

文学部A方式I日程・経営学部A方式I日程・人間環境学部A方式

## 1 限 英 語

## 〈注意事項〉

1. 試験開始の合図があるまで、問題冊子を開かないこと。
2. 解答はすべて解答用紙に記入しなさい。
3. 志望学部・学科によって試験時間が異なるので注意すること。

志望学部・学科	試験時間
文学部(哲・日本文・史学科)	60分
経営学部(経営学科)・人間環境学部	90分

4. 志望学部・学科によって解答する問題が決まっている。問題に指示されている通りに解答すること。指定されていない問題を解答した場合、採点の対象としないので注意すること。
5. マークシート解答方法については以下の注意事項を読みなさい。

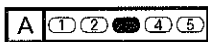
## マークシート解答方法についての注意

マークシート解答では、鉛筆でマークしたものを機械が直接読みとって採点する。したがって解答はHBの黒鉛筆でマークすること(万年筆、ボールペン、シャープペンシルなどを使用しないこと)。

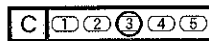
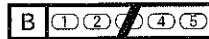
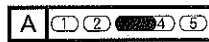
## 記入上の注意

1. 記入例 解答を3にマークする場合。

(1) 正しいマークの例



(2) 悪いマークの例



} 枠外にはみださないこと。

○でかこまないこと。

2. 解答を訂正する場合は、消しゴムでよく消してから、あらためてマークすること。
3. 解答用紙をよごしたり、折りまげたりしないこと。
4. 問題に指定された数よりも多くマークしないこと。

[ I ] Read the passage below and answer the questions that follow.

My maternal grandmother's name was Edith Emily. Born in Norfolk in 1860, she married William James Cushing, a carpenter, and had four children: Billy, Peggy, Bridget, and Ellaline Ursula May, who was to be my mother. My grandfather, a keen theatre-goer, had named his youngest daughter [ 1 ] his favourite actress, Ellaline Terriss, or, at least, he had registered her birth in a variation of that name, but my grandmother preferred the name Judy, so Judy my mother became, and remained.

My grandmother was a dressmaker by trade. I can remember sitting on her lap and feeling the tips of her fingers which were rough with pin pricks. But what drew me to her, as a child, was a feeling of kinship. I guessed that, like me, she was more interested in other people's lives [ 1 ] [ 2 ] [ 3 ] [ 4 ]. And [ 4 ] a result, although she had lived all her life in small market towns in East Anglia, she had never been bored. She had a brother-in-law, Harry, who had travelled the world and was the dullest man you [ 5 ] meet. It was as if he had never been anywhere, my grandmother said. Whereas she, Edith Emily, was surrounded by drama. Her friends, her neighbours, the women who came to be fitted for a dress in the front room of her cottage — in the private theatre of her imagination they all became creatures of infinite richness and complexity, characters in a never-ending story I seemed to spend most of my early years listening to.

My grandfather died when I was eight. My mother refused to take me to his funeral, which was a grief to me, chiefly because I fancied playing a touching part in the ceremony, laying a bouquet on his grave, and seeing people shake their heads and whisper sadly to each other as they observed tears shining in my eyes. My mother said, reproachfully, 'You wouldn't want to see poor Grandmother crying, would you?' I suppose I denied it, but it was precisely what I did want to see; I was hungry for some real-life drama that

could be seen and heard and stored away for future use.

My grandmother came to live with us for a while and later, when she moved into a small house in Romford, a bus ride away, I sometimes stayed with her, to keep her company. I shared her feather bed. We ate at odd times. We went to the cinema, often watching the programme round twice; the main film, the news, and the main film again. We were usually there when 'God Save the King'\* was played at the end of the evening, and my grandmother always insisted we stay in our seats while the rest of the audience rose obediently. 'We don't stand for that family' was all she would say in explanation, although one of my aunts later suggested that it might have something to do  an incident on a road near Sandringham when a minor royal had driven past my grandfather and splashed mud on his only suit.

\*'God Save the King'=the national anthem of Great Britain (now 'God Save the Queen')

1. Choose the most suitable word among the choices below to fill in blanks

,  ,  and complete the sentences. You can use the same word more than once.

