

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)	60分
経営学部(経営)・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。

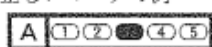
マークシート解答方法についての注意

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 and answer the questions that follow it.

When the Narita Express came out of the underground airport station, the Smith family was [(1)] with scenes of green rice fields shining in the sun. Here and there they could spot old wooden farm houses. Those scenes were soon followed by [(2)] of shopping centers, suburban housing developments and apartment buildings, as they slowly passed through Narita City.

And then the train [(3)] speed, rushing out of the small city and [(4)] entering an area of farmland. Through the windows the Smiths could see houses that were [(5)] Japanese, each of them well cared for and many of them probably [(6)] in form for a hundred years. Many of the houses had spacious gardens, filled with trees, flowers and stone lanterns.

The trip from Narita Airport to Tokyo Station took an hour; it was a longer time than that from most airports to capital cities in the world. For perhaps a little less than a quarter of the ride the windows were filled with beautiful and fascinating countryside. So, on their first visit to Japan, the Smith family's expectations of traditional scenery were fulfilled.

The Smiths weren't [(7)] of Japan. They were quite aware that in many [(8)] it had become more modern than their own country. But for some [(9)] minutes they were treated to a landscape of old Japan just as they had [(10)] it: rice fields, bamboo, and wooden dwellings with gardens.

At last the Narita Express sped into a vast urban landscape. The city's population seemed [(11)] to that of New York or London. The neon signs, if [(12)], were even brighter. When the Smith family got off at Tokyo Station, that vision of the eternal Japanese countryside seemed like a dream. But it was that brief dream which would stay fresh and constant in [A].

1. For each of the blanks (1) to (12), choose, from a to d, the word or phrase most appropriate, and mark that letter on your answer sheet.

- (1) a. expected b. greeted
c. encountered d. carried
- (2) a. any b. these c. next d. ones
- (3) a. ground b. reduced c. became d. gained
- (4) a. at first b. once more
c. twice again d. one after
- (5) a. untidy b. unlikely c. uniquely d. unity
- (6) a. exchanged b. unchanged
c. delayed d. remained
- (7) a. surprised b. familiar
c. knowledgeable d. ignorant
- (8) a. respects b. nations c. traditions d. travels
- (9) a. ten to fifteen b. fifteen to twenty
c. twenty to twenty-five d. twenty-five to thirty
- (10) a. pictured b. photographed
c. prepared d. prevented
- (11) a. crowded b. greater
c. comparable d. numbering
- (12) a. anything b. anywhere
c. everything d. everywhere

2. Arrange all the words from a to g in the correct order to fill in the blank [A], and mark the letters for the **first** and **fourth** words on your answer sheet.

- a. after b. home c. they d. even
e. went f. memories g. their

〔Ⅱ〕 つぎの英文を読み、問いに答えよ。

The supermarket uses strategies of space organized within and around the site to promote and improve the art of food trade. Like the department store and the mall, the supermarket is usually located next to a large, underground, multi-storeyed and usually crowded car park that enables consumers not only to park but to purchase in bulk their weekly groceries, aided by having a coin-operated trolley-hire system near the car park. Indeed, the availability of the automobile in the last 30 years has enabled ⁽⁴⁾ the rapid rise and success of the supermarket, which relies on a wide group of consumers from a large area and their ability to purchase in large quantities. A the neighbourhood store where one walks, almost daily, to purchase single items such as milk, eggs, and bread, contemporary supermarket consumers, more often than not, drive to the store and shop weekly. In-store services such as banking, key cutting and dry cleaning also assist the time-poor postmodern shopper who will make the weekly trip to (not necessarily the nearest but) the biggest and most serviced one-stop supermarket within a reasonable ⁽¹⁾ 15-minute drive of home.

As a large-scale store with narrow aisles stocking a huge variety of food and non-food products, the supermarket is organized, like the department store, to maximize the use of its space ⁽²⁾ in order to attract the attention of shoppers with strong product loyalty, as they walk quickly along the aisles and glance only briefly at the thousands of separate items on display.

