

平成 26 年度 入学者選抜学力検査問題

英 語

注 意 事 項

- 1 試験開始の合図があるまで、問題冊子及び解答用紙の中を見てはいけません。
- 2 解答用紙は 2 枚あります。
- 3 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の枚数の過不足や汚れ等に気がついた場合は、手を挙げて監督者に知らせてください。
- 4 試験開始後、すべての解答用紙に受験番号、志望学部及び氏名を記入してください。受験番号の記入欄は各解答用紙に 2 箇所あります。
- 5 解答はすべて解答用紙の指定された解答欄に記入してください。
- 6 問題冊子の余白は適宜使用してください。
- 7 各問題の配点は 200 点満点としたときのものです。
- 8 試験終了後、問題冊子は持ち帰ってください。

I Read the following text and answer the questions in English.

(配点 70)

Not long ago, I had the chance to watch two teens order ice cream at a local shop. One walked up, glanced at the list of available flavors, and ordered the Belgian chocolate. The other stared at the list for a few minutes and then asked to taste three of the flavors. He sampled each one carefully, and then got a pained look on his face. There wasn't much additional information to gather; he just didn't want to make a selection. The Mexican vanilla and cinnamon flavors were both appealing, and choosing one would mean forgoing* the other. It was easier for him to continue thinking about flavors than to end the process and pick one.

What is your typical approach to problem solving? Reflect on the many choices you make. Do you typically like to finish the process of thinking and move on to taking action? Do you tend to be the sort of person who avoids reaching a final decision, pushing off a choice to the last minute? Do you fall somewhere in between?

Either of these extremes can pose a problem for "smart thinking". People very high in need for closure* will often settle too quickly on a solution. Remembering similar examples, though, requires some effort to generate the proper description of the problem. Thus the first solutions that people find are typically those that come from the same domain* in which the problem is stated. Someone trying to find a way to make vacuum cleaners hold their suction* longer might focus on finding new designs for the bags to make the filters less likely to become blocked. Only after realizing that these solutions are not good

enough is someone likely to look for other descriptions of a problem that support applying knowledge from distant domains (like thinking about vacuum cleaners from a different point of view as having to find a way to separate dirt from air).

Of course, it also becomes problematic if you generate endless numbers of possible solutions without ever selecting one. Smart thinking requires both finding potential solutions and recognizing that they are going to be useful. People with a low need for closure avoid committing to a particular decision. For them, there is always the potential that there will be another option that will provide an even better solution to the problem. The danger with this approach is well characterized by the proverb “The perfect is the enemy of the good.” Eventually, this way of thinking provides smaller returns relative to acting.

Sometimes, it is helpful to find a way to get beyond the choice point. For the teen who had difficulty picking a flavor of ice cream, I eventually pulled out a coin and assigned Mexican vanilla to heads and cinnamon to tails. The toss of the coin came up heads. At that point, he realized he was disappointed it hadn’t come up tails and ordered the cinnamon flavored ice cream.

Learn your own tendencies to determine the kinds of impasses* you encounter. If you are high in need for closure, then you need to focus on developing new strategies for finding alternative solutions to problems. If you are low in need for closure, then you need to improve your strategies for assessing the quality of your ideas to determine when it is time to adopt one of the solutions you have developed.

(Adapted from Art Markman, *Smart Thinking*, 2012.)

*Notes

forgo: do without

closure: the act of bringing something to an end or conclusion

domain: an area of knowledge or activity

suction: the process of sucking in air

impasse: a difficult situation

Questions

1. Fill in the blanks in the following passage.

In the second paragraph, the author contrasts two approaches to problem solving. One approach is (1) _____, and the other approach is (2) _____.

2. Fill in the blanks in the following passage.

When we want to make vacuum cleaners hold their suction longer, we might need to think from a different point of view, which means we should try to (1) _____ rather than to (2) _____.

3. Describe the problematic mental process which causes the danger (underlined in the text).

4. How did the teen who had difficulty picking a flavor of ice cream solve the problem? Fill in the blanks in the following passage.

A ① _____ was tossed up in order to make the teen ② _____ a flavor, but eventually he didn't ③ _____ the result because he realized he liked ④ _____ better when he felt ⑤ _____ with the result.

5. According to the text, which two of the following sentences are true?

- (A) If you are high in need for closure, you are likely to settle on a solution to a problem after exploring enough possibilities.
- (B) If you are low in need for closure, you are likely to focus all of your efforts on generating possibilities and fail to reach a decision.
- (C) Regardless of your own tendencies to determine the kinds of impasses, you need to improve your strategies for assessing the quality of your ideas.
- (D) In most cases, finding potential solutions is more important than making a decision quickly.
- (E) Acting could have more returns if you cannot finish thinking about alternative solutions.

