

- I . 次の英文を読み、(1)～(9)の設問について最も適切なものを選択肢1～4から選び、その番号を解答用紙A(マークシート)の解答欄

(1)	(2)	(3)	(4)
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(5)	(6)	(7)	(8)	(9)
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 にマークしなさい。

The Education Minister said this week that it was “no bad thing” if students were dropping philosophy and classics in favour of more vocational courses. Here is why he is wrong.

If you train people to drive buses or operate machines—the vocational option—you get skilled workers who can do particular jobs. But if you teach people to think, and provide them with wide horizons, they can do many things; they can train and retrain in different positions, they can be flexible and adaptable in exporting their mental skills from one job to another, and in general they can provide their employers and the country at large with the advantage of being an educated, and not merely a trained, workforce. The minister seems not to know that employers like philosophy graduates for exactly these reasons. Employers might wish to train new employees themselves, and would like their new staff to be well-informed, able to grasp ideas and techniques, and good at working things out for themselves. They especially want their employees to be able to move with the times and to re-skill when changes come.

This is why education is a more extensive and valuable thing than training. Training relates to a specific job, education makes a person. This implies a more general objection to the minister's view. He seems to think education is only about the eight hours a day we spend at the workplace. In fact, it is (or should be) about the whole character and quality of our lives. The Greek philosopher Aristotle said: “We educate ourselves to make noble use of our leisure.” His remark can be extended across the entire range of what we are as individuals. We are not only employees but also citizens, lovers, friends, parents, consumers, enjoyers of culture, travellers, and much more.

In all these respects, the idea of living a life that is satisfying and flourishing, in which we add value to our relationships and bring thoughtfulness to our civic responsibilities, is of utmost importance. And it is these things that a broad liberal education fosters. Central to such an education is an opportunity to think about and debate the great questions that lie at the heart of being human. This is what philosophy is concerned with, and the astonishing growth in recent years of advanced philosophy classes in schools across the country testifies to the intense interest felt by young people in its questions. Philosophy asks, “What is goodness? What is truth? What is the nature of right and wrong, the right way to get and evaluate knowledge, the ultimate nature of the world and humanity? How do you analyse arguments, spot fallacies, reason responsibly, see other points of view, think for yourself?” All these are obviously important and valuable matters. A society that encourages its school and university students to think about these questions carefully and to profit from engagement with them does itself a very large favour. The minister thinks otherwise.

In the course of the past two and a half millennia, the civilisation of the West has produced a great tradition of philosophical debate. Since its origins in classical antiquity, philosophy has started from the idea that the pursuit of truth and knowledge must be free, open-minded, and independent. It is therefore different, in its very essence, from the way people usually acquire their views about the world, which is by accepting conventional beliefs passed on by parents, church leaders, and the

like. Philosophy's aim is to encourage independence of mind and a critical ability to separate good things from bad things. Many of the problems that affect the world arise from unreflective acceptance of dogmas, which prompt *knee-jerk reactions and *polarisation of views. Obviously enough, a little more reflectiveness would go far to making the world a better place.

There are different schools of thought in philosophy's rich tradition, offering different and often competing viewpoints. People expecting philosophy to give them ready answers to life's great questions are in effect hoping to find a tailor-made, ready-to-wear mindset that they can take off the shelf, instead of using the debates of philosophy to help them work out their own views. One thing all philosophers agree on is that people are at their best when they think for themselves, honestly and carefully. The philosophical tradition exists to provide materials for doing so.

Any study of philosophy has to involve a study of the history of ideas, because the questions of life and ethics persist through all stages of development in human society, needing to be considered afresh in the light of the new challenges that changed circumstances bring. A case in point is the way recent advances in medical technology have forced hard new choices in matters of life and death such as the difficult question of how to share scarce medical resources among those who need them.

Strangely enough, the minister's views about education are at odds with the rest of government policy as it applies to fostering social unity and greater mutual understanding within society. This task requires not just an increase of factual knowledge, but reflective understanding of what it implies, and why certain things matter so much to different community groups. Few kinds of vocational training would equip people to listen to points of view (1) to their own, to learn how to sympathise with them, to give others space to live their lives in their own way, and to stand up in a principled and constructive way for their own choices and rights likewise. The skills required for all this are philosophical ones that enable one to grasp what is at stake in someone else's point of view, evaluate it, think about one's attitude to it, and adjust one's behaviour and choices in the light of it. Government policy encouraging mutual understanding shows their support of philosophy, from which it follows that there ought to be more philosophy in education, not less as the minister thinks.

