

か


英 語 問 題

はじめに、これを読みなさい。

(注意事項)

1. この問題冊子は、28 ページある。ただし、ページ番号のない白紙はページ数に含まない。
2. この試験時間は 80 分である。
3. 解答用紙に印刷されている受験番号が正しいかどうか、受験票と照合して確認すること。
4. 監督者の指示にしたがい、解答用紙の氏名欄に氏名を記入すること。
5. 解答は、すべて解答用紙の所定欄に記入またはマークすること。解答欄以外のところには何も記入しないこと。解答欄は裏にもある。
6. 解答は、必ず鉛筆またはシャープペンシル(いずれも HB・黒)で記入すること。
7. 訂正する場合は、消しゴムできれいに消し、消しくずを残さないこと。
8. 問題に指定された数よりも多くマークしないこと。
9. 解答用紙は、絶対に汚したり折り曲げたりしないこと。
10. 解答用紙は、絶対に持ち帰らないこと。
11. この問題冊子は必ず持ち帰ること。
12. 解答をマークするときには、下記の記入例を参照すること。

(マークの記入例)

良い例	悪い例
	  

[I] 次の英文を読んで設問に答えなさい。

A web search for Halloween costumes of scientists produces only boys wearing lab coats and goggles. A search for nursing costumes turns up girls in skirts with stethoscopes¹. Cats and cupcakes are also for girls, while sharks and astronauts are for boys.

The same gender division exists not just in toys — blue toolboxes and trucks for boys, pink play kitchens and dolls for girls — but also in nearly every other children’s product, including baby blankets, diapers and toothbrushes.

These distinctions have long-term effects on children’s notions of gender roles, social scientists say. Costumes, toys and many other environmental signals can influence the subjects children choose to study, the jobs they pursue and the roles they play at home and in society.

“If you drop^(A) the gender marketing, rather than narrowing a set of interests based on gender, it widens the possibility for the child to pursue interests that he or she cares about and has a talent for,” said Carol J. Auster, a sociologist at Franklin and Marshall College who studies gender, work and leisure. “Way down the road, it allows a grown man or woman to pursue an occupation that is well matched with their talents or skills.”

Nevertheless, as men and women have become more equal in American society, with more women working and more men involved at home, marketing to boys and girls has become more noticeable.

There are signs that consumers are beginning to push back. Recently, Disney removed gender labels from its costumes, and Target² removed them from the toy aisles. Still, costumes and toys remain sharply divided by color and type, as do much of children’s worlds.

(B), toys are more strictly gendered today than they were 50 years ago, when adult gender roles were much more separate, according to research by Elizabeth Sweet, a sociologist at the University of California, Davis.

Until the 1960s, girls' toys focused on homemaking and boys' on work in the industrial economy, she found. That changed significantly with the rise of the feminist movement of the 1970s. But in the 1990s, gendered toys made a strong comeback, resulting in the action heroes and princesses available today.

In the Sears shopping catalog ads of 1975, according to Ms. Sweet, just 2 percent of toys were marked as girls' or boys'; on the Disney Store website in 2012, according to a study of which Ms. Auster was a co-author, all toys were labeled that way.

(7) Before World War I, babies and toddlers all wore white, loosefitting dresses and had long hair, according to a study by Jo B. Paoletti, a professor of American Studies at the University of Maryland. Furthermore, pink was considered a masculine color and blue a feminine one until the mid-20th century. During the feminist movement of the 1970s, clothes became more gender neutral. That almost always meant girls wore clothing similar to that of boys, but not the other way around.

Today, parents put pink headbands on bald infant girls and give boys blue pacifiers³ to clearly (C) gender from Day 1. Gender-neutral toys or clothes are rare.

Boys' toys and costumes tend to be associated with action or destruction: objects that move, characters that save the world and animals that hunt. Girls' toys and costumes seem more (D): objects to be looked at, characters that are rescued and animals that are obedient or pretty.

