

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。

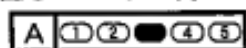
マークシート解答方法についての注意

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)。

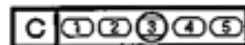
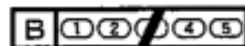
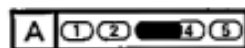
記入上の注意

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] つぎの英文を読み、問いに答えよ。

There is no question that kitchens smelled bad in the past. Before refrigeration, seasonal food was not a matter of , it was a . Even hours counted: one 19th century housewife insisted "an early dinner today" because the salmon, green-pea soup, chickens and jellies she had ordered were going off in the hot weather. According to various recipes, most cooks must have known that putting charcoal*¹ in with spoiled meat would absorb something of the harsh smell, and horseradish*² into milk would help it for another few hours without turning.

How on earth, it is tempting to wonder, did people store fresh food before the days of refrigerators? Actually, a stone cupboard was an astonishingly simple yet effective invention. A thick piece of marble*³ remains cold on a hot day, and fish and meat directly upon it. Then there was the ice house, a wonderful invention, first heard of at St. James's Palace in 1666. Called the "snow-well," this one was sunk into the ground and given a roof of straw. It was most convenient to build your ice house near your lake, if you had one, so that in winter it was easy to carry in frozen lake-water and pack it in straw for the summer season. In a dark space of a constant temperature, ice nearly the whole year.

In the early 19th century, artificial refrigeration took shape — a freezing machine that worked by the turning of a handle. People saw the vast possibilities, and various innovations were made. Before long, fridges were among the new electrical devices to be found in the most advanced kitchens. They were initially rather luxurious possessions. In the 1930s, their owners might invite their friends to a "refrigerator party" where each course was already prepared, waiting to be snatched its own shelf in the fridge. Cookbooks from the period show guests in evening dress gathered in the kitchen to enjoy the new experience of eating an entire meal of cold

food.

However, . One diary tells a story about a housewife in the 1930s. It was the gas man who finally gave her the answer the mystery of why the ice in her refrigerator was always melting. As she wrote in her diary, "He roared with laughter when he realized the problem: !"

After World War II, the supply of electricity grew stable and the economy boomed. Much money was spent on new kitchenware such as mixers and toasters, but far the most popular was the refrigerator. By the mid-1960s, 61% of London households possessed one. As everyone knows, it has ended as the absolutely essential kitchen device.

*1 charcoal : 炭, 木炭

*2 horseradish : セイヨウワサビ

*3 marble : 大理石

1. 空所 と に入る語として最も適切な組み合わせを、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. | <input type="text" value="A"/> | temptation | <input type="text" value="B"/> | fantasy |
| b. | <input type="text" value="A"/> | requirement | <input type="text" value="B"/> | fashion |
| c. | <input type="text" value="A"/> | preference | <input type="text" value="B"/> | necessity |
| d. | <input type="text" value="A"/> | concern | <input type="text" value="B"/> | pleasure |

2. 空所 ~ に入る最も適切な語を、つぎの a ~ h 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. against | b. at | c. between | d. by |
| e. from | f. on | g. to | h. up |

3. 空所 ~ に入る最も適切な語(句)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。

- | | | |
|--------------------------------|----------------|-------------------|
| <input type="text" value="C"/> | a. mixing | b. mixed |
| | c. had mixed | d. having to mix |
| <input type="text" value="D"/> | a. were to lay | b. will lie |
| | c. had lain | d. would be laid |
| <input type="text" value="E"/> | a. was lasted | b. should be last |
| | c. is lasting | d. could last |

4. 空所 に入れて意味が通るように、つぎの a ~ f の語を並べ替え、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。ただし、各記号は重複して使用しないこと。

- | | | |
|---------------|-----------|------------------|
| a. understood | b. worked | c. everyone |
| d. how | e. not | f. refrigerators |

5. 空所 に入る最も適切な文を、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 was too busy preparing for the refrigerator party
- b. I did not know that I always had to keep the door shut
- c. I was still packing ice in straw after carrying it from the frozen lake
- d. I was constantly going to the shops for fresh supplies

6. 本文の内容と合致しないものを、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. Natural resources were cleverly used in order to prevent food from going bad and to cover the severe odor.
 - b. In some cases, cookbooks and recipes will allow us to picture how and what people used to eat.
 - c. Refrigerators were so fashionable that dressed-up people would go into the kitchen and take the food directly from the fridge.
 - d. Unlike the usual ice house, St. James's was built with ice that was cut out and carried from a nearby lake.
 - e. Electricity and a growing economy played a major role in the popularization of refrigerators.