注) *fallacies : 誤謬 *knee-jerk reactions : 反射的反應 *polarisation : 對立

[Adapted from an article by Rosalyn Golds in *The Independent* online, 27 February 2006]

(1) Choose the most appropriate word to fill in the blank above. The answer is: (1).

- | | |
|------------|---------------|
| 1 similar | 2 accountable |
| 3 suitable | 4 alien |

(2) According to the author, philosophy is useful in (2).

- 1 training people to drive buses or operate industrial machines
- 2 creating an inflexible workforce
- 3 building a more intelligent workforce
- 4 producing a less adaptable workforce

- (3) According to the passage, which of the following is FALSE? The answer is: (3).
- 1 The minister seems to think education is about vocational training
 - 2 The author thinks that education should involve all aspects of one's life
 - 3 Aristotle's words are contrary to the minister's views
 - 4 Aristotle does not think that education applies to one's life outside of work
- (4) According to the author, which of the following is FALSE? The answer is: (4).
- 1 A broad liberal education encourages us to bring thoughtfulness to our civic responsibilities
 - 2 A broad liberal education is a thing of the past that does not exist today
 - 3 What philosophy is concerned with is central to a broader liberal education
 - 4 Debating the questions that are important for human beings is essential to education
- (5) According to the author, philosophy (5).
- 1 consists of conventional beliefs held by people
 - 2 puts an emphasis on memorization
 - 3 aims at developing a more reflective mind
 - 4 requires acceptance of dogmas
- (6) According to the author, which of the following is TRUE? The answer is: (6).
- 1 Philosophy provides people with a tailor-made mindset
 - 2 Philosophy offers ready-made solutions to ethical questions
 - 3 Philosophy does not offer definite answers to all of life's great questions
 - 4 Philosophy's weakness is that there are different schools of thought
- (7) According to the author, the questions of life and ethics (7).
- 1 remain independent of medical technology
 - 2 are no longer key philosophical questions
 - 3 appear only as a recent problem in human history
 - 4 continue to exist in history and need to be reconsidered
- (8) According to the author, the minister's views on education (8).
- 1 affirm the author's views
 - 2 resemble the views of classical philosophers
 - 3 conflict with the rest of government policy
 - 4 favor both vocational and liberal education
- (9) Which of the following would support the author's views? The answer is: (9).
- 1 Students should realize that they must choose vocationally beneficial subjects
 - 2 Among students applying to English universities, applications for nursing will rise
 - 3 UK-wide statistics showed that applications to traditional history programs will fall
 - 4 A broad liberal education would be excellent training for the world of work

II. 次の英文 (10) ～ (16) には下線部 1 ～ 4 のいずれかに誤りがある。誤りを含む部分の番号を、
 解答用紙 A (マークシート) の解答欄

(10)

(11)

(12)

(13)

(14)

(15)

(16)

 にマークしなさい。

- (10) 1Instead of going to the office, employees who can work at home can 2save on travel expenses and 3child care costs. This can mean less stress for the employees which can 4result greater personal productivity.
- (11) Before China signed on to the WTO, 1there was a sense 2which, although China 3had opened up to benefit from the advantages of trade with the West, China 4would still continue to protect her businesses from foreign competition.
- (12) 1So far, we have concentrated on 2having the right people 3on our committee. Now the committee has many talented people, among them William Rosenthal of Garden University, a famous biologist, who 4have been teaching for twenty years.
- (13) 1By making the delivery of goods and services around the world highly efficient, big delivery service companies are helping 2to level customs barriers and harmonize trade by getting more and more people 3adopt the same rules 4for transporting goods.
- (14) Though some critics 1opposed the prime minister's visit, the wide media coverage his visit 2received in Japan was 3evidence of the importance 4attaching to it.
- (15) 1Despite what seemed to be a nice little boom, British productivity had grown more slowly than 2those of 3any comparable European country: 40 per cent compared with Germany's 150 per cent, 4not to mention Japan's 400 per cent.
- (16) When mismatches exist 1between learning styles of most students in a class and the teaching style of the professor, the students may 2become bored and inattentive in class, 3become to hate the courses, and in some cases drop 4out of school.