- |          |         |        |         |
|----------|---------|--------|---------|
| a. after | b. as   | c. but | d. by   |
| e. in    | f. over | g. to  | h. with |

2. How did other people call the author's mother throughout most of her life?

- |             |        |            |         |
|-------------|--------|------------|---------|
| a. Ellaline | b. May | c. Terriss | d. Judy |
|-------------|--------|------------|---------|

3. Which of the following is nearest in meaning to a feeling of kinship?  
(2)
- a feeling that we were royal family members
  - a feeling that we were of a similar character
  - a feeling that she was very kind to me
  - a feeling that I had a duty to be with her
4. Arrange the words below to fill in blanks [1][2][3][4] and make a correct phrase.  
(3)
- own
  - in
  - than
  - her
5. Fill in blank 5 with the most suitable word to complete the sentence.
- always
  - never
  - could
  - did
6. Which of the following is nearest in meaning to the women who came to be fitted for a dress?  
(6)
- dressmakers
  - vendors
  - customers
  - imaginary characters
7. What is meant by stored away?  
(7)
- forgotten
  - remembered
  - photographed
  - performed as a play
8. Which of the following is nearest in meaning to keep her company?  
(8)
- be with her
  - help her small shop
  - have a family party
  - clean her house

9. According to the passage, which three of the following statements are true?
- a. My grandparents were theatre-goers and hoped their youngest child would become an actress.
  - b. Harry was always saying he had travelled the world, but my grandmother knew that he had never been anywhere.
  - c. My grandmother was comfortable with small-town life.
  - d. My grandmother wanted to have her own theatre in the future.
  - e. I wanted to attend the funeral of my grandfather so I could see my grandmother crying.
  - f. Although other people left the cinema as soon as the film came to an end, my grandmother and I did not leave until they finished playing 'God Save the King.'
  - g. My grandmother's dislike of the royal family might have been due to her husband's bad experience.

〔Ⅱ〕 つぎの英文を読み、問いに答えよ。

All of us will experience unpleasant and traumatic\* events during our lives: perhaps the break-up of a long-term relationship, the death of a loved one, getting fired, or, on a really bad day, all three. Both common sense and many types of psychotherapy\*\* suggest that the best way is to share your pain with others. Those who adopt this approach — ‘a problem shared is a problem lessened’<sup>(A)</sup> — believe that expressing your feelings helps you release negative emotions and move forward. It is a nice idea and one that holds tremendous intuitive appeal. Indeed, surveys show that 90 per cent of the public believe that talking to someone else about a traumatic experience will help ease their pain. But is that really the case?

To investigate, researchers in Belgium carried out an important study. A group of participants were asked to select a  experience from their past. To make the study as realistic as possible, participants were asked to avoid the  stuff, like missing a train or not being able to find a parking space, and think instead about ‘the most negative upsetting emotional event in their life, one they still thought about and still needed to talk about’. From death to divorce and from illness to abuse, the issues were serious. One group of participants were then asked to have a long chat with a supportive experimenter about the event, while a second group were invited to chat about a far more  topic — a typical day in their life. After one week, and then again after two months, everyone went back to the lab and completed various questionnaires\*\*\* that measured their emotional well-being.

Participants who  their traumatic event thought that the chat had been helpful. However, the various questionnaires told a very different story.<sup>(B)</sup> In reality, the chat had had no significant impact at all. Participants thought that it was good to share their negative emotional experiences, but in terms of the difference it made on how well they were

coping, they might just [1][2][3][4][5] about a typical day.

(Y)  
So, if talking about negative experiences to a sympathetic but untrained individual is a waste of time, what can be done to help ease the pain of the past? Trying to suppress negative thoughts can be just as bad. Instead, one option involves 'expressive writing'.

In several studies, participants who have experienced a traumatic event have been encouraged to spend just a few minutes each day writing in a diary about their deepest thoughts and feelings about it, including how it had affected both their personal and professional lives. Although these types of exercises were both speedy and simple, the results revealed that participants experienced a remarkable boost in their psychological and physical エ, including a reduction in health problems and an increase in self-esteem and happiness. The results left psychologists with something of a mystery. Why would talking about a traumatic experience have almost no effect, but writing about it yield such significant benefits?

From a psychological perspective, talking and writing are very different. Talking can often be somewhat unstructured, disorganized, even chaotic. In contrast, writing encourages the creation of a story line and structure that help people make sense of what has happened and work towards オ. In short, talking can add to a sense of confusion while writing provides a more systematic and solution-based approach.

\*traumatic 心に傷を残すような

\*\*psychotherapy 精神療法

\*\*\*questionnaire アンケート

1. 次の a～d のうち、下線部 'a problem shared is a problem lessened' の意味に最も近いものを 1 つ <sup>(A)</sup> 選び、その記号を解答欄にマークせよ。

- a. Solving a difficult problem with someone else will reduce the amount of time it takes.
- b. If you tell your problems to someone, it will make you feel better than before.
- c. Making a lot of new friends will make you feel happy.
- d. Sharing your problems with someone may double your burden.