Ⅱ 次の英文は、ヨーロッパを旅行していたアメリカ人が、旅の途中の列車の中である家族と出会ったときの様子を描いたものです。これを読んで後の設問に日本語で答えなさい。なお、本文中の zer (= the) や zis (= this) の表記は、外国語なまりを示しています。(配点 55)

The train attendant interrupted my brooding*. “Ticket?” he said. I pulled my pass from my pocket and handed it over with barely a
(1) glance. By now, this was routine for me.

“Tickets?” the attendant asked the family sitting on the other side of the aisle*. There were five of them, three generations of a family: grandparents, parents, and a daughter about my age. The daughter sat directly across the aisle from me; the other four were in two pairs of facing seats just behind her. They dug through their bags, apologizing
(2) all the while. I knew the feeling. That had been me a few weeks earlier.

The attendant muttered* again as he looked over the tickets. “You speak English?” he asked.

“Yes, of course,” the mother said.

“You are in zer wrong car.”

I knew this feeling, too — I’d also been there, seated in areas that
(3) turned out to be reserved. Lee* and I had moved around trains, constantly being booted* by attendants or passengers brandishing* reserved-seat tickets and annoyed looks. This family’s problem, though, was slightly different.

“Zer tickets are second class,” the attendant said. “Zis is first class. You must move.”

“No, we *have* first-class tickets,” the mother replied. She appeared to be in her mid-fifties and wore a fiery flicker in her eyes* and a loose scarf around her neck. The family was of Indian origin and the grandparents both had a lilting* accent, but they all lived outside of Washington, DC, they later told me, and the parents and daughter were American through and through, a typical suburban middle-class family.

“No, zer tickets are first class in *Austria*,” said the attendant. “But still we are in *Switzerland*.”

“How long until we get to Austria?” the mother asked, her tone very angry.

“Perhaps one half hour,” the attendant said. He fidgeted* nervously. “Please, you cannot stay here.”

“We have all our bags here.” The father sighed, gesturing to the five enormous suitcases and many smaller bags bulging from the overhead bins* and the compartment at the end of the car. “It’ll take us” — he paused, doing the calculation — “a *while* to move. But all right.”

“No. This is *stupid*.” The mother rose from her seat, her index finger jabbing* the air. “We’re not going. That’s *stupid*. We’re almost to Austria and we’re not moving all of those heavy bags. The car’s almost empty — look!” She gestured to the seats around us, nearly all vacant, then shoved* her hands to her hips.

The attendant scowled* and said, “I will find someone to help, since you do not speak English.” He disappeared.

The mother looked at me, her expression pleading for confirmation that someone else had heard that. “I speak English just fine!” she said,

her tone half laugh, half yell. She took a deep breath and shook her head in frustration. “So...,” she said. “You’re also American?”

“Yep,” I replied. “From Minneapolis.”

“Oh! I lived there for three years!” She turned to her daughter. “He lives in Minneapolis! Isn’t that amazing?”

“Small world,” the daughter muttered. She looked like she wanted to jump out the window after the scene her mother had just made.

The attendant reappeared with another train employee, a guy who had pushed a snack cart through a few minutes earlier.⁽⁵⁾

“You are coming from India?” asked the snack cart guy, a wiry* man of about twenty-five. “I am, too.” Then he launched into a request in Hindi — or what I assumed was Hindi. The mother’s knowledge of the language was only slightly better than my own; her parents translated quietly, and then she replied with about three words of halting Hindi* before switching to English.

“I’m sorry to get you involved,” she said to the snack cart guy. “But we’re not moving. And if he wants to talk to us” — she flicked her hand toward the attendant, who had been watching the conversation with a sour look on his face — “I really do speak English, a lot better than him, and way more than I speak Hindi.”

The snack cart guy sighed. “I have German and Hindi and little English.” He shrugged to his colleague and they both walked away.⁽⁶⁾ A minute later, I looked out the window and saw a sign. We were in Austria.

(Adapted from Doug Mack, *Europe on 5 Wrong Turns a Day*, 2012.)

*注

brooding: じっと考え込むこと	fidget: (落ち着かず)そわそわする
aisle: 通路	bulging from the overhead bins: 頭上の荷物入れからはみ出ている
mutter: つぶやく	jab: 突き出す
Lee: 過去と一緒に旅行した友の名前	shove: 押しつける
boot: 追い出す	scowl: 顔をしかめる
brandish: 見せびらかす	wiry: やせているが筋骨たくましい
wear a fiery flicker in her eyes: 目をぎらぎらさせる	halting Hindi: たどたどしいヒンディー語
lilting: 軽快な	

設 問

1. 下線部(1)を日本語に訳しなさい。
2. 下線部(2)の理由を説明しなさい。
3. 下線部(3)はどのような気持ちか説明しなさい。
4. 下線部(4)について、何がばかげていると言っているのか説明しなさい。
5. 下線部(5)を日本語に訳しなさい。