(1) In the 2012 study analyzing toys on the Disney Store website, girls' toys were mostly pastel colored and related to caretaking or beauty, like dolls and jewelry. Boys' toys had mostly bold colors and related to action and building, like cars and blocks.

Seventeen percent of the toys appeared on both the boys' and girls' lists — though they almost all resembled boys' toys. Among the gender-neutral toys, blue was the most common color, and stuffed animals were the most common

type.

In a study of children's Halloween costumes, less than 10 percent were gender neutral, and most of them were for infants, according to an analysis of 469 costumes by Adie Nelson, a sociology and legal studies professor at the University of Waterloo in Ontario, Canada. Boys' costumes were more likely to reflect jobs ("policeman") and girls' to reflect appearance or relationships ("beautiful bride").

"There's a whole range of very positive costumes for little boys that stress that you can get adventure, you can accomplish great things and have the right to," Ms. Nelson said. "The equivalent costumes for girls still suggest if you're going to accomplish great things, it's going to be in relation to how well you look."

Her study was published in 2000, and a recent update, not yet published, found that young girls' costumes, whether for heroes or villains, have become more sexualized — for example, tight, sleeveless dresses.

At one Halloween store in New York recently, Bella Aulie-Sand, 3, tried on a Ninja Turtle mask but chose a long-haired Rapunzel wig. Olivia Copeland, 8, wanted a Captain America costume but ended up choosing a costume with a skirt.

"The way society is today, we make a very fine definition of what's for girls and what's for boys," said Hattie Burns, Olivia's mother. "I wish girls had more kid-friendly costumes that aren't tightly fitted or sexist."

(7) It's impossible to isolate all the elements that shape children's notions of gender roles or to separate nature from nurture, and no major longitudinal studies⁴ have been done. But researchers say drawing clear distinctions between genders plays a significant role in pushing children down particular paths and creating stereotypes.

Lynn Liben of Penn State University and Lacey Hilliard of Tufts University studied preschool students. In some of the classrooms, teachers made no

distinctions between boys and girls. In others, teachers differentiated between them, such as asking them to line up separately.

After two weeks, the children in the group where distinctions were made were much more likely to hold stereotypical beliefs about whether men and women should be in traditionally male or female occupations. They also spent much less time playing with peers of the opposite sex. Even saying “boys and girls” instead of “children” had the effect.

“I find it incredibly convincing that labeling for boys or for girls will have an effect on reducing kids’ belief that everything is open to everybody,” Ms. Liben said. “I don’t think we need to wipe out differences, but you don’t want to constrain kids’ choices and abilities.”^(F)

他の研究は、ブロックやパズルなどのおもちゃで遊ぶこと——女の子よりも男の子がしがちな遊びだが——は空間能力や算数能力を高め、それが将来子どもたちが数学や科学を進んで学んだり得意になるかどうかに影響しうることを示した。^(G)

Sexualized Halloween costumes send another message, said Rebecca Bigler, a psychology professor at the University of Texas at Austin. In a study of girls aged 10 to 15 of which she was a co-author, those who had come to believe the notion that women should be sexually attractive to men earned lower grades and test scores than their peers.

(工) However, according to Ms. Bigler, at work and at home, people with both stereotypically feminine and masculine skills, like being nurturing and ambitious, do particularly well. That seems to be one reason to expose children to a wide variety of influences.

Still, gender-neutral tends to mean only that girls can do what boys do. On Halloween, for example, there will probably be more girls dressed as Captain America than boys as Elsa the Disney princess, just as more women become business executives than men become preschool teachers.

“Girls and women are much more likely to feel comfortable transgressing”^(H)

gender boundaries,” Ms. Auster said. “This is because, in our society, we’ve placed much more value on what is masculine.”