2. 空所  ～  に入る最も適切なものを次の a～d からそれぞれ 1 つずつ選び、その記号を解答欄にマークせよ。

- |                                |               |                |
|--------------------------------|---------------|----------------|
| <input type="text" value="ア"/> | a. different  | b. negative    |
|                                | c. boring     | d. realistic   |
| <input type="text" value="イ"/> | a. trivial    | b. unrealistic |
|                                | c. unhappy    | d. happy       |
| <input type="text" value="ウ"/> | a. ordinary   | b. fantastic   |
|                                | c. special    | d. shocking    |
| <input type="text" value="エ"/> | a. complexity | b. damage      |
|                                | c. well-being | d. exercise    |
| <input type="text" value="オ"/> | a. a solution | b. publication |
|                                | c. a story    | d. chaos       |

3. 空所  に入る最も適切なものをつぎの a～d から 1 つ選び、その記号を解答欄にマークせよ。

- a. have spent time talking about
- b. have been spent time talking about
- c. have had spent time talking about
- d. had spent time talking about



4. 下線部 a very different story の意味に最も近いものを、次の a～d から 1 つ選び、その記号を解答欄にマークせよ。
- a. By sharing their shocking experiences with others the participants were able to feel more assured.
- b. Telling their sad experiences to others made the listeners feel depressed.
- c. Sharing their experiences did not significantly lessen the participants' negative feelings.
- d. Talking about daily topics to others was an effective remedy for anxiety.
5. 下線部 [1][2][3][4][5] が正しい英文になるように、空欄 [1]～[5] に入る語をつぎの選択肢 a～e から選べ。ただし解答としては、2 番目と 4 番目の語の記号のみ、解答欄にマークせよ。
- a. well      b. chatting      c. have      d. been      e. as
6. つぎの a～d の英文のうち、本文の内容と合致するものを 1 つ選び、その記号を解答欄にマークせよ。
- a. According to recent research, sharing an upsetting experience of yours with someone else helps you forget about it.
- b. The results of the experiment revealed that what participants talked about had a big impact on their ultimate happiness.
- c. When you have had a bad day, not telling anybody about it is the best way to reduce your negative feelings.
- d. Writing about a terrible experience you had is better for your mental and physical health than talking about it.

[ III ] Read the passage below and answer the questions that follow.

It has often been said that creativity in artists and writers can be associated with living in foreign regions. Rudyard Kipling, Pablo Picasso, Paul Gauguin, Samuel Beckett and others spent years dwelling abroad. Now <sup>(A)</sup> psychologists have finally proved that there is indeed a link.

A recent study was conducted in which researchers presented 155 American business students and 55 foreign ones studying in America with a test used by psychologists as a measure of creativity. Given a candle, some matches and a box of thumb tacks\*, the students were asked to attach the candle to a cardboard wall so that no wax would drip on the floor when the candle was lit. (The solution is to use the box as a candleholder and fix it to the wall with the thumb tacks.) They found 60% of students who were either living abroad or had spent some time doing so, solved the problem, whereas only 42% of those who had not lived abroad did so.

A follow-up study with 72 Americans and 36 foreigners explored their creative negotiating skills. Pairs of students were asked to participate in a role-playing activity. The first student played the role of a seller of a petrol station who then needed to get a job. The second student played a buyer of that same petrol station who would then need to hire staff to run his new <sup>(B)</sup> business. Before starting, the researchers told the buyer how much money he could spend and told the seller the least amount he would be willing to accept. The two were likely to reach an impasse <sup>(C)</sup> because the highest price the buyer could afford was less than the seller's minimum selling price. Nevertheless, where both negotiators had lived abroad, 70% struck a deal in which the seller was offered a management job at the petrol station in return for a lower asking price. When neither of the negotiators had lived abroad, none was able to reach a deal.

To check that they had not merely discovered that creative people are more likely to choose to live abroad, the researchers identified and measured personal characteristics — such as self-confidence, risk-taking, and openness to new experiences — that are associated with creativity. They then made adjustments in their data to cancel out such factors of personality. But even then, the statistical relationship between living abroad and creativity E, indicating that it is something about the experience of living in foreign parts that helps foster creativity.

Merely travelling abroad, however, was not enough. You [1][2][3] [4][5]. Packing your beach towel and suntan lotion will not, by itself, make you Hemingway\*\*.