III. 次の英文の空所 (17) ～ (21) に入る最も適切な語を選択し 1 ～ 4 から選び、その番号を解答用紙 A (マークシート) の解答欄

(17)

(18)

(19)

(20)

(21)

 にマークしなさい。

- (17) When computers were first _____ into offices, everyone expected a big boost in productivity.
 1 made 2 created 3 invented 4 introduced
- (18) He assured the taxi driver that he could _____ the trip to Narita.
 1 send 2 depend 3 afford 4 spend
- (19) Pluto was once _____ a planet but not any more.
 1 concerned 2 considered 3 convinced 4 compared
- (20) The need for personal achievement is just as _____ in men as in women.
 1 common 2 excited 3 reliable 4 courageous
- (21) The sample data for calculating the results are too small to be _____ seriously.
 1 put 2 set 3 taken 4 found

- IV. 次の英文を読み、(22) ～ (27) の設問について最も適切なものを選択肢 1 ～ 4 から選び、その番号を解答用紙 A (マークシート) の解答欄 にマークしなさい。

Everyone knows someone who can walk into a room full of people and, within minutes, give an accurate description about the relationships between those people and what they are feeling. The ability to read a person's attitudes and thoughts by their behaviour was the original communication system used by humans before spoken language evolved.

Before radio was invented, most communication was done in writing through books, letters and newspapers, which meant that ugly politicians and poor speakers, such as Abraham Lincoln, could be successful if they persisted long enough and wrote good print copy. The radio era gave openings to people who had a good command of the spoken word, like Winston Churchill, who spoke wonderfully but may have struggled to achieve as much in today's more visual era.

Today's politicians understand that politics is about image and appearance, and most high-profile politicians now have personal body language consultants to help them come across as being sincere, caring and honest, especially when they're not.

It seems almost incredible that, over the thousands of years of our evolution, body language has been actively studied on any scale only since the 1960s and that most of the public has become aware of its existence only since our book *Body Language* was published in 1978. Yet most people believe that speech is still our main form of communication. Speech has been part of our communication *repertoire only in recent times in evolutionary terms, and is mainly used to convey facts and data. Speech probably first developed between 2,000,000 and 500,000 years ago, during which time our brain tripled its size. Before then, body language and sounds made in the throat were the main forms of conveying emotions and feelings, and that is still the case today. But because we focus on the words people speak, most of us are largely uninformed about body language, let alone its importance in our lives.

注) *repertoire : レパートリー

[Adapted from *The Definitive Book of Body Language* by Allan Pease & Barbara Pease, 2005]

- (22) According to the passage, which of the following statements is TRUE? The answer is: .
- 1 Radio had few advantages for good speakers
 - 2 Print media had many advantages for good speakers
 - 3 Humans use nonverbal communication primarily to convey facts
 - 4 Humans used nonverbal communication before verbal communication
- (23) Which of the following does the passage suggest? The answer is: .
- 1 Abraham Lincoln was a great speaker
 - 2 Winston Churchill was a good-looking man
 - 3 Politicians can influence their voters through nonverbal communication
 - 4 Historically, politicians have always been careful about their image and appearance

- (24) Why do the authors think that it is “almost incredible that, over the thousands of years of our evolution, body language has been actively studied on any scale only since the 1960s”? The answer is: .
- 1 Because ancient philosophers used to study nonverbal communication
 - 2 Because body language is such an important form of communication
 - 3 Because speech is still viewed as our main form of communication
 - 4 Because body language plays only a minor role in our communication
- (25) According to the authors, why are most people not very knowledgeable about nonverbal communication? The answer is: .
- 1 Because nonverbal communication is not as powerful as verbal communication
 - 2 Because most people focus on the words spoken, not the speaker
 - 3 Because humans did not start using nonverbal communication until very recently
 - 4 Because human brains are not sufficiently developed to understand nonverbal communication
- (26) Which of the following statements does the passage suggest? The answer is: .
- 1 Politicians today aspire to be like Abraham Lincoln and Winston Churchill
 - 2 Politicians today do not have to pay attention to nonverbal communication
 - 3 Politicians today are more sincere than politicians in the past
 - 4 Politicians today must pay attention to their looks and way of speaking
- (27) According to the passage, which of the following is TRUE? The answer is: .
- 1 Although humans today still convey most of their emotions through nonverbal communication, they are not good at reading nonverbal communication
 - 2 Humans today have stopped expressing their emotions through nonverbal communication
 - 3 Most people today are aware that nonverbal communication is more important than verbal communication
 - 4 Most people today have become experts at reading nonverbal communication due to the influence of television