(Adapted from “Boys and girls, constrained by toys and costumes” by Claire Cain Miller, *The New York Times*, <https://www.nytimes.com/2015/10/31/upshot/boys-and-girls-constrained-by-toys-and-costumes.html>, 2015)

(注)

- 1 stethoscope 聴診器
- 2 Target アメリカにあるディスカウントの百貨店チェーン
- 3 pacifier おしゃぶり
- 4 longitudinal studies 長期間にわたって個人や集団の発達や変化を扱った研究

1 次の各問の答えを①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) 下線部(A) drop の意味に最も近いものは次のどれか。

- ① fail
- ② promote
- ③ quit
- ④ start

(2) 空欄(B)に入れる最も適切なものは次のどれか。

- ① Finally
- ② However
- ③ Indeed
- ④ Subsequently

(3) 空欄(C)に入れる最も適切なものは次のどれか。

- ① deny
- ② equalize
- ③ integrate
- ④ mark

(4) 空欄(D)に入れる最も適切なものは次のどれか。

- ① active
- ② aggressive
- ③ optimistic
- ④ passive

(5) 下線部(E) fine の意味に最も近いものは次のどれか。

- ① general
- ② good
- ③ narrow
- ④ right

(6) 下線部(F) wipe out の意味に最も近いものは次のどれか。

- ① create
- ② erase
- ③ identify
- ④ support

(7) 下線部(H) transgressing の意味に最も近いものは次のどれか。

- ① breaking
- ② defining
- ③ keeping
- ④ strengthening

- 2 次の文が入る最も適切な場所を本文中の (ア) ~ (エ) の中から1つ選び、その番号を解答欄にマークしなさい。

Children's clothing has also become more gendered.

- ① (ア)
- ② (イ)
- ③ (ウ)
- ④ (エ)

- 3 下線部(G)「他の研究は、ブロックやパズルなどのおもちゃで遊ぶこと——女の子よりも男の子がしがちな遊びだが——は空間能力や算数能力を高め、それが将来子どもたちが数学や科学を進んで学んだり得意になるかどうかに影響しうることを示した。」を英訳すると、たとえば次のような英文になる。

Other research has shown that playing with toys (①) blocks and puzzles — which boys (②) to do more than girls — builds spatial and early math skills, (③) can influence (④) children pursue and (⑤) at math and science later on.

それぞれの空欄に最も適切な語を1つ書いて、文を完成させなさい。ただし、次の[]内の単語は、必ず1度のみ用いること。

[excel, which]

4 本文の内容について、次の質問に対する最も適切な答を①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) Which of the following is NOT true about the history of gender and toys?

- ① Until the 1960s, toys were clearly divided by gender.
- ② There were few gendered toys in the 1970s.
- ③ In the 1990s, gender-neutral toys became common.
- ④ Today, toys are more gendered than 50 years ago.

(2) What does the text NOT say about gender and children's clothing?

- ① Recently, Disney Store stopped dividing boys' and girls' costumes by color.
- ② The color of baby clothing was not gendered before World War I.
- ③ Pink was considered a mannish color and blue a womanish color until around the 1950s.
- ④ In the 1970s, girls' clothing was similar to that of boys.

(3) What is a finding of Lynn Liben and Lacey Hilliard's study with preschool students?

- ① Gender distinctions did not affect children's beliefs or behaviors.
- ② Children in the group with gender distinction were less likely to hold stereotypical beliefs about occupations.
- ③ Children in the group without gender distinctions tend to spend less time playing with the opposite sex.
- ④ Teachers' use of the term "boys and girls" instead of "children" made a difference to children's beliefs and behaviors.

- (4) According to the text, which of the following is true?
- ① At work and at home, men who have stereotypically masculine skills are particularly capable.
 - ② At the Disney Store website, pink was the most common color for gender-neutral toys in 2012.
 - ③ There are more men who become preschool teachers than women who become business executives.
 - ④ Girls' costumes tend to focus on the connection between achievement and looks.