[II] Read the passage and answer the questions.

We know some of the tricks for teaching kids to become high achievers. For example, research suggests that when parents praise effort rather than ability, children develop a stronger work ethic* and become more motivated. Yet success is not the No.1 priority for most parents. Surveys reveal that in the United States, parents generally place far greater importance on than . That is to say, we're much more concerned about our children becoming kind, sympathetic and helpful.

In spite of the significance that it holds in our lives, teaching children to care about others is no simple task. A certain study shows parents who valued kindness and sympathy frequently failed to raise children who shared those values. Are some children simply good-natured — or not? How do kind and generous tendencies develop? Genetic twin studies suggest that anywhere from a quarter to more than half of our tendency to be giving and caring is inherited. In other words, there is still much room for education and environment.

By age 2, children experience some moral emotions — feelings triggered by right and wrong. To support caring as the right behavior, research indicates, . Rewards run the risk of leading children to be kind only when something is offered, whereas praise communicates that sharing is essentially valuable for its own sake. But what sort of praise should we give when our children show early signs of generosity?

In an experiment, researchers investigated what happens when we praise generous behavior versus generous character. After 8-year-old children won some plastic toys in a game and gave some to charity, the researchers granted different types of praise to different children. For some, they praised the action: "

For others, they praised the character behind the action: "

A couple of weeks later, when faced with more opportunities to give and share, the children were much more generous after their character had been praised than after their actions had been. Tying generosity to character appears to matter most around age 8, when children may be starting to form notions of identity. Children learn who they are from observing their own actions: I am a helpful person.

Praise in response to good behavior is important, but our responses to bad behavior have consequences, too. When children cause harm, they typically feel one of two moral emotions: shame or guilt. F the common belief that these emotions are practically the same, they have very different causes and consequences.

Shame is the feeling that I am a bad person whereas guilt is the feeling that I have done a bad thing. Shame is a negative judgment about the core self, which is highly damaging. Shame makes children feel small and worthless, and they respond either by expressing anger toward the target or escaping the situation altogether. In contrast, guilt is a negative judgment about an action, which can be repaired by good behavior. When children feel guilt, they tend to experience deep regret, sympathize with the person they have harmed, and aim to make it right.

In one study, young children received a doll and the leg fell off while they were playing with it all by themselves. The kids who tend to feel shame avoided the researcher and did not volunteer that they broke the doll. The kids who tend to feel guilt were more likely to fix the doll, approach the researcher, and explain what happened. The children who felt ashamed were avoiders; the children who felt guilty were amenders.

If we want our children to care about others, we need to teach them to feel G when they behave badly. A psychologist suggests that shame emerges when parents express anger, withdraw their love, or try to assert their power through threats of punishment: Children may begin to believe

that they are bad. ^(H) Fearing this effect, some parents fail to exercise discipline at all, which can harm the development of strong moral standards.

The most effective response to bad behavior is to express disappointment. Parents raise caring children by showing disappointment and explaining why the behavior was wrong, how it affected others, and how they can correct the situation. This enables children to develop standards for judging their actions, feelings of sympathy and responsibility for others, and a sense of moral identity, which lead them to become a helpful person. The beauty of expressing is that it communicates the fact that you do not approve of the bad behavior, together with high expectations and the potential for : "You're a good person, even if you did a bad thing, and I know you can do better."

* work ethic: the principle that hard work is good

1. Choose the most appropriate combination for and , and mark the letter on your answer sheet.

- | | | | | |
|----|--------------------------------|---------|--------------------------------|-------------|
| a. | <input type="text" value="A"/> | action | <input type="text" value="B"/> | character |
| b. | <input type="text" value="A"/> | caring | <input type="text" value="B"/> | achievement |
| c. | <input type="text" value="A"/> | effort | <input type="text" value="B"/> | inheritance |
| d. | <input type="text" value="A"/> | results | <input type="text" value="B"/> | process |

2. Choose the most appropriate for , and mark the letter on your answer sheet.

- both praise and rewards are essential
- neither rewards nor praise is proper
- rewards are more instructive than praise
- praise is more effective than rewards

3. What did the researchers say to the children? Choose the most appropriate for each of D and E , and mark the letter on your answer sheet. Use each choice only once.