- V. 次の英文を読み、(28) ～ (33) の設問について最も適切なものを選択肢 1 ～ 4 から選び、その番号を解答用紙 A (マークシート) の解答欄 にマークしなさい。

One of the most important factors in a child's success in school is the degree to which his or her parents are actively involved in the child's education. Yet, we really know very little about those actions parents take with their children at home, in school, and in the community that actually improve school performance. For example, will a mother help her child more by working full-time for extra income or by staying home and supervising the child after school? What are some parents depriving their children of by not contacting the school regularly? If parents know the parents of their child's friends, can this for a lack of time and money spent on the child?

Not all parents have the same resources or opportunities to act on the educational expectations they have for their children. Variations in financial and social resources, such as money to purchase a home computer or adequate child care, influence parents' decisions about the actions they take regarding their children's education. Family composition, that is, the number of adults in the household and their relationships to the children, constitutes another social resource, the nature of which can affect educational opportunities in the home. Similarly, the absence of a parent may negatively impact a child's learning environment. For example, in families where there is only one parent, household duties like cooking, cleaning, and attending to child care may limit the amount of time that can be devoted to helping a child with homework. Furthermore, if the single parent has a full-time job, this may further reduce the amount of unrestricted time the adult has to spend with the child.

Parent involvement in a child's education is also affected by the opportunities made available by the school. Some schools may encourage parents to contact teachers about their children's academic performance, social development, or future plans such as selecting a high school program and courses. Other schools may have certain policies or characteristics that discourage parents from contacting the school regarding their children's academic achievement or high school plans. Schools with these policies may offer few activities, such as parent-teacher conferences, go-to-school nights, or fund-raising events, that foster communication and social ties between families and school staff.

Community characteristics, such as informal networks among parents, are another resource for increasing parent involvement. For example, if parents frequently interact, they can share information about their children, their children's teachers, new school policies, and they can express their complaints about the school. These networks can generate either positive or negative opinions about various aspects of school life and serve as a way of bringing issues to the attention of the people in charge of our schools.

[Adapted from *Parents, Their Children, and Schools* by Barbara Schneider and James C. Coleman, 1993]

- (28) Choose the most appropriate word to fill in the blank above. The answer is:

.

- 1 care
- 2 challenge
- 3 compete
- 4 compensate

- (29) According to the passage, which of the following statements is TRUE? The answer is: .
- 1 We know a lot about what kind of parent involvement is most effective
 - 2 Contacting the school regularly is more important than checking the child's homework
 - 3 Children's performance in school depends to a large extent on parent involvement
 - 4 Extra income is more important than spending time with the child
- (30) According to the passage, parents' resources and opportunities can influence children's education in all the following ways EXCEPT: .
- 1 More people living at home can mean that the child gets more help with schoolwork
 - 2 Household duties like cooking and cleaning can help the child do better in school
 - 3 Single parents might not have enough time to help their children with their homework
 - 4 Parents' income can determine whether they can buy a computer or not
- (31) According to the passage, opportunities made available by the schools can influence children's education in all the following ways EXCEPT: .
- 1 Schools can take an active role in initiating contact with parents
 - 2 Schools can limit the time single parents spend with their children
 - 3 Schools can discourage parents from coming to school
 - 4 Schools can organize many events and activities for parents
- (32) According to the passage, community characteristics can influence children's education in which of the following ways? The answer is: .
- 1 Parents who know each other are less likely to share their concerns about schools
 - 2 Parents who know each other can exchange information with each other regarding teachers and schools
 - 3 In a close community, parents are less likely to complain about their children's schools
 - 4 In a close community, parents and children tend to spend less time at school events
- (33) What is the main focus of the passage? The answer is: .
- 1 The achievement of parents and students in schools
 - 2 The academic achievement of children and their social development
 - 3 The involvement of school staff in the community
 - 4 The involvement of parents in children's education

VI. 次の会話文の空所 (34) ～ (39) に入る最も適切な語を選択肢 1 ～ 4 から選び、その番号を解答用紙 A (マークシート) の解答欄 (34) (35) (36) (37) (38) (39) にマークしなさい。

A: How are your entrance exams (34) ?