B the supermarket's strategy of distributing products in mass and producing standardized choices, rare, imported and specially selected food varieties can be found there now. Such selections have recently proliferated. ⁽³⁾ The postmodern supermarket shopper can choose from seven varieties of rice,

five types of potato and a dozen different kinds of bread. Generic and C practices of consumption are evident in the store's strategies of

display. At the fresh produce section, big, waxed, genetically modified, mass-farmed apples take up two-thirds of the display aisle while on the refrigerated shelves next to it sit あ a い or so specially packed trays of vacuum-sealed organic apples. These two different strategies of apple display produce two practices of apple consumption: a general standardized practice characterized by a preference for mass-produced goods and a competitive price appeal (cheap and worm-free apples), and a C lifestyle practice marked by differentiation and a possible awareness of food environmentalism and health food trends. Although organic apples are available at the local organic produce store or market, organic buying in the supermarket offers the shopper a convenient mix of choice structured around costs and varieties (organic/non-organic; food/non-food products). These strategies of fruit differentiation produce a new category of mass consumers who are basically the same but slightly different, whose choices are structured by hierarchies in taste and class.

1. 下線部(ア)の例として本文中に挙げられていないものをつぎの a ~ d の中から一つ選び、その記号を解答欄にマークせよ。
- a. Near the supermarket, there is a park where children can play with toy cars while their parents are shopping.
 - b. Trolleys are located close to the car park so that shoppers can use them for a charge to carry the goods purchased in the supermarket.
 - c. The supermarket has corners for various services such as banking, key cutting and dry cleaning for shoppers to save time.
 - d. Shoppers can find sections of both organic and non-organic products in the supermarket.

2. 下線部(イ)から読み取れる内容として適切でないものをつぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。

- a. People have more access to cars today than 30 years ago.
- b. The supermarket owes its success to motorization.
- c. Various groups of people come to the supermarket from a distance.
- d. Consumers prefer to buy high quality products nowadays.

3. 文脈上、空所 と に入る最も適切なものを、つぎの a～e の中からそれぞれ一つ選び、その記号を解答欄にマークせよ。ただし、各記号は重複して使用しないこと。

- a. In
- b. Unlike
- c. Despite
- d. Because of
- e. As well as

4. 下線部(1)～(3)の本文中での意味に最も近いものをつぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。

(1) reasonable

- a. questionable
- b. believable
- c. durable
- d. tolerable

(2) to maximize the use of its space

- a. to make little of its space
- b. to make the most of its space
- c. to make its space as small as possible
- d. to make its space as large as possible

(3) proliferated

- a. increased
- b. descended
- c. improved
- d. disappeared

〔Ⅲ〕 つぎの英文を読み、問いに答えよ。

In the fourth grade, at age nine, I joined the school band and started playing the trombone. At the end of the sixth grade, at age twelve, I quit.

Over the past few years, an inventive team of neuroscientists* at Northwestern University has conducted a number of studies that show playing music has a remarkable range of benefits for the brain — musicians show an increased ability to pick out a speaker's words in a noisy environment, are better at detecting emotion in speech and stay sharper at processing sounds as they age. All this time, I assumed that I'd stopped far too quickly to experience any of these benefits.^(A)

New research, though, should give like me hope. According to a study published today in the *Journal of Neuroscience*, the same researchers found that just one to five years of experience playing music as a child was associated with an improved ability in processing complex sounds as a young adult.

"We help address a question on every parent's mind: 'Will my children benefit if they play music for a short while but then quit training?'" says Nina Kraus, the study's co-author. "Based on what we already know about the ways that music helps shape the brain, the study suggests that short-term music lessons may improve lifelong listening and learning."

Most previous research on the effects of musical training on the brain has focused on the rare individuals who start off playing music as children and keep at it, continuing through college or even becoming professional musicians. But the vast majority of us stop well before that. After numerous studies looking at the former category, Kraus' team decided to turn their attention to the latter, to see the same effects could be found.^(C)

For the study, the research team put to use the same techniques they

pioneered in their earlier work: exposing individuals to different musical sounds and carefully measuring the electrical signals given off by the parts of their brains that regulate hearing. As they've previously found, our brain signals mirror the actual sound waves we hear, so by observing different participants' signals, they can determine to what hearing and mentally interpreting the sounds.

