

平成 25 年度 後期

外国語 A (英語)

10:00～10:50

解答上の注意

1. 試験開始の合図があるまでこの問題冊子を開いてはならない。
2. 外国語 A (英語) の問題紙は表紙を含めて 8 ページある。
3. 解答用紙は「外国語 A (英語) 解答用紙」1 枚である。
4. 解答用紙は必ず提出すること。(問題紙は持ち帰ってよい)
5. 受験番号は、監督員の指示に従い、解答用紙の指定された箇所に必ず記入すること。
6. 解答はすべて解答用紙の指定された欄に記入すること。
7. 必要以外のことを解答用紙に書いてはならない。
8. 問題紙の余白は下書きに使用してもさしつかえない。

Part 1. Vocabulary

Directions: Questions (1)-(20) are incomplete sentences. Beneath each sentence (or set of sentences) you will see 4 words or phrases, marked (A), (B), (C), and (D). Choose the *one* word or phrase that best completes the sentence. Then, write in the letter of the answer you have chosen on the answer sheet.

- (1) Would you like to () an appointment?
(A) do (B) make
(C) promise (D) take
- (2) Her composition style is more () that of Beethoven than to Tchaikovsky.
(A) akin to (B) beware of
(C) frank with (D) same as
- (3) It is a () that graduate students must be absolutely certain that they are willing to complete all the paper works by the deadline.
(A) predominance (B) preparation
(C) prerequisite (D) presumption
- (4) The researchers who () the results of the experiment were fired eventually.
(A) doctored (B) hospitalized
(C) medicated (D) nursed
- (5) We tried another key to open the door but it didn't () either.
(A) enable (B) make
(C) save (D) work
- (6) Because she set high standards for prisoners, she educated staff on treating them with respect and ().
(A) capability (B) clarity
(C) credibility (D) decency
- (7) It is not easy these days to purchase completely () vegetables.
(A) chemical-free (B) drug-free
(C) medicine-free (D) pharmacy-free
- (8) There are three reasons for this. (), he is very honest. Secondly, we have known him for a long time. And lastly he is making an amazing progress a last couple of months.
(A) At first (B) Firstly
(C) For the first time (D) On the first face
- (9) We should avoid making () decisions on abolishing all the nuclear power plants in the country.
(A) hasty (B) intensifying
(C) unhealthy (D) uprising

- (10) A business corporation must build a trustful relationship with its () such as employees, investors, consumers, customers, residents and local administrators.
(A) caretakers (B) entrepreneurs
(C) executives (D) stakeholders
- (11) The supervisor told us that there was nothing to worry about because the crack in the wall was merely ().
(A) gigantic (B) hazardous
(C) lasting (D) superficial
- (12) A corruption case made the front page () of a national paper this morning.
(A) headline (B) politics
(C) quarterly (D) relations
- (13) The age of a tree can be () determined by counting the rings of its stump.
(A) analogously (B) formidably
(C) periodically (D) reliably
- (14) We often put some items on sale because they have ().
(A) defects (B) deficits
(C) descriptions (D) devastations
- (15) () weather conditions made it difficult to play the baseball game.
(A) Adverse (B) Desirable
(C) Pleasing (D) Tempting
- (16) He tried to () his sorrow beneath a careless manner.
(A) abandon (B) decrease
(C) disguise (D) strengthen
- (17) He has no right to () in the private affairs of his students.
(A) integrate (B) interfere
(C) interrogate (D) intimidate
- (18) Newton's theory of gravity seemed () at the time when it was first introduced.
(A) considerate (B) escapable
(C) incredible (D) unadvisable
- (19) () his appointment as governor of the prefecture, Mr. Tanaka was a district public prosecutor.
(A) Due to (B) Instead of
(C) Prior to (D) Thanks to
- (20) Everyone was () by the news that she passed the national bar examination.
(A) astonished (B) endorsed
(C) inquired (D) perpetuated

Part 2. Structure

Directions: Questions (21)-(40) are incomplete sentences. Beneath each sentence (or set of sentences) you will see 4 words or phrases, marked (A), (B), (C), and (D). Choose the *one* word or phrase that best completes the sentence. Then, write in the letter of the answer you have chosen on the answer sheet.

