

2019 年度 入学 試験 問題

英 語

(試験時間 12:55~14:15 80分)

1. 解答用紙は、マーク解答用紙のみです。
2. 解答は、必ず解答欄にマークしてください。解答欄以外にマークすると無効となります。
3. 解答は、HBの鉛筆またはシャープペンシルを使用し、訂正する場合は、プラスチック製の消しゴムを使用してください。解答用紙には鉛筆のあとや消しくずを残さないでください。
4. 解答用紙を折り曲げたり、汚したりしないでください。
5. 解答用紙には、必ず受験番号と氏名を記入およびマークしてください。
6. 解答用紙への受験番号の記入およびマークは、コンピュータ処理上非常に重要なので、誤記のないようにしてください。
7. 一度記入したマークを修正する場合、しっかりと消してください。消し残しがあると、マーク読み取り装置が反応して解答が無効となることがあります。
8. 満点が150点となる配点表示になっていますが、法学部国際企業関係法学科の満点は200点、経済学部各学科および文学部日本史学専攻、社会学専攻、社会情報学専攻、心理学専攻の満点は100点となります。

I 次の1～15の英文の空所に入れるのに最も適切な語句を(a)～(d)の中から1つ選び、その記号をマークしなさい。(30点)

1. This unique history book covers a 60-year period, telling the story of the American South decade () decade.
(a) by (b) from (c) in (d) of
2. The invention of the jet engine () a new era in aircraft development.
(a) challenges (b) marks (c) pushes (d) turns
3. Nobody I know can spell the word, () less use it in a sentence.
(a) any (b) more (c) much (d) no
4. It () from what you say that you are innocent.
(a) comes (b) follows (c) results (d) takes
5. The trouble () you is that you won't do your best.
(a) at (b) down (c) on (d) with
6. You should () each child read in terms of their own tastes.
(a) allow (b) care (c) let (d) take
7. The market dominance of that company is not () it was five years ago.
(a) that (b) what (c) when (d) which
8. The proportion of UK electricity generated from low-carbon sources, including nuclear, doubled () 2009 and 2017, to reach a record 50% last year.
(a) across (b) between (c) from (d) to

9. New research shows there () health benefits to eating certain types of dark chocolate.
(a) are like (b) be likely (c) is possible (d) might be
10. She claimed that he as () as promised to employ her.
(a) good (b) large (c) possible (d) soon
11. Ben is at a total loss when it () to mechanics.
(a) comes (b) makes (c) puts (d) takes
12. Given the quality of his work, he () to be much better known in the United States.
(a) deserves (b) goes (c) points (d) supposes
13. () I'm concerned, they should stop complaining and get on with their work.
(a) As far as (b) Even (c) For (d) No matter
14. It is () her to decide what to do next.
(a) up against (b) up for (c) up to (d) up with
15. I want to catch the morning flight, which () leaving home at 5:00.
(a) makes (b) means (c) points (d) sets

II 次の1～5の英文の(a)～(d)には、文法・語法・内容などの誤りを含むものがそれぞれ1つあります。その記号をマークしなさい。(10点)

1. The internet offers users unprecedented levels of control over what kind of content they interact with. Rather than merely switching on and flicking channels, we faced with a choice between millions of sites, services and individuals.
2. Similarly, digital television has facilitated a massive growth in the number of different channels on offer, as well as the growth of personal video recording technologies that enable viewers to record and view programmes whether they like.
3. Meanwhile the last a few years have seen a rapid expansion of watch-on-demand television and film services based on internet streaming technologies such as Netflix and Amazon Prime that enable people to view content on demand from a wide range of devices.
4. Such technologies are disconnected people from traditional standardized schedules and increasing the range and volume of different forms of content instantly available.
5. As well as making media more interactive, then, digitalization has contributed at a substantial diversification and expansion of both media content and the relationships between content and consumers.

Ⅲ 次の1～5の(a)～(d)の英文には、文法・語法上の誤りを含むものがそれぞれ1つあります。その記号をマークしなさい。(15点)

1. (a) The fact that most consumers are directly influenced by the posts from their friends on Facebook didn't surprise me at all.
(b) The president gave us her personal assurance that she would make every effort to ensure the safety of the children.
(c) We only received the information that the passengers had been rescued and were recovering in hospital at about midnight.
(d) Yesterday I made a serious mistake that I confused two products and sent them to wrong addresses.

2. (a) Every year only a very small number of applicants are accepted into the program, but there is no harm in your trying to join it.
(b) I decided it wouldn't do any harm to go in and have another look around the room.
(c) It was obvious that the disclosure of the photographs made him and his family great harm.
(d) Some of the statements she made were not acceptable, even if she meant no harm or disrespect.