They split forty-five adult participants up into three groups — those with no musical instruction, those with one to five years of instruction and those with six to eleven years of instruction. For both of the groups with experience, the average age at which they started playing an instrument was roughly nine, as is typical in American public schools. They then put each of the participants in a soundproof booth, headphones, played them a series of complex sounds (made up of multiple tones) and measured the signals given off by their brains.

The results were striking. Although the signals detected from showed the strongest response to the sounds, still showed significantly greater ability in processing them as compared to . The researchers say that this mental response indicates the ability to pull out the lowest frequency** in a complex sound, and their previous work has shown this ability is crucial for both speech and music perception, especially in noisy environments. Thus, playing music for just a few years as a child seems to be linked with better listening skills much later on.

Kraus says that the findings are relevant to public education policies, especially given that funding for music education nationwide is declining rapidly budget cuts (for example, in 2011, nearly half of California school districts cut or reduced art and music programs). “Our research captures a much larger section of the population, with implications for educational policy makers,” she says. “Along with earlier research, we conclude that a few years of music lessons also give people advantages in

how they perceive and attend to sounds in everyday communication situations, such as noisy restaurants.”

Their results are also quite relevant to parents. If your kids hate playing in the school band, it's okay to let them quit. The benefits will still be there when they're grown up they've played for a year or two.

*neuroscientist(s) : 神経科学者

**frequency : 周波数

1. 下線部 I assumed that I'd stopped far too quickly to experience any of
^(A)these benefits の内容に最も近いものを、つぎの a ~ d の中から一つ選び、その記号を解答欄にマークせよ。
- a. I regretted choosing the trombone in the school band without asking anyone's advice beforehand.
 - b. I wished I could be a professional musician in the not too distant future.
 - c. I did not give sufficient thought about the merits/before I started to practice a musical instrument.
 - d. I believed that my brief music experience did not amount to very much.
2. 空所 に入る最も適切な語を、つぎの a ~ d の中から一つ選び、その記号を解答欄にマークせよ。
- a. environmentalists
 - b. drop-outs
 - c. parents
 - d. sixth-graders

3. 下線部 the vast majority of us stop well before that の内容に最も近いものを、つぎの a ~ d の中から一つ選び、その記号を解答欄にマークせよ。
- (c)
- a. Most of us feel glad when we stop taking our musical lessons.
- b. It is wise of most of us to leave behind our musical lessons in our youth.
- c. Most of us have already given up practicing music by the time we go to college.
- d. It is in our high school days that most of us decide to major in music in college.
4. 空所 に入る最も適切な語を、つぎの a ~ d の中から一つ選び、その記号を解答欄にマークせよ。
- a. as b. if c. where d. why
5. 空所 につぎの a ~ f の単語を並べ替えて入れ、意味の通るようにせよ。その際に、3番目と5番目にくる語の記号をそれぞれ解答欄にマークせよ。
- a. at b. degree c. each
- d. is e. person f. skilled
6. 空所 につぎの a ~ g の単語を並べ替えて入れ、意味の通るようにせよ。その際に、3番目と5番目にくる語の記号をそれぞれ解答欄にマークせよ。
- a. a b. had c. of d. on
- e. pair f. put g. them