〔 II 〕 次の英文を読んで設問に答えなさい。

The other weekend I went to the mall to buy a new pair of tennis shoes, and while I was there, I continued my never-ending quest for the perfect pair of boots (just ask my husband – I’ve been on this ^(A)quest for years). When I arrived at the mall, the parking lot was so full that I had to circle around before I could find a spot. The stores were equally crowded inside. Apparently, none of these shoppers had heard about research highlighting the benefits of spending money on experiences instead of material goods. Or maybe, like me, they still have a bit of trouble accepting the research findings, particularly when they are on a quest for a material purchase that they’re sure will change their life. (By the way, I did buy a pair of boots and then returned them.)

When surveying various cultures to determine what makes people happy, researchers kept stumbling upon the fact that having more stuff didn’t equate to being happier. ^(B)They also discovered that people who aspire to have more are, in fact, less satisfied. ^(C)For example, the more that people agree with the statement “Buying things gives me pleasure,” the less satisfied they are with their lives. But it seems this is only true if you are spending your money to buy “things” rather than “memories.” Whether people are asked to directly compare experiential versus material purchases or to simply reflect on a specific recent purchase, they report that the experiential purchase made them happier, contributed more to their overall happiness, and was “money better spent.” Recalling their most recent vacation seems to put people in a better mood than recalling their last shoe purchase.

(ア) Given the mounting ^(D)evidence that people get more out of their experiences than from material goods, researchers have turned to the question of why we get more value when we spend our money on memories. Leaf Van Boven, Professor of Social Psychology and Neuroscience at the University of Colorado, Boulder, suggests three different reasons why experiential

purchases make us happier:

1. Experiences can be recalled positively.

(1) With experiences, our memories can become more positive. A few years ago I spent a quick week vacationing in Costa Rica. Prior to leaving, I bought a couple of shirts that I wore throughout the trip. At the time the trip didn't seem so magical — I was often hungry, sweaty, tired, and looking forward to getting home. Now, I'm even remembering those really sweaty moments fondly, thinking about the fun I had, the new things I got to see. My shirts? They're hanging in my closet, looking old and worn, and no amount of positive thinking can remove the stains from them. Van Boven argues that we can take a positive view of even our less picturesque experiences as we recall them some time later. Material purchases, on the other hand, get worn and used and nothing will change that fact.

2. Experiences are less likely to be compared.

You got a pay increase, but your coworker got a bigger one. You bought a new house, but your neighbor bought a bigger one. When we buy things or receive material benefits, we can easily compare them with what people around us have acquired. On the other hand, Van Boven suggests that experiences are more personal and unique, and thus harder to (E). When people are asked whether they'd prefer to live in a world where they earned \$50,000 a year while others earned \$25,000 or a world where they earned \$100,000 while others earned \$200,000, about half of the people prefer to earn \$50,000 if it means they earn more than everyone else. But when asked whether they'd prefer two weeks of vacation while everyone else got one, or four weeks while everyone else got eight, 85 percent of people preferred the four weeks even if other people got more.

3. Experiences help us create relationships.

(7) People are generally engaging in experiences with others, whereas purchasing a new pair of boots is more likely to be a solitary (F) affair. There can also be a feeling of shame associated with being materialistic, and researchers have found that people tend to prefer interacting with other people who are “experiential” than those who are “materialistic.” Engaging in an experience together can also help people bond (G) and create shared memories, thus strengthening relationships.

(8) Although people seem to have a pretty consistent sense of what counts as an experiential purchase (dining, travel, admission fees) or a material purchase (jewelry, clothing, electronics), the researchers generally leave it up to individuals to decide. They ask people if a recent purchase was made with the primary intention of acquiring a life experience (experiential) or of acquiring a material possession (material). So those new tennis shoes I bought could be an experiential or a material purchase, depending on my point of view. If I bought them thinking about the longer runs I could go on now that my feet won't hurt, I'd probably get more out of the purchase than if I bought them thinking about how well they will match my running shorts. And my boots? It's a bit hard to think of them as a life experience, but I'm working on it.