- a. You offered a lot of your toys, didn't you? You are a nice and helpful person.
- b. It's always fun to play with you. You are so bright and cheerful.
- c. It's always good to be diligent. You worked so hard to get the toys.
- d. You were so good at the game. That was really impressive.
- e. You gave your toys to charity. That was such a nice thing to do.

4. Choose the most appropriate for F , and mark the letter on your answer sheet.

- a. According to
- b. Because of
- c. Despite
- d. Including

5. Choose the most appropriate for G , and mark the letter on your answer sheet.

- a. shame as well as guilt
- b. neither guilt nor shame
- c. shame rather than guilt
- d. guilt rather than shame

6. Choose the closest in meaning to Fearing this effect, and mark the letter on your answer sheet. (H)

- a. As they are worried about causing their children to consider themselves bad,
- b. Although they are worried about their children's lack of discipline,
- c. Because children are afraid of punishment for their bad behavior,
- d. While children are aware that it might damage their mental development,

7. Choose the most appropriate combination for I and J ,
and mark the letter on your answer sheet.

- | | | | | |
|----|----------------------------|-----------------|----------------------------|-------------|
| a. | <input type="checkbox"/> I | anger | <input type="checkbox"/> J | affection |
| b. | <input type="checkbox"/> I | criticism | <input type="checkbox"/> J | friendship |
| c. | <input type="checkbox"/> I | disappointment | <input type="checkbox"/> J | improvement |
| d. | <input type="checkbox"/> I | dissatisfaction | <input type="checkbox"/> J | assessment |

8. What is the passage mainly about? Choose the most appropriate and
mark the letter on your answer sheet.

- a. It is about how children learn to control their emotions.
- b. It is about the ways to encourage children to care about others.
- c. It is about how children take after their parents' character.
- d. It is about the ways to help children develop a sense of independence.

〔Ⅲ〕 つぎの英文を読み、問いに答えよ。

Imagine you are back in school, in a science lesson. A B
 C How would you feel? D E But if you are not, it is
likely that you feel anxious and very unsure that you can provide the right
answer.

Now imagine a different classroom scenario. The teacher introduces
the same topic, but F she says she is going to give you all five
minutes to talk together in groups of three to decide why you think the
moon changes shape. One of you will then act as spokesperson for the
group, to give the class your agreed answer. Does this scenario make you
feel any different? If the prospect of providing an answer now makes you
feel less anxious, then that is due to the power of the process which I would
call "interthinking."

"Interthinking" means to exchange thoughts with others. It represents
an important strength of human thinking, by which people can combine
their intellectual resources to achieve more through working together than
any individual could do on their own.

Needless to say, language and communication are the key to
"interthinking," which is likely to have played a crucial role in the
evolutionary survival of our ancestors. Unlike all the other animals with
whom they were competing for survival; our pre-historic ancestors became
able to use language to organize, review and plan their collective activities.
Importantly, they also became able to use it to introduce the members of
each new generation into their complex society.
(G)

In fact, language is both the medium and the message; we learn our
first language through using it. It provides us with ways of representing
experience and reasoning, collectively and alone. Language links
cooperative activity with individual thinking. On the one hand, people are

able to think collectively. On the other hand, such collective activities impact upon the development and process of individuals' thinking.

The Russian psychologist Vygotsky was one of the first to offer a theory of intellectual development that recognized the role of language in that process. According to his theory, the development of children's thinking is shaped by the dynamic relationship between "interthinking" and individual thinking, with language as the prime mediator* between the two. The characteristic of human thinking can be seen in our ability to think both collectively and alone, with these two modes of thinking in good balance.

* mediator : 仲介するもの

1. 空所 ~ に入る最も適切な文を、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. After telling the class what she is going to do, she looks directly at you.
- b. If you are confident and knowledgeable, you may not feel at all worried.
- c. She says she is going to ask a member of the class to explain to everyone why the moon seems to change shape, over the course of a month.
- d. The teacher begins the lesson by saying that today's topic is the solar system.
- e. This is because you know that you can provide a clear answer.

