

# 平成 19 年 度 入 学 試 験 問 題

## 英 語

### 筆 記 試 験 問 題

(試験時間 9 : 30 ~ 11 : 10)

#### 注 意 事 項

試験開始後、問題冊子及び答案用紙のページを確かめ、落丁、乱丁あるいは印刷が不鮮明なものがあれば新しいものと交換するので挙手すること。

1. 試験開始の合図まで問題用紙を開かないこと。
2. 解答は、必ず答案用紙の指定されたところに記入すること。
3. 答案用紙の回収は試験終了(11:10)後に行う。
4. 答案用紙は持ち出さないこと。

A

次の英文を読み、後に続く問いに答えなさい。

In order to help prepare people for an appropriate learning experience, create a collaborative environment right from the start. Get people out of isolation and into a genuine learning community and you will help their learning considerably.

Collaboration helps learners reduce their stress and use more of their mental energy for learning (rather than for competition and self-protection). Collaboration among learners creates an environment that allows for the free flow of insights, ideas, and information. And it enhances the learning experience for everyone.

Linking is the essence of intelligence, whether in the brain, the classroom, or the workplace. The more people link their knowledge and insights with each other, the smarter everyone becomes.

Western civilization, which emphasizes individualism, has often destroyed the social nature of learning, creating instead learning environments that disconnect people from each other. The effect of this on the actual learning over a long time is often negative.

In contrast, research confirms the positive effects that collaboration has on learning. A study at the University of Minnesota using computers as the learning vehicle discovered that when two people share a computer and the learning activity is planned so that they dialog about what they're learning and help each other, the quantity and quality of learning goes up for both of them. Bunny Howard of Florida Community College, using the same technique, was able to speed learning by a factor of three.

It's important to build a learning community right from the start. You could begin a learning program with a collaborative activity related to introductions, goals, learner benefits, or knowledge assessment.

You could begin with a collaborative pretest, or with a team-based learning project or problem-solving exercise — anything to get people into the learning material with each other.

People should feel from the start that they are not in social isolation but in a caring community where everyone takes responsibility for everyone else and everyone is a teacher and a learner simultaneously. If you do nothing else but get people collaborating with each other, learning will improve for everyone.

In learning, it's also important to get all learners totally involved. Learning is not a spectator sport, but a highly participatory one.

Learning, after all, is not the passive absorption of information, but the active creation of knowledge and skill. Learning is completely up to the learner and is not the responsibility of the designer or the facilitator. The designer and the facilitator are responsible for setting the table with appetizing and nourishing dishes, but it's the learner's responsibility to eat.

To provide everything for learners and then spoon-feed them is bad for both the facilitator and the learners. It makes the facilitator subject to over-exhaustion and the learners subject to passivity.

A facilitator who always talks too much and hovers over a learner is a serious menace to the learning process. The facilitator's role is to initiate the learning process and then get out of the way. The sacred vow of every learning facilitator should be "No Spoon-feeding!"

(Adapted from *The Accelerated Learning Handbook* by Dave Meier, 2000)

問 1. 次の各質問に英語で答えなさい。

1. How does learning in groups help to improve learning?
2. Why has the Western approach to learning tended to make learning more difficult?
3. What characterizes genuine learning?
4. According to the passage, why is "Spoon-feeding" bad for both facilitators and learners?

問 2. "collaboration" が学習者に及ぼした良い影響について、ミネソタ大学とフロリダのコミュニティ・カレッジの調査の例が示されている。その内容について、解答欄 3 行におさまる程度の日本語で説明しなさい。

**B** 次の英文を読み、後に続く問いに答えなさい。

All of us can remember a time when somebody upset us and yet failed to offer an apology. Some people simply refuse to see the error of their ways, while some are afraid to apologize in case their apology is rejected. Some even think that you should automatically “know” that the other is sorry (yes, they truly expect us to be mind readers). But if you’ve upset somebody, an apology should always be offered.

Without an apology, you can’t expect to be forgiven. If you’ve upset somebody, the chances are that they’ll carry their resentment with them. The <sup>(1)</sup> resentment may give with time, but it’s unlikely to be completely released. An apology opens up for the chance to talk about what happened, put things into perspective, understand the mistake and put it behind you.

Have you ever been in a situation when you felt that you should apologize for something that you really didn’t feel sorry about, just because it was expected of you? Children experience this all the time. Mum says “Tell Auntie Jane you’re sorry.” But you weren’t sorry. You thought Auntie Jane [ 2 ], but because you were a child, you had to follow orders and apologize. Do you still do this as an adult? Don’t! These apologies are cheap and meaningless. If you feel that an apology is expected, but that you really aren’t in a position to offer one, speak to the person involved. Explain that you understand that you’ve upset them in some way, and that you are sorry for that, but explain also that you don’t understand what has upset them, or why they feel that you are to blame. Perhaps when you see the situation from their viewpoint, you will understand it and feel able to offer an apology. Or perhaps the other person will understand that you are not entirely to blame.

It’s important to acknowledge the other person’s feelings. We all react differently to situations. If the situation upset that person, then you need to accept that. Don’t say: “Big deal. I threw a glass at the wall. [ 3 ]” It’s

better to say something like: “I’m sorry that I upset you. I didn’t realize you would be so upset by this. You have a right to react and I’ll make sure that it doesn’t happen again.”

Make sure they know why you are apologizing. Just saying “I’m sorry.” isn’t enough. Tell the person why you are sorry. Something like: “I’m sorry that I didn’t call to say I’d be late. I realize it’s no fun waiting around like that, and it was inconsiderate of me.” or “I’m sorry I said you’re stupid. You’re not, and it was wrong of me to [ 4 ].” People want to know that you understand which actions have upset them.