And as you select gifts for your family and friends, don't be afraid to make them experiential ones. Those types of gifts might not be as satisfying to give at the time since they can't be used immediately, but the recipients will like them a lot since they tend to generate (H) more satisfaction in the future.

(Adapted from “Can money buy you happiness?” by Amie M. Gordon, <https://www.psychologytoday.com/intl/blog/between-you-and-me/201712/can-money-buy-you-happiness>, 2017)

1 次の各問の答を①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) 下線部(A) quest の意味に最も近いものは次のどれか。

- ① answer
- ② failure
- ③ love
- ④ search

(2) 下線部(B) stumbling upon の意味に最も近いものは次のどれか。

- ① finding
- ② hiding
- ③ ignoring
- ④ inventing

(3) 下線部(C) aspire の意味に最も近いものは次のどれか。

- ① aim
- ② breathe
- ③ forget
- ④ hate

(4) 下線部(D) mounting の意味に最も近いものは次のどれか。

- ① decreasing
- ② disturbing
- ③ increasing
- ④ remaining

(5) 空欄(E)に入る最も適切なものは次のどれか。

- ① buy
- ② compare
- ③ remember
- ④ use

(6) 下線部(F) solitary の意味に最も近いものは次のどれか。

- ① expensive
- ② friendly
- ③ individual
- ④ new

(7) 下線部(G) bond の意味に最も近いものは次のどれか。

- ① argue
- ② connect
- ③ grow
- ④ meet

(8) 下線部(H) generate の意味に最も近いものは次のどれか。

- ① cancel
- ② change
- ③ lose
- ④ produce

- 2 次の文が入る最も適切な場所を本文中の ～ の中から1つ選び、その番号を解答欄にマークしなさい。

The good news for those of us who really want those new boots: It's all about your intentions.

- ① (ア)
- ② (イ)
- ③ (ウ)
- ④ (エ)

- 3 本文の内容について、次の質問に対する最も適切な答を①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) Which of the following is stated in the text?

- ① Most people do not care how much vacation other people get if they themselves have long vacations.
- ② Most people would accept short vacations if they were still longer than other people's vacations.
- ③ People who say they get more pleasure from buying things tend to have more satisfying lives.
- ④ The writer did not enjoy her holiday in Costa Rica because the shirts she bought for the trip got dirty.

(2) Which of the following is stated in the text?

- ① Bigger salaries will make everyone happier.
- ② Gifts of material purchases cannot be used immediately.
- ③ Some people may feel ashamed for being materialistic.
- ④ The writer returned the new tennis shoes she bought at the mall.

(3) Which of the following is NOT stated in the text?

- ① It is easier to form a positive view of memories of experiences than memories of material purchases.
- ② People feel better when they remember a recent shoe purchase than when they think about a recent holiday.
- ③ Sharing an experience with other people is a way to strengthen our relationships.
- ④ Whether we think of a purchase as being experiential or material depends a lot on our perspective.

〔Ⅲ〕 以下の空欄に入れるのに最も適切なものを①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) We must () with the new trends of the 21st century. You need to understand that there's no room for old-fashioned thinking.

- ① come across
- ② hang on
- ③ keep up
- ④ put down

(2) I just () to see how you're doing because I haven't seen you for such a long time. I hope you aren't too busy right now.

- ① came by
- ② came through
- ③ went in
- ④ went on

(3) I know you're very nervous about the interview tomorrow, but you should never give up your dream. Just () it!

- ① go for
- ② run away
- ③ step by
- ④ turn on

(4) If I () you, I would go to that movie as soon as possible because it will end in two days.

- ① am
- ② be
- ③ had been
- ④ were

(5) () he not met the CEO at the party, he would probably never have won the advertising contract.

- ① Had
- ② If
- ③ Only
- ④ While

(6) We had a very long struggle, for almost a decade, before our competitors finally ().