2. 空所 に入る最も適切な語句を、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 a result b. in short c. that is d. this time

3. 下線部 they ^(G) が示すものを、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. all the other animals
 - b. our pre-historic ancestors
 - c. their collective activities
 - d. the members of each new generation
4. 本文の内容と最も合致するものを、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. It has often been doubted whether “interthinking” can be a positive teaching strategy.
 - b. “Interthinking” refers to building your own unique thought without the assistance of others.
 - c. Other creatures living in a complex society use language in a similar way to human beings.
 - d. Language allows collective thinking and individual thinking to influence each other.
5. 本文のタイトルとして最も適切なものを、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. Culture and Initiation of Pre-Historic Human Beings
 - b. Effective Instruction through “Interthinking”
 - c. Imagination and Intellectual Development via Individual Experience
 - d. Dual Aspects of Human Thinking and the Role of Language

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〕 つぎの英文を読み、問いに答えよ。

Parents wondering what their sons or daughters would look like as they grow up may soon get a quick answer by way of an automated age-progression software developed at the University of Washington. The technique, which researchers call the first automated method of aging babies adulthood, creates images of a young child's face from an original image as it would look as it ages a lifetime. The software can work from images containing various poses, expressions and lighting, researchers say. "Aging photos of very young children from a single photo is considered the most difficult all scenarios, so we wanted to focus specifically on this very challenging case," says the University of Washington engineering and computer science Assistant Professor Shlizerman.

The appearance and shape of a young child's face, not to mention its
^(A)expressions, can alter dramatically as they mature, making it difficult to predict and model the changes. The University of Washington researchers
^(B)took an average of thousands of different faces, focusing on the same gender and age to calculate visual changes normally found in those groups as they age, then applied the changes to the face of the subject image. The software scans thousands of Internet photographs in different gender and age groups, then calculates a common change in facial appearance with any age up to as old as 80. The researchers say, "Our extensive studies demonstrated age progression results which are so convincing that people can't distinguish them from reality. When images of an age-progressed child photo and a photo of the same person as an adult, people

are unable to reliably identify which one is the real photo.”

Photos of young children often include unusual poses, shadows, variable lighting, odd expressions and, occasionally, the odd milk moustache. So, the computer software corrects the turned heads and varied lighting before applying the computed appearance and shape changes to create the age progression. The system could be useful in producing aged images of missing children. At the moment, this is usually done by artists who use photos of the missing child and of other family members, but is time-consuming and not always .

The automated age-progression system is especially good at creating images for children below the age of five, an age when facial features are to those of a baby, the researchers say. Running a desktop computer, the system can generate aging results for a face in around 30 seconds. Future work may include other identifying factors like ethnicity and also cosmetic features such as spots and hair-color change to create a method for representing any human face at any age, Shlizerman says. “I’m really interested in trying to find some representation of everyone in the world by using the massive amounts of captured face photos,” she says. “The process is one of many dimensions to consider.”

1. 空所 ~ に入る最も適切な語を、つぎの a ~ d 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. into

b. of

c. on

d. over

2. 下線部 The appearance and shape of a young child's face, not to mention
^(A)its expressions, の言い換えとして最も適切なものを、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. Neither the appearance and shape of a young child's face nor its expressions
 - b. All the factors concerning a young child's face except its expressions
 - c. The appearance and shape of a young child's face as well as its expressions
 - d. Either the appearance and shape of a young child's face or its expressions
3. 下線部 The University of Washington researchers took an average of
^(B)thousands of different faces, の言い換えとして最も適切なものを、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. The University of Washington researchers measured the different parts of the faces,
 - b. The University of Washington researchers effectively selected different faces from different ages,
 - c. The University of Washington researchers came up with the most typical features found in many different faces,
 - d. The University of Washington researchers carefully examined the various characteristics of many faces,

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. covered b. proved c. seen d. shown

a. accurate b. apparent c. confusing d. useless

a. appropriate b. closer
c. devoted d. significant

a. aging b. disguising
c. increasing d. showing

5. つぎの(1)~(3)の問いの答えとして、本文の内容に最も合うものを、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) What have scientists at the University of Washington achieved?
 - a. They have created an anti-aging program which keeps you young.
 - b. They have made a computer program which shows you how your babies would appear when they are born.
 - c. They have developed a program which displays how children would change as they get older.
 - d. They have figured out a program which would help you look reliable.

- (2) Why was their project so difficult?
 - a. It was difficult because the aging features differ from person to person.
 - b. It was difficult because a young child's appearance will undergo radical changes.
 - c. It was difficult because the aging process mostly depends on how they live.
 - d. It was difficult because their artificial images were similar to real photos.

- (3) What is the characteristic of young children's photos mentioned in the text?
 - a. In the photos, children are often accompanied by their parents.
 - b. In the photos, children are often drinking milk.
 - c. In the photos, children do not always look healthy.
 - d. In the photos, children do not always show their faces clearly.

