

法学部A方式Ⅱ日程・国際文化学部A方式
キャリアデザイン学部A方式

1 限 外 国 語 (90分)

科 目	ページ	科 目	ページ
英 語	2～19	独 語	20～25
仏 語	26～30	中 国 語	32～36

〈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. 独語、仏語、中国語は国際文化学部志望の受験生のみ選択できる。
4. 試験開始後の科目の変更は認めない。
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。

(英 語)

[I] 次の英文を読んで、問いに答えよ。

Will Japan excel or fall behind China and South Korea in promoting the teaching and learning of English? Given the current situation, China and South Korea's lead over Japan seems to be a matter of course. "In Japan, there is a deep-seated notion that the English language belongs to Britain and the United States. But the fact is non-native English speakers worldwide greatly outnumber native English speakers," said Nobuyuki Honna, a professor specializing in international communication. "It's necessary for Japanese to this type of thinking and view English as a global language." Honna's observation reflects his belief that Japan should learn an important lesson from its Asian neighbors their respective English-language education systems.

South Korea and China have undoubtedly been striving to promote English education at the primary school level well before Japan. Today, both nations are well-known for their enthusiasm for English-language education.

With a population of about 50 million, South Korea is a modest market. South Korean companies will be unable to improve their international competitiveness unless they expand their global business operations — much in the same way a number of South Korean entertainers are finding success overseas. This recognition has helped to greatly increase the usefulness of foreign language skills in South Korea. It is a known fact that English-language ability — or the lack thereof — can greatly impact a person's chances of success for school entrance exams, job hunting and promotions in South Korea. , global corporations in South Korea such as

Samsung Electronics Co. and LG Electronics, Inc. require high TOEIC scores for their job applicants. This encourages university students and other prospective job hunters to prepare for TOEIC exams by attending English-language schools, which are mushrooming nationwide.

^② A good command of English is also an important tool for getting ahead of the competition in South Korea. An increasing number of South Korean parents are sending their children to study overseas at an early age. This has resulted in a social phenomenon called “kirogi appa,” which literally translates as “wild geese fathers.” The term refers to men whose children are studying abroad, accompanied by their mothers. These fathers are likened to migratory birds as they send financial support overseas, and visit their families once or twice a year. This apparently presents a new problem for South Korean parents. “The more money they invest in their children’s education, the harder it is for them to build assets for themselves. This is a tough time for them,” Kenichiro Higuchi, an expert on English education in South Korea, said.

The challenges facing prospective Chinese college graduates trying to find jobs is no less exacting than those faced by their South Korean counterparts. A great importance is attached to the level of each prospective graduate’s English skills, when it comes to hiring new employees in China.

The intensive English-language teaching systems adopted by South Korea and China have apparently done much to improve the English-speaking capability of both nations. Their success in this respect may provide food for thought regarding English education in Japan.

^④ “There is no need for Japanese to feel they must speak English the way its native speakers do,” Honna said, citing a phrase often used by Chinese in business negotiations. The phrase reads: “Give me face.” The phrase is intended to mean “I want you to save my ⁽¹⁾face.” It characterizes a Chinese

cultural trait marked by an emphasis on personal honor. The Chinese use of the phrase indicates that the more people speak English in a non-English-speaking environment, the more likely they are to create English phrases their cultural traditions. “One of the purposes of learning English is to explain your own culture to people from different cultural backgrounds while also understanding a diversity of other cultures,” Honna said. “I believe there is nothing wrong with the kind of English that Asians create to to one another.”

1. 空欄 ~ に入る最も適切な語句を、次の(a)~(e)から一つずつ選び、その記号を解答欄にマークせよ。ただし同じ記号を二度以上用いないこと。なお、文頭に来る語句も小文字で示してある。

- (a) rooted in
- (b) in regard to
- (c) make themselves understood
- (d) grow out of
- (e) for instance

2. 下線部①~④の意味に最も近いものを、それぞれ(a)~(d)から一つずつ選び、その記号を解答欄にマークせよ。

① the lack thereof

- (a) a fortunate environment for acquiring English-language skills
- (b) a person's willingness to excel in English-language skills
- (c) an absence of proper curriculums for English-language skills
- (d) a deficiency in a person's English-language skills

② mushrooming

- (a) declining
- (b) increasing
- (c) decreasing
- (d) improving

③ A good command

- (a) a well-ordered training
- (b) a sound motivation
- (c) proficiency
- (d) diligence