- ① gave back
- ② gave in
- ③ got in
- ④ got off

(7) I hope you'll enjoy your new life in Vietnam. I may not see you again for a while, but let's () touch.

- ① ask of
- ② hold on
- ③ stay in
- ④ stick to

(8) He may be a smart guy, but I don't like his attitude. He tends to look
() on people from other countries.

- ① at
- ② down
- ③ through
- ④ up

(9) It doesn't () sense to just stop eating candy, Takeshi. If you want
to be healthy, you have to eat well and exercise regularly.

- ① do
- ② have
- ③ make
- ④ take

(10) You don't have to accept her offer just because she is your superior. You
should () if you're not happy with it.

- ① make it up
- ② move it in
- ③ take it out
- ④ turn it down

〔IV〕 以下の空欄に入る最も適切なものを①～④の中から1つ選び、その番号を解答欄にマークしなさい。

(1) A: I'm wondering if I should go to the meeting tomorrow.

B: () Everyone is expecting you to come because we're going to discuss your proposal.

- ① Me, too.
- ② Shall we go somewhere else together?
- ③ What are you thinking?
- ④ You don't have to.

(2) A: I believe Japan is one of the best countries to live in. The food is delicious, and there are hot springs everywhere.

B: () There are earthquakes, and the summer is too hot and humid.

- ① Absolutely!
- ② I agree!
- ③ Not necessarily.
- ④ Probably.

(3) A: Oh no! I forgot to finish my assignment for today's English class. What should I do? Professor Zhou will get mad at me!

B: () She's very understanding, and I'm sure she'll give you extra time to finish it.

- ① Don't worry.
- ② That's awesome.
- ③ That's horrible.
- ④ You deserve it.

(4) A: Professor Kosugi is very smart and has a good sense of humor. I'm looking forward to her class next week!

B: So () I think she's a great teacher, too.

- ① am I.
- ② do I.
- ③ I am.
- ④ I do.

(5) A: You know ()? I saw a snake in the train at Yokohama this morning.

B: I don't believe you. That's impossible!

- ① how
- ② what
- ③ where
- ④ who

(6) A: I left my watch at home. ()

B: It's 10:40.

A: Oh, I have to go to class.

- ① Do you have a time?
- ② Do you have that time?
- ③ Do you have the time?
- ④ Do you have time?

(7) A: I'm going to Osaka from Tokyo next month. What is the best way to go there?

B: () The fastest way is the Shinkansen or flying, but if you have more time and want to save money, the highway bus is an option.

A: How long does it take if I go by bus?

- ① It depends.
- ② It happens.
- ③ It helps.
- ④ It matters.

(8) A: Did you go anywhere during the summer vacation?

B: I went to Edinburgh in Scotland.

A: () I went there, too.

B: Oh, really?

- ① What a coincidence.
- ② What a compliment.
- ③ What a great idea.
- ④ What a nuisance.

(9) A: We're going to have a barbecue next weekend. Would you like to come?

B: Sorry I can't (). I'll be out of town.

A: OK. Maybe next time.

- ① get it
- ② keep it
- ③ make it
- ④ take it

(10) A: That was a great presentation. () the good work.

B: Thank you, Professor. I will.

① Carry on with

② Go along with

③ Stay in

④ Take up

[V] 次の(A)~(J)の空欄に入る最も適切なものを①~⑬の中から1つ選び、その番号を解答欄にマークしなさい。ただし、同じものを2度以上使ってはならない。なお、選択肢は文頭に来るものも小文字で始まっている。

Marie Kondo (MK) is known for developing one of the most popular organizing methods worldwide: 'The KonMarie Method', named after herself. Inspired by her mother's interior design magazines, she developed the system which is now honored in the English language with a verb of its own: to kondo. Without this system, disorder would quickly sneak back into your everyday life after tidying up, says Kondo. Her books are celebrated in 42 countries, and they have also been on "The New York Times" bestseller list. In an interview with Oliver Nerman (ON), Marie explains why people have adopted her method.