B: Not bad, but I'll be glad when they're (35) .

A: Me too. How (36) more do you have?

B: Three.

A: I have two more to go!

B: What's the first thing you want to do when you're done (37) all your exams?

A: I want to sleep!

B: I want to go somewhere (38) away ... maybe Hawaii.

A: (39) good to me! Let's go!

(34) The answer is: (34) .

1 going

2 doing

3 happening

4 being

(35) The answer is: (35) .

1 finishing

2 final

3 over

4 end

(36) The answer is: (36) .

1 about

2 plenty

3 number

4 many

(37) The answer is: (37) .

1 with

2 on

3 at

4 in

(38) The answer is: (38) .

1 around

2 distant

3 far

4 long

(39) The answer is: (39) .

1 Sounds

2 Looks

3 Is

4 Was

VII. 次の英文の空所 (40) ～ (44) に入る最も適切なものを選択肢 1 ～ 4 から選び、その番号を解答用紙 A (マークシート) の解答欄 (40) (41) (42) (43) (44) にマークしなさい。

If you are a knowledge worker making and selling some kind of idea-based product—financial services or music or software or drugs—the bigger the market is, the more people there are out there (40) you can sell your product. And the bigger the market, the more new specialties it will create. If you (41) up with the next Windows, you can potentially sell one to everyone in the world. So idea-based workers do (42) in globalization.

But if you are selling manual labor—or a piece of lumber or a slab of steel—the value of (43) you have to sell does not necessarily increase when the market expands, and it may decrease. There are only so many factories that will buy your manual labor, and there are many more people selling it. The services of a factory worker or a babysitter can be bought by only one factory or one family at a time, (44) the idea-based products of the software writer or drug inventor can be sold to everyone in the global market at once.

[Adapted from *The World is Flat: The Globalized World in the Twenty-first Century* by Thomas L. Friedman, 2006]

- | | | | |
|-----------------|------------|--------------|-----------|
| (40) 1 in which | 2 to which | 3 to where | 4 to whom |
| (41) 1 get | 2 come | 3 go | 4 stand |
| (42) 1 poorly | 2 nothing | 3 everything | 4 well |
| (43) 1 which | 2 what | 3 where | 4 how |
| (44) 1 for | 2 as | 3 while | 4 because |

ここからは解答用紙 B を使用しなさい。

- VIII. 次の英文を読み、空所 (a) ~ (e) に入る最も適切な名詞を解答欄に記入しなさい。ただし、下記の動詞語群の名詞形のみを使用し、~ing 形は使用しないこと。また、同じ語を 2 回以上使用してはいけない。

例：assess → assessment

analyze	consume	differ	insist	participate
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The scholars' (a) on having a coordinated environmental program to study the destructive patterns of (b) and production is quite reasonable. I think this program should carry out a detailed (c) of destructive patterns in the areas of energy use, the transportation of waste products, and the use of renewable and non-renewable natural resources in order to assess their sustainability. I also would like to point out that the (d) between developed and developing countries presents additional problems. To resolve these problems, scholars' (e) in policymaking is critical.

- IX. 次の英文を読み、空所 (a) ~ (h) に入る最も適切な動詞を下記の語群から選び、必要に応じて語形を変えて解答欄に記入しなさい。ただし各解答欄に記入する語は一語のみとし、同じ語を 2 回以上使ってはならない。

cope	cost	launch	oblige	overtake	reveal	suffer	uncheck
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Workplace stress is on the rise in the UK as more and more of us (a) from the burden of overwork and the problems of juggling our busy lives both at home and in the office. How serious is the problem? Stress has now (b) back pain as the single cause of absence from work, and it is cited by health and safety officials as (c) British companies a staggering £1.24 billion a year. There is a direct relationship between the increase in work and the level of stress on the employee. Government ministers are planning major reforms to the benefits system after their research (d) that 40 per cent of claimants are now signing off work because they are unable to (e) with on-the-job stress. The figure is up from 16 per cent in 1988. The issue has prompted the Health and Safety Executive to (f) a stress priority programme to warn employers. Is there any relief? While your employer is (g) to address this growing problem, there are a number of things you can do both in the workplace and at home to relieve what can become an overwhelming health problem if left (h).

[Adapted from "Keys to Reducing Workplace Stress" in *The Scotsman* online by Michelle McGinity, 2006]