, except perhaps sociologists. Nowadays role models can model whole lives [as well as particular skills]. We seek good role models to follow and criticize those who are bad role models. And we know that when we grow up, for better or worse, [we can expect to become] role models, too.