④ food for thought

- (a) a matter for reflection
- (b) an object for learning
- (c) a good diet for thinking
- (d) an occasion for reading

3. 下線部(ア) kirogi appa の意味に最も近いものを, 次の(a)~(d)から一つ選び, その記号を解答欄にマークせよ。

- (a) fathers who live abroad and rarely meet their children
- (b) fathers who are devoted to their children's education
- (c) fathers who live abroad with their children
- (d) fathers who financially support their wives and children living abroad

4. 下線部(イ) Give me face. の意味に最も近いものを, 次の(a)~(d)から一つ選び, その記号を解答欄にマークせよ。

- (a) You should appreciate my humbleness.
- (b) You should sacrifice yourself for me.
- (c) You should respect my dignity.
- (d) You should speak honestly to me.

5. 次の英文(a)~(e)のうち、本文の内容と合致するものを二つ選び、その記号を解答欄にマークせよ。

- (a) The job market for prospective Chinese college students is not as competitive as the one for their South Korean counterparts.
- (b) A number of South Korean parents fear that they may not be able to leave any money for their children, since they have already used so much money for their children's education.
- (c) One of the reasons why South Korea puts much emphasis on English education is that its domestic market is small.
- (d) People in South Korea and China believe that they must speak English exactly as those in Britain and the United States.
- (e) It has recently been suggested that English that used to be considered wrong is instead acceptable.

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

Some people see the positive side of a problem, while others tend to focus on the negative. This phenomenon could be considered as simply a psychological orientation, having no consequence on other aspects of life. However, it turns out that optimists may have an advantage. Recent research suggests that having a “glass half-full” outlook might help protect people at risk for certain health problems.

In a newly published review from the Harvard School of Public Health, (B) such as optimism and happiness were linked to a lower risk for heart disease. Among people who had established risk factors for heart disease, those who were the most optimistic were less likely than their least-optimistic peers to have a heart attack or stroke.

The analysis of more than 200 studies is the largest ever to examine the impact of a positive outlook on heart attack and stroke risk, says Harvard research fellow Julia Boehm. “Historically, studies have focused on the negative impact of depression and anxiety,” Boehm says. “We wanted to look at the opposite side to see how psychological well-being — things like happiness, optimism, and having a sense of purpose — might impact heart disease and stroke risk.”

Working with Harvard associate professor Laura Kubzansky, Boehm showed that happiness and optimism tended to predict better heart health. People who reported having a greater sense of well-being were also more likely to have healthier lifestyles, which could explain their better outcomes. They generally exercised more, ate better, and got more sleep than people who reported having a more negative view of life, and they were less likely to have risk factors for heart disease and stroke, such as high blood pressure, high cholesterol, and being overweight. “This suggests that psychological strengths like happiness and optimism could improve heart health,” Boehm

says.

Bryan Bruno, who is chairman of the Department of Psychiatry* at Lenox Hill Hospital in New York City, says the negative impact of depression on heart attack and stroke risk is well established. “Most doctors who specialize in heart problems are aware of the importance of treating depression in patients with heart disease,” Bruno says. “Study after study has shown that once someone a problem with their heart, their chance of having another health problem increases if they have untreated depression.” He says it makes sense that optimism might have a positive impact on heart attack and stroke risk.

But can people who are not naturally happy change their outlook to improve their health? Bruno says that genes certainly play a role in disposition, therapy to change behavioral patterns and other psychiatric interventions can help people improve their sense of well-being. “Helping people become more optimistic is often a goal of therapy,” he says.

*psychiatry: 精神医学

1. Choose the phrase that is most similar in meaning to have an advantage^(A) as it is used in the passage, and mark the letter on your answer sheet.
 - (a) accept an offer of help
 - (b) help others to improve
 - (c) possess a benefit
 - (d) receive encouragement

2. Choose the best word to fill , and mark the letter on your answer sheet.
- (a) characteristics
 - (b) disorders
 - (c) issues
 - (d) skills
3. Choose the phrase that is most similar in meaning to the impact of a positive outlook on heart attack and stroke risk ^(C) as it is used in the passage, and mark the letter on your answer sheet.
- (a) how a positive attitude influences heart attack and stroke risk
 - (b) how heart attack and stroke risk influence a positive attitude
 - (c) the negative side of heart attack and stroke risk
 - (d) the positive side of heart attack and stroke risk
4. Choose the phrase that is most similar in meaning to tended to predict ^(D) as it is used in the passage, and mark the letter on your answer sheet.
- (a) often became disassociated with
 - (b) often differed from
 - (c) were likely to forecast
 - (d) were occasionally similar to
5. Choose the best word or phrase to fill , and mark the letter on your answer sheet.
- (a) has had
 - (b) have
 - (c) have had
 - (d) having