7. 空所 に入る最も適切なものを、つぎの a ~ c の中からそれぞれ一つ選び、その記号を解答欄にマークせよ。ただし、各記号は重複して使用しないこと。
- a. the group with no experience
 - b. the most experienced musicians
 - c. the participants with just one to five years of experience
8. 空所 に入る最も適切なものを、つぎの a ~ d の中から一つ選び、その記号を解答欄にマークせよ。
- a. in honor of
 - b. in spite of
 - c. in the absence of
 - d. in the face of
9. 空所 に入る最も適切なものを、つぎの a ~ d の中から一つ選び、その記号を解答欄にマークせよ。
- a. as long as
 - b. as much as
 - c. as often as
 - d. as short as
10. 本文の内容と合致するものをつぎの a ~ e の中から一つ選び、その記号を解答欄にマークせよ。
- a. According to the new research, people can easily resume practicing a musical instrument after an interruption of many years.
 - b. Both parents and educational policy makers could gain insights from the new findings on the effects of music training.
 - c. By measuring the brain signals of the listeners, the researchers could detect their emotional states.
 - d. The new research shows that practicing music as an adult for a short while is beneficial.
 - e. When it comes to practicing music, no matter how young children are, it is never too early to begin.

つぎの問題〔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〕 イギリスの新聞に寄稿された、つぎの文章を読み、問いに答えよ。

I feel like screaming. The solution to so many of the problems our country is facing ^(A) is right in front of us, all wrapped up in the shape of the bicycle. Until now, it's been looked at by many with positive indifference ^① — nothing clearly against it is said or done. Rather it's just a lack of clear support and meaningful actions to make it happen that ⁽⁷⁾ has so far prevented the bicycle (1) fulfilling its potential in this country. And that makes me angry. It's why I was so pleased to be invited to give evidence to the All Party Parliamentary Cycling Group inquiry about the "Get Britain Cycling" report and why I am so anxious that ⁽⁴⁾ this opportunity not be wasted. I want it to be the occasion that marks a real step change in the way we look at transport ^② in this country. Let's be honest, the way we travel now is killing us. We're the fattest nation in Western Europe — 30 per cent of our children are overweight and 30,000 people a year are dying from that condition. Treating this is costing the NHS* more than 5 billion pounds a year. If this environment were different, I truly believe almost everyone would like to travel by bike and if lots more of us did, we'd be healthier and our cities, towns and villages would ^(B) be better places to live.

We've spent the past 50 years building an unimaginative street system with the motor vehicle in mind. We've designed physical activity out of our environment and consequently a lot of our roads and junctions are a mess. ^③ They don't encourage people to use bicycles. In West Kirby, the small town where I live, there is a typical example of how we have subtly, probably unthinkingly, discouraged cycling and walking. It's a T-junction, perfectly ^(C) ordinary, with large, curved corners and a pedestrian island to "help"

pedestrians get halfway across the busy intersection. By having those simple curved corners and removing the severity of the bend, traffic does not have to slow down as much, making it much more threatening for cyclists and pedestrians to navigate. To make matters worse, the pedestrian island makes it more difficult to see traffic coming. (2) advance of crossing, so there are often near-misses. Clearly the burden is on the cyclists and pedestrians to “stay safe by D of the car”. It’s because of the subtle but systematic thinking that came up with this solution that fewer people routinely cycle and walk. Innocent-looking obstacles to cycling and walking like this hidden in plain sight mean that I can’t let my kids ride through their own village to get to the park, and it’s tragic.

Of course, it doesn’t have to be like this. With small, relatively inexpensive modifications, such as a 20 mph** limit and sharper corners that force traffic to slow, my village, and others throughout the country, could be more pleasant places for people. There could even be signs that say “Cars give way to pedestrians and cyclists”! We know that lots of people want to cycle. British Cycling membership has doubled in two years and since the excitement of London 2012 we’ve never been busier helping to get people (3) the bikes. Competitive events are extremely popular and more people are riding to work or just to have fun. So the demand is there, but we can only do so much within the current constraints. Along with our friends at other organisations such as the CTC⁽⁴⁾ and the London Cycling Campaign, we’ve been working on the Cities Fit for Cycling campaign, calling (4) a complete change in the way the Government looks at cycling. Governments in countries such as the Netherlands and Denmark, who have adopted the transport policy to put people first, are making cycling and walking their preferred modes of transport in towns and cities. And — in less than 40 years — look at the difference. We need our Government to do the same, otherwise what is the alternative? What will

(5)

the place we live in look like in ten years' time? Will it be the place you'd want to live in or bring (5) your kids?