- (21) An eighteen-year-old is not () to drink alcohol.
(A) as old enough (B) enough old
(C) enough old as (D) old enough
- (22) After the surgery for his heart disease, his doctor suggested that he () enough rest.
(A) take (B) takes
(C) will take (D) would take
- (23) Taiwanese tourists are not required to obtain passports to enter Japan, and ().
(A) either are Koreans (B) Koreans are neither
(C) neither are Koreans (D) neither Koreans are
- (24) She regrets having met her brother for the first time in ten years. She wishes she ().
(A) didn't have had met him (B) hadn't had met him
(C) hadn't have met him (D) hadn't met him
- (25) He is going to be nominated to receive the Nobel Prize in Physics, ()?
(A) didn't he (B) doesn't he
(C) isn't he (D) won't he
- (26) () evolution works by natural selection on changes in creatures as a consequence of random changes in their DNA.
(A) Accepted that (B) It accepted that
(C) It is accepted that (D) That is accepted
- (27) The movie *Schindler's List* is based on the book titled *Schindler's Ark*. After seeing the movie, ().
(A) many people wanted to read the book
(B) the book made many people want to read it
(C) the book was read by many people
(D) the reading of the book interested many people
- (28) Jeremy called for an earlier appointment because he got through with his previous project () he had expected.
(A) as soon as (B) much sooner than
(C) sooner or later (D) so soon
- (29) Some students are from Hokkaido; () are from Honshu; the rest are international students.
(A) another (B) others
(C) more others (D) some other

- (30) Jack goes to the swimming pool ().
- (A) every Saturday (B) for every Saturday
(C) in every Saturday (D) on every Saturday
- (31) () the architect of the convention center met a more enthusiastic admirer of his work.
- (A) Has never (B) Have never
(C) Never does (D) Never has
- (32) Our professor is going to () NHK news as a commentator tonight.
- (A) be on (B) be reported
(C) make anchor (D) show in
- (33) They do not understand what () responsible for their behaviors.
- (A) is like for them to (B) it is like to be
(C) they are like to be (D) they like to be
- (34) When you arrived at the airport yesterday, who did you () you?
- (A) have come get (B) have come get to
(C) have to come get (D) to have come get
- (35) Nancy collected a lot of beautiful antiques and () them in her large living room.
- (A) is set (B) set
(C) sets (D) setting
- (36) Could you tell ()?
- (A) me where is the central station (B) me where the central station is
(C) to me where is the central station (D) to me where the central station is
- (37) Dorothy was counting () to pay her tuition all through graduate school.
- (A) grant on the money (B) grant the money
(C) on the grant money (D) the grant money on
- (38) This type of animal, under the current conditions, may live () two years only.
- (A) before (B) for
(C) from (D) since
- (39) The Internet sites we allow () to access influence their learning and media literacy.
- (A) a children (B) our child
(C) our children (D) their childs
- (40) The faster you finish, () you can leave.
- (A) earlier (B) more early
(C) the earlier (D) the more early

Part 3. Reading Comprehension

Directions: Read the following passage and choose the *one* best answer, (A), (B), (C), or (D), to each question. Then, write in the letter of the answer you have chosen on the answer sheet.

In English-speaking countries, there has been a dramatic transformation in the cultural diversity of the student population in higher education. The vast majority of this new student body comes from the Asian region, including China, India, Pakistan, Malaysia, Indonesia and Singapore. These students often experience initial difficulties in adjusting to a Western education system due to cultural barriers, differences in teaching and learning styles, and language problems. The culture, in which a person is raised, influences classroom teaching and learning practices as well as communication patterns in the classroom. Both professors and students need to be aware of how a person's cultural and linguistic background influences the processing of information and acquisition of knowledge in education.

The role culture plays in education is important for both educators and students to understand. Some scholars believe that there is a direct relationship between culture and how information is perceived, organized and processed. Culture affects the way we communicate, interact and solve problems in a given situation. It also influences how we create 'mental categories' and retrieve information in order to create and process new knowledge by means of previously acquired knowledge. Consequently, culture is thought to shape the preferences for particular ways of thinking.

Culture influences classroom practices, and this can have a negative impact on the success of international students from Asian backgrounds in English-speaking higher education. One example of culture-based classroom practices can be described as the difference between 'teacher-oriented' or 'student-oriented'. Traditionally, classroom practices in cultures such as Japanese, Chinese, Korean, Indonesian and Malaysian have been portrayed as 'teacher-oriented', meaning the main active participant is the professor who has the authority and imparts his or her knowledge to the students. For instance, Chinese students are believed to be quiet in class, are not encouraged to question or challenge their professors and are less likely to explicitly express their opinions in class. In contrast, in many English-speaking countries, the educational practices have often been seen as student-centered. Here, the learning needs of individual students are given greater credence as a means of shifting the power base away from solely the professor and the institution. Students are required to actively engage with their learning and closely examine the sources of information provided by the professor to develop their own interpretation. While these categories are taken from a Western educational viewpoint, they are useful in gaining a basic insight into the dynamics of power relations within a classroom setting.