3. (a) At first, I would like to introduce our guest speaker today.
(b) The first time I saw her dance on stage I couldn't take my eyes off her.
(c) We were both really excited to see each other for the first time in many years.
(d) When I think about it, I have no idea why I believed his words in the first place.

4. (a) Don't forget locking your computer when you leave your desk even for a brief moment.
- (b) Hardly anyone came into work on time because of the typhoon.
- (c) I'm sorry that I didn't call. There was so much going on that it completely slipped my mind.
- (d) She never fails to buy sweets and chocolates for them when she knows she is going to see them.
5. (a) A few marks either way can make the difference between a pass and a fail.
- (b) They both take sustainability seriously, but they each have their own opinion about how to go about it.
- (c) We hang around a lot together and are actually good friends, but we are very different in character each other.
- (d) We invited both Peter and Mike to the farewell party, but neither of them could come in the end though they really wanted to make it.

IV 次の英文を読み、1～10の空所に入れるのに最も適切な語句を、それぞれ(a)～(d)から1つ選び、その記号をマークしなさい。*の付いた語句には注があります。

(30点)

There are few pleasures that are better than sitting in your vegetable garden in May with people you love, your just-cut asparagus cooking on a camping stove and almost ready to eat with a little butter, salt, pepper and Parmesan cheese.

Such moments are unique to the home vegetable-grower. As the asparagus ends, so come the peas, the beans, the baby carrots. And so it goes through each of the seasons. If you're looking for a reason to start a vegetable garden, these moments alone should be good enough.

You may also find (as I did) that you become a better cook. When you have (1) a part in its growth, you understand why this tomato tastes so special or why that one's only okay, and why waiting to pick your parsnips* until after the frosts make them taste so sweet. But you'll get much more than amazing food from your garden.

One of the essential beauties of having a vegetable garden is that the simple act of growing and eating your own food decorates life in often unexpected ways. (2) you need more time alone or more time with loved ones, space to think or more time doing things, your garden can provide. If you have children, take some time to (3) them; if they see sweetcorn pop up in a pot, having sown it a few days earlier, they're almost certain to follow it along its journey until they are eating their own popcorn. And once you start, it sows the seeds for more.

You may well find that your vegetable garden turns food (4) something you do rather than just what you eat. It takes you into the outside world and brings that world into your home; it roots you in your landscape, and acts as the seasonal clock around which family, friends—and the soil that supports them—come together. Simply, I know of no one with a vegetable garden whose life hasn't been greatly (5) as a result.

Moreover, there has never been a more important time to grow your own food. Our (6) on oil-based chemicals to grow plants faster and make more profit means that it typically takes ten times more energy to grow them than they deliver as food. Add to that the packaging, the food miles* and the energy consumed by supermarkets, and it's hardly (7) that our shopping basket accounts for as much as a quarter of our carbon footprint*.

With our climate changing and oil running short, we have (8) choice but to eat food that has a smaller carbon footprint and there's simply no better way of doing that than by growing our own organic food. It creates new habits that give us more sustainable food, and that reduce our reliance on big business and reconnect with our ability (and need) to provide for ourselves.

A vegetable garden is also the perfect place to (9) ourselves of one of the fundamentals of life itself: we depend on plants. For all our evolutionary advances, they can do something we can't: create food for themselves from little more than sunlight and air. (10) for us, many of them produce things that are not only edible, but also delicious. And we get much more than flavour from eating seasonal food that is harvested at its freshest. Vitamins, minerals and antioxidants* are all at their peak when first picked, so every mouthful brings with it more of what your body needs. It also gives them to us as we need them—in frequent, small, combined amounts. So it's not just that we need to eat plants, we were built to eat them.

*parsnip 白い人参のような野菜

*food miles 農産物の輸送による環境負荷を計る指標の一つ

*carbon footprint 商品などの提供に際して発生する温室効果ガスを二酸化炭素に置き換えた場合の排出量の総量

*antioxidant 抗酸化物質

1. (a) picked (b) played (c) practiced (d) put
2. (a) Whether (b) Which (c) Who (d) Why
3. (a) avoid (b) hide (c) involve (d) offer
4. (a) for (b) into (c) off (d) on
5. (a) embarrassed (b) emerged (c) enhanced (d) existed
6. (a) access (b) dependence (c) response (d) view
7. (a) awarding (b) exciting (c) interesting (d) surprising
8. (a) few (b) little (c) many (d) much
9. (a) realize (b) recruit (c) remind (d) report
10. (a) Happily (b) Scarcely (c) Shortly (d) Unlikely

V 次の英文は、綿花栽培における「ディーセント・ワーク」（働く人の権利が適切に保護され、十分な収入を生み出し、社会的に意味のある仕事）の実現を目指す団体（BCI）が自らの活動を説明したものです。文章を読んで、あとの設問に答えなさい。
* の付いた語句には注があります。（30点）

Among the decent work issues we see in some cotton production countries, there are two challenges in particular that we are working on hard: gender inequality and child labour. (ア) the UN-led global push for education for all, child labour remains a challenge in developing (and sometimes in developed) countries, particularly when families are struggling to make ends meet. Better Cotton Initiative (BCI) takes this complex issue very seriously and works closely with independent labour experts to get the best results from our approach. We support farmers by helping them to understand and respect legal (ウ) on minimum ages for young workers and avoid the 'worst forms of child labour'. In the context of cotton farming, this could mean activities considered hazardous for children, such as pesticide application*. We clarify the extent to which children can provide help on family farms, share advice on promoting young people's health and well-being, and encourage parents to maximise educational opportunities, where they are available.