6. 下線部(6)の理由として最も適切なものを、(A)~(D)の中から1つ選び、記号で答えなさい。

- (A) 相手の女性の話しているヒンディー語の意味を確認するため
- (B) もっと英語が話せる同僚を呼びに行くため
- (C) 相手の女性との騒動に巻き込まれたため
- (D) かみ合わない会話を続ける必要がなくなったため

Ⅲ 鈴木みさこさんは、日本の大学で経済学を専攻する学生です。現在、就職活動をしているところですが、A-Z Publishers という会社から面接に呼ばれました。みさこさんは、事前に次の Job Description を読み、面接に臨んでいます。Job Description の内容を踏まえ、設問に答えなさい。(配点 75)

Job Description

Assistant Sales Manager

Location: Tokyo

Product Lines: journals and books in print and electronic form

Duties and Responsibilities:

- To develop new products and services
- To keep good business relationships with customers
- To help plan and manage overseas sales and marketing plans
- To attend team meetings and share ideas with colleagues

Requirements:

- University graduate or expected to graduate by March 2014
- Excellent spoken and written communication skills in English
- Excellent presentation skills
- Highly motivated, flexible, team player with leadership qualities
- Excellent knowledge of necessary computer programs
- Work requires frequent local and overseas business trips

Only candidates who meet our requirements may apply with a cover letter and full resume* in English to Ken Newman, the head of the personnel department*, by email: knewman@a-zpublishers.com. Successful candidates will be invited for interviews as a second step. The language used for the interviews is English.

*注

resume: 履歴書

personnel department: 人事課

面接での会話(K.N.はKen Newmanを, M.S.はMisako Suzukiを指す)

K.N.: I'm Ken Newman, the head of the personnel department. Thank you for coming for this interview. Please have a seat.

M.S.: Good morning, sir. It's a pleasure to meet you today.

K.N.: Well, let's begin, shall we? ① _____ in the job description, this interview will be in English. A-Z Publishers is looking for new employees who can work effectively in English. Do you know why?

M.S.: Because A-Z Publishers has branches and customers in many countries around the world.

K.N.: That's correct. We're always happy to meet serious applicants like you. ② _____ for this interview?

M.S.: Yes, I did, using all the available information about A-Z Publishers, including the company's website.

K.N.: That is exactly the type of positive attitude that we are looking for in new employees. We also need employees who can work well with team members and who ③ _____. I've read through your resume, but why don't you tell me a little bit more about your experience in this area?

M.S.: I was the captain of the swimming team in my university, and I helped coach several younger team members. Training with other members and coaching gave me valuable teamwork and leadership skills. I learned how to motivate team members to achieve challenging goals.

K.N.: Well done. Tell me about ④ _____.

Are you confident in working in an English-speaking environment?

M.S.: I was a member of the English club, and I won the National English Speech Competition in 2012. In that competition, about five hundred university students participated.

K.N.: Good. That's very impressive. I also see here on your resume that you studied at an American university for six months. We need employees who can ⑤ _____ . Did you spend much time with international students during your stay in America?

M.S.: Yes, I did. I lived in a dormitory and often attended university events, so I had a lot of opportunities to make friends with students from different countries. It was that experience which made me interested in having colleagues from other countries.

K.N.: Do you still ⑥ _____ in America?

M.S.: Yes, I do. They still send me email and sometimes we chat in English on the Internet.

K.N.: Please tell me about your volunteer experience. A-Z Publishers, as a global company, is looking for talented managers who also understand the importance of contributing to society, both at home and abroad.

M.S.: During my stay in America, I volunteered to ⑦ _____ skills in a high school for three weeks. There were some volunteer instructors from other countries, and we used English to communicate. In my computer class, I gave a lecture on how to use presentation software. The students there

were very interested in my lecture.

K.N.: That sounds like a valuable experience. Well, Ms. Suzuki, those are all the questions I have. Thank you for coming to the interview. A final decision will be mailed to you by the end of this month.

M.S.: Thank you for your valuable time. Good-bye.

K.N.: Good-bye.

設 問

1. 面接での会話の中の空所①～⑦を埋める適当な英語を、解答用紙の所定の欄に記入しなさい。
2. 面接の後、みさこさんがNewmanさんに面接のお礼のメールを書いています。以下の①～④の内容にそった英語を解答用紙の所定の欄に記入し、メールを完成させなさい。ただし、お礼のメールにふさわしい丁寧な英語にすること。

- ① 長い間 A-Z Publishers への入社を憧れており、是非、貴社で働きたいこと
- ② 人を説得するのが得意なので、新しい商品の販売を促進する自信があること
- ③ 日本国内、国外のどちらでも働くことが可能であることを申し添えたいこと
- ④ 何か他に質問があれば、遠慮なく連絡して欲しいこと

Dear Mr. Newman,

Thank you again for giving me the opportunity to have a job interview at your company.

- ① _____
- ② _____
- ③ _____
- ④ _____

I look forward to hearing from you soon.

Sincerely,

Misako Suzuki