\*thumb tacks 画鋌

\*\*Hemingway ノーベル賞を受賞したアメリカの作家(1899-1961)。22年間キューバに在住。

1. What is the meaning of spent years dwelling abroad as it is used in the passage?  
(A)
  - a. for much of their lives dreamed of living overseas
  - b. wasted much time idly in a foreign country
  - c. used years of income on housing while overseas
  - d. lived quite a long time in a foreign land
  
2. Why were students asked to attach a candle to a cardboard wall?
  - a. to test their intelligence
  - b. to measure their creativity
  - c. to measure their cooperation skills
  - d. to see if they have ever lived overseas

3. In the task with the candle, matches and thumb tacks, what was the difference in the success rate between those with experience living overseas and those with none?
- a. 18            b. 40            c. 42            d. 58            e. 60
4. What does his new business refer to?
- (B)
- a. a business overseas            b. the petrol station  
c. a management office            d. business consulting
5. What is the meaning of reach an impasse as it is used in the passage?
- (C)
- a. reach out to help each other  
b. find a way to agree  
c. succeed in getting around the situation  
d. fail to come to an agreement
6. Who does they refer to in the passage?
- (D)
- a. pairs of students            b. neither of the negotiators  
c. creative people            d. the researchers
7. Which of the following best fits blank E ?
- a. became insignificant            b. disappeared  
c. remained            d. strengthened
8. Which of the following is closest in meaning to foster as it is used in the passage?
- (F)
- a. develop            b. hinder            c. deprive            d. explain

9. Arrange the following words in the proper order in blanks [1][2][3]  
[4][5] to complete the sentence.  
(G)

- a. there      b. have      c. live      d. do      e. to

10. In the context of this passage, what does the following phrase, Packing your beach towel and suntan lotion, imply?  
(H)

- a. Having an easy life overseas  
b. Going abroad on a short holiday  
c. Not taking much with you when you travel  
d. Staying in a hot country, like Hemmingway

11. According to the passage, which one of the following statements is true?

- a. On the whole, American business students performed better than the foreign ones on the experiment using the candle, matches and box of thumb tacks.  
b. The 72 Americans were far more likely than the 36 foreigners in the experiment to show creative negotiating skills, whether they lived abroad or not.  
c. In general, people who have spent time living overseas are better at creative problem-solving and negotiating regardless of what personality they might have.  
d. In the petrol station role-playing experiment, negotiators who had never lived abroad were unable to reach a deal because of a lack of information.  
e. The reason creativity is associated with living overseas is actually because creative people are naturally more likely to choose to live abroad than ordinary people.

次の問題〔Ⅳ〕は、経営学部経営学科または人間環境学部を志望する受験生のみ解答せよ。

〔Ⅳ〕 つぎの英文を読み、問いに答えよ。

Animal production in western countries was intensified by public policies before, during and after the Second World War. These  more abundant, cheaper food. Consequently, animal production became much more efficient, as measured by the cost of producing each egg, or kilogram of meat, or liter of milk. The pressure for efficiency subsequently became so strong, with competition between producers and between retailers to sell food as cheaply as possible.  many ways, this can be viewed as a success story. Thus, consumers in these countries are able to buy animal products at prices that are low     in the past. Just after the Second World War, it was typical for people in Northern Europe to spend between 25% and 33% of their income on food. Now roughly 10-15% is usual. Again, by  the need for labor and by increasing farm sizes, farmers and farm workers have been able to maintain an income that matches what is common in the rest of society.

When there is a conflict between productivity and the interests of the animals, the animals have had to pay the price. They now typically get  space per individual than they did previously, and many live in poor environments that do not allow them to exercise their normal range of behavior, while genetic selection has led to an increase in production-related diseases.

This development has given rise — particularly in Europe —  a new kind of legal regulation aimed at protecting animals. Here the aim is to protect the animals against the most extreme consequences of intensive animal production. The point of this legislation is to prevent farmers from doing what

is, economically speaking, the most D thing to do. For example, in intensive egg production it is economically sound to keep hens in small cages with a high rate of egg production. In places without animal welfare legislation, it is not E to keep hens with as little space as 300 cm<sup>2</sup> per animal. And the point is that if there is no regulation or other mechanism in place, egg producers will be obliged by market forces to keep their hens producing eggs in such small cages. The alternative is to produce at a higher cost than their F, but it is impossible to maintain this in the long run.