Our focus on decent work issues extends to gender inequality, too. Supporting women in the cotton supply chain has a 'multiplier effect', which means that it increases their confidence, and strengthens their standing in their family and community. With women typically investing 90% of their income in their families, it also helps families save towards children's healthcare and education.

However, all too often, women cotton workers are likely to undertake the least skilled work (such as seasonal or part-time work), and enjoy less job security than men. Women workers globally are particularly (カ) to low wages, receiving (on average) 25%-30% less pay than men for the same work.

For example, in Pakistan, women have less (キ) in their family and

community, with men leading decision-making, particularly in rural areas. Women have few rights to livestock, land or property, and are often restricted to indoor activities. In the country's cotton sector, women perform much of the manual labour, yet few have the opportunity to be recognised as farmers or make farm management decisions. In changing this situation, they face challenges ranging from illiteracy to accessing government subsidies, training and resources such as water and fertiliser, as well as finding markets for their crops.

BCI's partners in Pakistan, including the Rural Education and Economic Development Society (REEDS), seek to create an environment that encourages both women and men to join its Learning Groups. In 2016, REEDS worked with 30 women farmers and 5,072 women workers. One of the women who was engaged by REEDS, Shama Bibi, had lost her husband, a cotton farmer, and was keen to become a farmer (ケ).

In spite of initial resistance from her family, Shama became part of REEDS' Learning Group in 2015, steadily building her confidence and farming knowledge, covering every aspect of cotton growing, from seed to harvest. In particular, she learnt about best practice in observing crop health and spraying chemicals safely, replacing conventional pesticides with natural substances, and improving soil fertility, as well as promoting decent work.

Now, a year on, Shama is running her farm profitably and is able to provide for her eight dependents. In particular, she has saved on costs by using fewer pesticides, reduced post-harvest losses and maximised the crop she can take to market. She keeps track of costs, yield and profit in her Farmer Field Book. Meanwhile, improving her understanding of soil health is increasing her chances of cultivating healthy crops in the future.

*pesticide application 農薬の散布

1. 空所（ア）に入れるのに最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) Although (b) As (c) Despite (d) Even

2. 下線部(イ)の内容を最も適切に表すものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) 収支を合わせるのに苦労している
(b) 借金をせずに十分に暮らしていける
(c) 離れ離れで会えずに困っている
(d) 目的を達成できずに苦しんでいる

3. 空所（ウ）に入れるのに最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) acquirements (b) complements
(c) requirements (d) supplements

4. 下線部(エ)の内容を最も適切に表すものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) 農場が手に入る場合には
(b) 子供に余裕がある場合には
(c) 両親の手が空いている場合には
(d) 教育の機会が与えられている場合には

5. 下線部(オ)の内容を最も適切に表すものを(a)~(d)から1つ選び, その記号をマークしなさい。

- (a) 収入の多くを家計に入れる女性とともに, 支援団体は子供の健康管理や教育を守る助けとなる。
- (b) 収入の多くを投資に回す女性とともに, 支援団体は子供の健康管理や教育のために資金を蓄える。
- (c) 女性は収入の多くを家計に入れるので, 働く女性に対する支援は子供の健康管理や教育のための貯蓄につながる。
- (d) 女性は収入の多くを投資に回すので, 働く女性に対する支援は子供の健康管理や教育のための貯蓄の助けとなる。

6. 空所 (カ) に入れるのに最も適切なものを(a)~(d)から1つ選び, その記号をマークしなさい。

- (a) capable (b) manageable (c) sensible (d) vulnerable

7. 空所 (キ) に入れるのに最も適切なものを(a)~(d)から1つ選び, その記号をマークしなさい。

- (a) face (b) hand (c) mouth (d) voice

8. 下線部(ク)の内容を最も適切に説明するものを(a)~(d)から1つ選び, その記号をマークしなさい。

- (a) Since they are unable to read or write, women find it difficult to deal with government documents and other business matters.
- (b) Since women can't read or write, the government does not allow them access to funds and the market.
- (c) Women are ready to deal with some challenges such as illiteracy and applying for government funding.
- (d) Women have problems with reading and writing, getting funding, acquiring skills and necessities, and selling their crops.