We need to be ambitious, set ourselves concrete, measurable targets — only then will we have a standard against which we can measure our every action and policy. This is how we go about winning Olympic Gold medals, as we know it's the only way. I think the utmost target in this case should be to get back to the level of cycling we had in this country when the Olympics were here in 1948: 15 per cent. That's a long way from where we are today at 2 per cent but with the right leadership it's perfectly achievable. In Germany, they've grown cycling from 9 per cent to 14 per cent in just the last ten years. To get a significant proportion of us riding our bikes again we need to put cycling at the heart of our policy-making. As the Get Britain Cycling report details, it's all obvious stuff and certainly a lot easier than winning the Tour de France. For example, in my own village, with just small modifications such as a 20 mph limit and sharper corners that force traffic to slow down, it could be a more pleasant place for people. And if we fail it won't be because people don't like cycling, it will be because it's just easier in the short term to do nothing, to pretend we can't afford it, to say it's someone else's responsibility. It's lack of concern and leadership that will continue to make us fat and our roads unpleasant places. This is ^(c) the reason for my anger and frustration, so I wait anxiously to see just what actually happens as a result of this report. You should too.

*the NHS: the National Health Service

**mph: miles per hour

***the CTC: the Cyclists' Touring Club

1. 下線部 the problems our country is facing に関して、筆者は対策の提言を行^(A)っている。以下の(1)~(6)について、本文中で提言されている場合はYを、提言されていない場合はNを選び、その記号を解答欄にマークせよ。

- (1) getting people to lose weight
- (2) improving cyclists' and walkers' road etiquette
- (3) raising disabled but intellectually gifted children
- (4) reducing air pollution caused by heavy traffic
- (5) reversing the population decline
- (6) setting a stricter speed limit

2. 下線部①~⑤の意味に最も近い語(句)を、それぞれつぎのa~jの中から一つ選び、その記号を解答欄にマークせよ。ただし、選択肢は複数形の場合も単数形にしてある。また、各記号は重複して使用しないこと。

- | | |
|--------------------------|--------------------------|
| a. betrayal | b. caution |
| c. other choice | d. disorder |
| e. lack of interest | f. limit |
| g. method of examination | h. communication pattern |
| i. support | j. traffic |

3. 空所 (1) ~ (5) に入る最も適切な語を、それぞれつぎのa~jの中から一つ選び、その記号を解答欄にマークせよ。ただし、各記号は重複して使用しないこと。

- | | | | | |
|----------|------------|-------|--------|---------|
| a. about | b. between | c. by | d. for | e. from |
| f. in | g. of | h. on | i. up | j. with |

4. 下線部(ア)~(エ)の that について、他の三つの that と異なる用法のものを一つ選び、その記号を解答欄にマークせよ。

5. 下線部 would と同じ用法の would を含むものを、つぎの a～d の中から一つ選び、その記号を解答欄にマークせよ。
- a. At the theatre, an elderly lady asked me, "Would you kindly tell me where the box office is?"
- b. On our way to the farm, there was a cow on the road. She would not move, however hard we pushed her.
- c. The skyline of the old district would be lost forever, if the plan for a new skyscraper were put into effect.
- d. Yesterday the weather forecast said it would be fine today, but we are walking soaked with heavy rain.

6. 下線部 a T-junction について、筆者は本文中で現状の問題点を指摘している。^(c) 現状を示す図と、現状の問題点をすべて解決するものとして最も適切な図を、つぎの a～gの中からそれぞれ一つ選び、その記号を解答欄にマークせよ。なお、斜線部は道路を示す。

a.



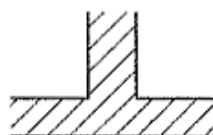
b.



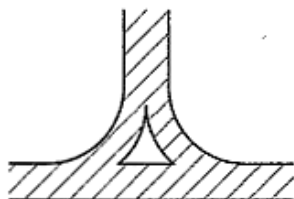
c.



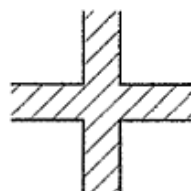
d.



e.



f.



g.