Educational institutions provide the necessary environment for the development of the capacity for critical thinking and critical language awareness. In an English-speaking context, this 'critical capacity' refers to making connections between various pieces of knowledge; synthesizing and selecting that knowledge to develop informed arguments; and then analyzing and evaluating that knowledge. This has been seen to contrast with the method of teaching observed in many cultures in the East, in which emphasis is placed on learning bodies of knowledge by heart for the purpose of passing examinations. Some scholars have argued that students from this tradition of learning are passive recipients of knowledge. Such a difference in the conception of 'critical capacity' can be said to affect how a student acquires information and constructs argument.

In English-speaking institutions, certain linguistic strategies used in classes by local students may also differ from those expected by international students. For example, in Australia local students often have a habit of interrupting each other in group discussions or will directly ask the professor about class content or assessment criteria during the class itself. This communication style can sometimes be confronting to some students from countries such as China, Malaysia or Korea, where questions or queries may be asked individually after class, either through face-to-face interaction with the professor or through more indirect means including email. These interactions might only occur after further discussion with peers or after greater reading to ensure that a more informed perspective of the topic is found. This may especially be the case when professors are perceived as having higher positions of power and social status.

It is clear that there needs to be greater awareness of the diverse teaching and learning practices across cultures and how these influence the local and international students' participation in classes and acquisition of knowledge. Students also need support to develop the necessary linguistic and cultural knowledge to actively participate in an English medium environment. Educators and professors in global settings should address the wants and needs of the students to promote intercultural and communicative competency necessary for the global workplace. An education system, which includes a curriculum with a focus on a range of teaching and learning styles from different cultures, has the potential to create an environment where all students can prosper and achieve success in higher education.

- (41) Which of the following is NOT suggested in the first two paragraphs?
- (A) Culture may crucially affect how we perceive ways of teaching and learning as appropriate.
 - (B) Education practices can and should be consistent across cultures and regions.
 - (C) It would not be very easy for some students from Asia to adapt to education practices in English-speaking countries.
 - (D) Teachers and students must be aware of the way their cultural backgrounds affect the classroom practices.

- (42) Which of the following is NOT true about classroom practices across cultures?
- (A) Classroom practices of many English-speaking countries tend to be 'student-oriented.'
 - (B) In a 'teacher-oriented' classroom, the students may not be regarded as the main active participants.
 - (C) In Malaysia, the professor is likely to be regarded as receptive and passive in his/her classrooms.
 - (D) In 'student-oriented' practices, it is not only the professor and the institution but also the students who have power.
- (43) What does "this tradition" (underlined in the fourth paragraph) mean in this context?
- (A) Eastern tradition in which learning bodies of knowledge by heart is highly valued
 - (B) Eastern tradition where people try to acquire something new from the West
 - (C) Western tradition in which asking questions during the class is highly valued
 - (D) Western tradition where people try to learn critical capacity to deal with complicated information
- (44) The author makes all of the following arguments except:
- (A) Culture influences many aspects of classroom learning, which include the students' ways of perceiving, organizing, and processing information.
 - (B) Educators in global settings should promote the intercultural and communicative competency of their students.
 - (C) Educators need to be aware that teaching and learning practices vary across cultures.
 - (D) Students from the Asian region should adapt their learning styles to the practices in English-speaking cultures.
- (45) Which of the following best captures the author's opinion stated in the final paragraph?
- (A) Asian students have difficulties in English-speaking countries while Western students don't have problems in universities in Asia.
 - (B) English proficiency is indispensable in speaking to someone with a different thinking process and an incompatible value system.
 - (C) Educators should develop an understanding of cognitive and behavioral diversities across cultures, which is crucial for developing global human resources.
 - (D) There is one best teaching method in which both local and international students can learn together without difficulties.

平成25年度後期 外国語A(英語)正解例

Part 1
Vocabulary

(1)	B
(2)	A
(3)	C
(4)	A
(5)	D
(6)	D
(7)	A
(8)	B
(9)	A
(10)	D
(11)	D
(12)	A
(13)	D
(14)	A
(15)	A
(16)	C
(17)	B
(18)	C
(19)	C
(20)	A

点

Part 2
Structure

(21)	D
(22)	A
(23)	C
(24)	D
(25)	C
(26)	C
(27)	A
(28)	B
(29)	B
(30)	A
(31)	D
(32)	A
(33)	B
(34)	A
(35)	B
(36)	B
(37)	C
(38)	B
(39)	C
(40)	C

点

Part 3
Reading Comprehension

(41)	B
(42)	C
(43)	A
(44)	D
(45)	C

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