In Europe, the main response to such problems has been through legislation. However, with the growth of international markets it has turned out that national legislation is not very effective G. In reaction to this kind of problem there has, in Europe, been a drive in EU-countries towards common legislation covering all of the associated countries. New rules are regularly coming into force on animal production which aim to put all member states on the same level of regulation. However, cheaper animal products are increasingly imported into the EU from countries ウ the reach of European legal control. For this reason there is a limit to [1][2][3][4][5] with this approach unless animal welfare regulation comes into force at a global level. Some global initiatives are on their way, but they are at a very early stage.

An alternative approach is to find ways to H. This can be done in two ways. The first, more direct, way is that companies label animal products so that consumers can choose the products for which special care has been taken to maintain higher standards of animal welfare. This approach has been adopted in various production schemes, but these schemes account for only a very small part of the market. The second, indirect approach, which has not been realized yet, is to work with fast food chains and retailers. To increase consumers' confidence in their products, they can define certain minimum standards of animal welfare that must be fulfilled by the

producers from which they buy their meat, eggs, milk and so on.

The main point to be made here is that the social principle behind animal protection has changed dramatically. In industrialized countries it is no longer the case that humans and animals live in a kind of symbiosis\* where, despite human interests, animal welfare can be protected from 'uncontrolled cruelty'. People in these countries are becoming more and more wealthy. And this wealth is now partly achieved . Therefore, there is a need for legislation and other initiatives that place limits on the use of animals for purposes to which most people agree. Such initiatives fall  the heading of 'animal welfare' and may be distinguished from initiatives that are 'anti-cruelty'.

\*symbiosis 共生

1. 空所  ~  に入る最も適切なものを次の a ~ d からそれぞれ 1 つずつ選び、その記号を解答欄にマークせよ。

- |                                |              |                |               |                 |
|--------------------------------|--------------|----------------|---------------|-----------------|
| <input type="text" value="A"/> | a. contained | b. prevented   | c. promoted   | d. shifted      |
| <input type="text" value="B"/> | a. excluding | b. improving   | c. rising     | d. reducing     |
| <input type="text" value="C"/> | a. full      | b. less        | c. more       | d. narrow       |
| <input type="text" value="D"/> | a. expensive | b. global      | c. rational   | d. unreasonable |
| <input type="text" value="E"/> | a. natural   | b. tense       | c. uncommon   | d. widespread   |
| <input type="text" value="F"/> | a. animals   | b. competitors | c. government | d. wealth       |

2. 空所  ~  に入る最も適切なものをつぎの a ~ d から 1 つずつ選び、その記号を解答欄にマークせよ。(ただし、同じ語を二度以上選ばないこと。なお、文頭の語でも小文字で始めてある。)

- a. beyond                      b. in                              c. to                              d. under



3. 下線部<sup>(X)</sup>[1][2][3][4]が正しい英文になるように、空欄[1]～[4]に入る語をつぎの選択肢 a～d から選べ。ただし解答としては、2 番目と 4 番目の語の記号のみ、解答欄にマークせよ。

- a. to                      b. relative              c. charged              d. those

4. 下線部<sup>(Y)</sup>[1][2][3][4][5]が正しい英文になるように、空欄[1]～[5]に入る語をつぎの選択肢 a～e から選べ。ただし解答としては、2 番目と 4 番目の語の記号のみ、解答欄にマークせよ。

- a. how              b. one              c. far              d. get              e. can

5. 空所  ～  に入る最も適切なものをつぎの a～d からそれぞれ 1 つずつ選び、その記号を解答欄にマークせよ。

- G a. due to large consumption of animal products in countries with stricter laws  
b. due to little consumption of animal products in countries with less strict laws  
c. because of competition with producers from countries with less strict laws  
d. because of competition with producers from countries with stricter laws

- H a. force the market to ignore consumers' preferences regarding animal welfare  
b. force the market to influence government policies regarding animal welfare  
c. allow government policies regarding animal welfare to ignore the market  
d. allow consumers' preferences regarding animal welfare to influence the market

- I
- a. at a cost to the welfare of the animals
  - b. at the sacrifice of the welfare of humans
  - c. for the benefit of the welfare of the animals
  - d. for the sake of the welfare of humans

6. 下線部 legislation and other initiatives の具体例として最も適切なものを  
(J)  
a～dから1つ選び、その記号を解答欄にマークせよ。

- a. giving hens larger cages to live in
- b. banning animal use for any purpose
- c. speeding up the pace of egg production
- d. making the price of eggs lower

7. つぎの(1), (2)のそれぞれについて、本文の内容と合致する場合にはT, 合致しない場合にはFを解答欄にマークせよ。

- (1) Animal welfare has made animal production more intensive in western countries.
- (2) Every European country has set up minimum standards of animal welfare which fast food chains have to meet.