(Adapted from *Apologizing: A how to guide* by Sharon Jacobsen, 2001)

問 1. According to the author, what are some reasons people give for not apologizing? Give two reasons in English.

問 2. Choose an appropriate paraphrase for the underlined sentence in (1) from (a) to (d).

- (a) The resentment will make you upset.
- (b) The resentment will be caused by time.
- (c) The resentment will decrease with time.
- (d) The resentment will increase soon.

問 3. Choose the best expression to fill in [ 2 ] from (a) to (d).

- (a) knew what she got
- (b) wanted what she got
- (c) deserved what she got
- (d) hated what she got

問 4. What does the author suggest you should do if someone seems to want you to apologize, but you don't feel that you should? Answer in English.

問 5. Choose the best expression to fill in [ 3 ] from (a) to (d).

- (a) It didn't hit you, did it?
- (b) Did it hit you, didn't it?
- (c) It hit you, didn't it?
- (d) You didn't hit it, did you?

問 6. Choose the best expression to fill in [ 4 ] from (a) to (d).

- (a) make me lose my temper
- (b) make me angry
- (c) let you take control
- (d) let my temper take control

**C** 次の1～10について、それぞれ3つの文の下線部にあてはまる共通の英単語を答えなさい。(先頭のアルファベットは与えてあるが、完全な綴りを書きなさい。)

1. Are you t\_\_\_\_\_ with the work?

I could see her t\_\_\_\_\_ the window.

I'll be out of town from Monday t\_\_\_\_\_ Friday.

2. She is appearing in a s\_\_\_\_\_ on Broadway.

Statistics s\_\_\_\_\_ that people in the U.S. attend three meetings a day.

When you receive a gift, it is good to s\_\_\_\_\_ your excitement.

3. The concert has been p\_\_\_\_\_ off until next month because of the singer's illness.

Could you p\_\_\_\_\_ the dishes away before you go to bed?

Hurry up and p\_\_\_\_\_ your shoes on.

4. He was given a great d\_\_\_\_\_ of work to do.

As manager of the office, I have to d\_\_\_\_\_ with all sorts of problems every day.

I made a d\_\_\_\_\_ with him to teach me Spanish in exchange for my teaching him guitar.

5. They discussed the matter o\_\_\_\_\_ dinner.

They said that they had cleaned up, but there were bottles all o\_\_\_\_\_ the place.

When the game was o\_\_\_\_\_, all the players shook hands.

6. People used to hold the v \_\_\_\_\_ that the earth was flat.  
The house has a beautiful v \_\_\_\_\_ of the ocean.  
In v \_\_\_\_\_ of his earlier comments, his attitude is hardly surprising.
7. I'd like to d \_\_\_\_\_ your attention to the following chart.  
He asked her to d \_\_\_\_\_ the curtains over the window.  
Why don't you d \_\_\_\_\_ a picture here, as we can see Mt. Fuji clearly?
8. You can r \_\_\_\_\_ me at this number.  
They failed to r \_\_\_\_\_ an agreement over the new plan.  
The loss will r \_\_\_\_\_ five million yen.
9. Food production should hit the designated t \_\_\_\_\_ by the middle of this month.  
These criticisms are far off t \_\_\_\_\_ .  
Terrorists will t \_\_\_\_\_ main bridges and transportation lines.
10. Passengers were asked to i \_\_\_\_\_ their own luggage before they boarded the plane.  
Even the smallest baby can i \_\_\_\_\_ its mother by voice.  
The police ordered us to i \_\_\_\_\_ ourselves.

**D** 次の文が自然な英文になるように、( 1 )から( 10 )の中に入れるべき最も適切な語をア～スの中から選び、記号で答えなさい。同じ語を2度使ってはいけません。(ただし、文頭にくるべき語も小文字で書いてあります。)

ア. impact    イ. take    ウ. senseless    エ. although    オ. risk  
カ. called    キ. unless    ク. issued    ケ. sensitive    コ. bring  
サ. damage    シ. wiping    ス. remaining

Under the clear blue sea, ocean creatures live together in brightly colored, wildly patterned structures ( 1 ) coral reefs. These silent, magnificent underwater cities are home to 4,000 different species of fish and thousands of plants and animals. For millions of years, marine creatures have lived together in reefs. But danger lies ahead.

At an international meeting on coral reefs last month, scientists ( 2 ) a harsh warning. More than a quarter of the world's reefs have been destroyed by pollution and careless human behavior. ( 3 ) drastic measures are taken, the ( 4 ) reefs may be dead in 20 years. "We are about to lose them," says Clive Wilkinson of the Coral Reef Monitoring Network.

The destruction of coral reefs, some of which are about 21 million years old, would have a very serious ( 5 ) on our oceans. Though coral reefs ( 6 ) up less than 1% of the ocean floor, they are home to 25% of all underwater species. ( 7 ) them out would put thousands of creatures at ( 8 ) of extinction. It would also destroy one of our planet's most beautiful living treasures.

Coral may look and feel tough, but it is extremely ( 9 ) to environmental changes. A major cause of recent reef destruction is the gradual warming of the oceans. The El Niño climate shift in 1998, in particular, heated the seas and did terrible ( 10 ) to coral reefs.

coral reef    サンゴ礁

El Niño    エルニーニョ現象。南米ペルー沖から日付変更線にかけての広範囲で海面水温が高くなる現象。

**E** 次のことについて、150 語程度の英語で答えなさい。

“Technology (computers, television, automobiles, mobile phones, etc.) creates more problems than it solves, and may threaten or damage the quality of life.” Do you agree or disagree? Give three reasons to support your opinion.