ON: Hello Marie, can you give some tips to someone wanting _____ (A) in a more tidy, simple and joyful way?

MK: Absolutely! Keep your entrance area neat, tidy and clean. You show and learn mindfulness this way. I recommend dealing with things carefully and with certain thankfulness regarding every single thing you own. While undressing in the evening, for example, I thank every piece of clothing and every accessory for everything it did for me that day.

ON: Is it true that you really talk to your things while tidying up?

MK: Indeed, and loudly, too! For example, I like telling my shoes how nice it was that they took me to such pretty places today. This is _____ (B) .

ON: What has the KonMarie method done for you in general?

MK: The objective of my method is to bring joy to people. Not only _____ (C) _____, it also develops the ability to judge. With it, everybody can recognize what is truly important to them – not only regarding material things. This newfound ability can often be applied to career matters or relationships.

ON: Is there an example of an entire life _____ (D) _____?

MK: One of my clients, a journalist, worked over a long period for a large, well-respected publishing house. Everything seemed to be fine, yet she was often in a bad mood and looked at many things in a negative light. She also had little confidence in herself and in her life. While she was learning to reorganize her home with the help of my method, she began to question her everyday life and her way of living. In the end, she realized that she was unhappy with both of them. She quit her job, became self-employed and travelled around the world. Now she writes a lot about her experiences for magazines as well as in her own books. She is completely changed and satisfied with _____ (E) _____ and you can feel that.

ON: Does it free the mind automatically when one tidies up?

MK: _____ (F) _____, it goes through a classical learning experience. The client I mentioned realized that she can decide for herself what makes her feel good and what brings her joy – and that it is okay to sort out everything else.

ON: So, tidying up is only the first step.

MK: It is a step in raising one's own awareness. And of course, this awareness

changes in regard to other areas, too – for example, in interpersonal relationships. (G) that a friendship or a love does not do you any good or that it does not bring you joy, then you can let it go more easily after having applied my method.

ON: When you hear all that, your method seems to be pointing out a weak spot in society. Is this due to the fact that the world we live in is becoming more and more complex?

MK: Absolutely! Our world is filled with chaos. For a lot of people this begins in their own home. The perspective of a well-organized home gives us a clearer view of the things surrounding us. Therefore, we sort out our belongings, our ways of thinking and ideals in a better way.

ON: Your home must be very, very tidy. (H) to yourself?

MK: For example, when I am travelling, I roll up the clothes that I take along in my suitcase, or I fold them in a way that they can stand upright. This way I save space.

ON: (I) when you're on the road?

MK: I keep it very minimalistic when I am travelling, too. I just need a few clothes, my favorite pajamas and, if necessary, some business outfits. Other things I always have with me are a few fragrances and some good quality Japanese tea.

ON: Fragrances?

MK: I have several essential oils from Japan that I like using in the evening for unwinding and for falling asleep. Very relaxing!

ON: By the way, do you have a special place where you keep things you love?

MK: (Beaming with happiness) Yes, I do! It's in my closet and it is an antique box. (J) I store my personal belongings and my little treasures. I would say everyone needs such a box.

ON: Thank you very much for the interview!

(Adapted from "Organizing happiness" by Oliver Nemerich,
<https://www.mercedes-benz.com/en/me/inspiration/she/lifestyle-she/organizing-happiness/>, 2017)

- ① what she does
- ② practice daily
- ③ to shape their everyday life
- ④ this is where
- ⑤ that changed due to your method
- ⑥ when you find out
- ⑦ does it create order
- ⑧ what do you take with you
- ⑨ to have difficulty choosing
- ⑩ my way of paying respect
- ⑪ where else do you apply your method
- ⑫ each time you do this
- ⑬ my hope for a smarter world