9. 空所（ケ）に入れるのに最も適切なものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) in her own choice (b) in her own right
(c) in her own words (d) in her right mind

10. 下線部(コ)で始まる段落の内容に合致しないものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) シャマさんは農場を経営し利益を出していて、8人を扶養している。
(b) シャマさんは殺虫剤の使用や収穫後の損失を減らし、市場に出す作物の量を最大化した。
(c) シャマさんは事業のコスト、収穫高、利益を記録して出版している。
(d) シャマさんは土壌改良の知識を深めることで、今後健康的な作物を栽培できる可能性を高めている。

VI 次の英文を読み、あとの設問に答えなさい。* の付いた語句には注があります。

(35点)

Human rights are a set of principles concerned with equality and fairness. They recognise our freedom to make choices about our lives and to develop our potential as human beings. They are about living a life free from fear, harassment or discrimination. Human rights can broadly (1) a number of basic rights that people from around the world have agreed are essential. These include the right to life, the right to a fair trial, freedom from torture, freedom of speech, freedom of religion, and the right to education. These human rights are the same for all people everywhere—men and women, young and old, rich and poor, (2), where we live, what we think or what we believe.

Human rights connect us to each other through a shared set of rights and responsibilities. A person's ability to ⁽⁷⁾enjoy their human rights depends on other people respecting those rights. This means that human rights involve responsibility and duties towards other people and the community. Individuals have a responsibility to ensure that they ⁽¹⁾exercise their rights with consideration for the rights of others. For example, when someone uses their right to freedom of speech, they should do so (3) someone else's right to privacy.

Governments have a particular responsibility to ensure that people are able to enjoy their rights. They are required to establish and maintain laws and services that (4) in which their rights are respected and protected. For example, the right to education says that everyone is entitled to a good education. This means that governments have an obligation to provide good quality education facilities and services to their people. (5), it is generally accepted that this is the government's responsibility and people can ⁽⁷⁾call them to account if they fail to respect or protect their basic human rights.

Human rights cover ^(x)virtually every area of human activity. They can be divided into two groups. The first group includes civil and political rights,

(6) to take part in the civil and political life of their community without discrimination or oppression. Rights and freedoms such as the right to vote, the right to privacy, freedom of speech and freedom from torture are part of this group. The second group includes economic, social and cultural rights, which relate to a person's rights to prosper and grow and to take part in social and cultural activities. This group includes the right to health, the right to education and the right to work. In the case of civil and political rights, governments must make sure that they are not denying people access to their rights, whereas (7), governments must take active steps to ensure rights are being fulfilled.

A person's human rights cannot be taken away. In its final Article, the Universal Declaration of Human Rights* states that no State, group or person has 'any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein'. (8) abuses and violations of human rights don't occur. On television and in newspapers every day we hear tragic stories of murder, racism, hunger, poverty, abuse, and discrimination. Nonetheless, the Universal Declaration and other human rights treaties are more than just noble aspirations. They are essential legal principles. To meet^(*) their international human rights obligations, many nations have incorporated these principles into their own laws. This provides an opportunity for individuals (9) by a court in their own country. Finally, education about human rights (10) having laws to protect people. Long term progress can really only be made when people are aware of what human rights are and what standards exist.

*the Universal Declaration of Human Rights 世界人權宣言

問1 空所1～10に入れるのに最も適切なものを、それぞれ(a)～(j)から1つ選び、その記号をマークしなさい。なお(a)～(j)は、文頭に位置するものも書き出しの文字は小文字にしてあります。

- (a) be defined as
- (b) enable people to enjoy a life
- (c) in relation to economic, social and cultural rights
- (d) is just as important as
- (e) regardless of our background
- (f) this doesn't mean that
- (g) to have a complaint settled
- (h) whether or not governments actually do this
- (i) which refer to a person's rights
- (j) without interfering with

問2 下線部(ア)の意味に最も近いものを(a)～(d)から1つ選び、その記号をマークしなさい。

- (a) benefit from (b) celebrate (c) gain (d) grant

問3 下線部(イ)の意味に最も近いものを(a)～(d)から1つ選び、その記号をマークしなさい。

- (a) drill (b) improve (c) make use of (d) work out

問4 下線部(ウ)の意味に最も近いものを(a)～(d)から1つ選び、その記号をマークしなさい。

- (a) ask them to keep record of (b) demand a payment
- (c) hold them responsible (d) phone them for explanation

問5 下線部(エ)の意味に最も近いものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) almost (b) precisely (c) suitably (d) tightly

問6 下線部(オ)の意味に最も近いものを(a)~(d)から1つ選び、その記号をマークしなさい。

- (a) arrange (b) face (c) fulfill (d) impose