6. Choose the best word or phrase to fill , and mark the letter on your answer sheet.

- (a) but
- (b) for example
- (c) on the other hand
- (d) while

7. Which **one** of the following is true according to the passage? Mark the letter on your answer sheet.

- (a) Even with therapy, people are not able to change their outlook on life.
- (b) In the past, research has been concentrated on the harmful points of depression and anxiety.
- (c) People who were happy were more likely to develop heart problems.
- (d) People who focus on the negative aspects of issues obtain health advantages.
- (e) People who have healthy lifestyles do not tend to feel secure.

〔Ⅲ〕 次の英文を読んで、問いに答えよ。

In the early sixteenth century, when the first Europeans reached China by sea, the Chinese justifiably regarded their country as the greatest on Earth.^(A) It was the world's largest and most populous nation, with a civilization far older and more enduring than any in Europe. The Chinese Empire was assumed by its inhabitants to be located at the center of the universe. Nobody could compete its cultural and intellectual achievements; outsiders were dismissed as barbarians or "foreign devils" who might understandably wish to imitate China but whose corrupting influence was best kept at arm's length. Nor was any European technology of the time unknown to the Chinese,^(B) who were ahead of Europe in almost every field: the magnetic compass, gunpowder, and printed books on board European ships were all Chinese innovations. The Portuguese explorers who had sailed from their trading post at Malacca on the Malay Peninsula in search of the legendary riches of the East were met with a superior attitude. China was self-sufficient and lacked nothing.

The Portuguese agreed to pay tribute to the Emperor in return for the right to trade, and they maintained commercial contact with China for several years. European manufactured goods were to the Chinese, though they were happy to sell silk and porcelain in return for gold and silver. Eventually, in 1557, the Chinese authorities allowed the Portuguese to establish a trading post on the tiny peninsula of Macao, through which all goods were to be shipped. This allowed the Chinese to tax imports and minimized contact with the foreigners; other Europeans were excluded from direct Chinese trade altogether. For example, when the Dutch arrived in the East Indies toward the end of the sixteenth century, they had to buy Chinese goods through other countries in the region.

Tea is first mentioned in European reports from the region in the 1550s.

But shipping it to Europe did not occur to the earliest traders. Small quantities may have been brought to Lisbon privately by Portuguese sailors, but it was ^(C) (ウ) 1610 that a Dutch ship brought the first small commercial shipment of tea to Europe, where it was regarded as a novelty. From the Netherlands, tea reached France in the 1630s and England in the 1650s. This first tea was green tea, the kind that had always been consumed by the Chinese. Black tea, which is made by allowing the newly picked green leaves to oxidize by leaving them overnight, only appeared during the Ming dynasty*; its origins are a mystery. It came to be regarded by the Chinese as suitable only for consumption by foreigners and eventually dominated exports to Europe. Clueless as they were to the origins of tea, Europeans wrongly assumed green and black tea were two entirely different botanical species. ^(D)

*the Ming dynasty: 明王朝

1. 下線部(A)~(C)と最も近い意味の英文を、それぞれ(a)~(d)から一つずつ選び、その記号を解答欄にマークせよ。

- (A) (a) the Chinese tended to view European countries as the greatest people on Earth
- (b) the Chinese people thought of their country as the greatest on Earth, but it was groundless
- (c) the Chinese had good reason to believe that their country was the greatest on Earth
- (d) the Chinese people were too modest to view their country as the greatest on Earth

- (B) (a) There were many European technologies of the time that the Chinese did not know
 (b) Every European technology of the time was available to the Chinese people
 (c) The Chinese had few European technologies of the day
 (d) Most European technologies of the time were unknown to the Chinese people
- (C) (a) the earliest traders happened to send it to Europe by sea
 (b) the earliest traders did not hit upon the idea of shipping it to Europe
 (c) the idea of sending it to Europe by sea was easy for the earliest traders to think of
 (d) the idea of shipping it to Europe was quite often discussed among the earliest traders

2. 空欄 ~ に入る最も適切な語句を、それぞれ(a)~(d)から一つずつ選び、その記号を解答欄にマークせよ。

- (ア) (a) in (b) at (c) on (d) with
 (イ) (a) important (b) interesting
 (c) of no interest (d) of great importance
 (ウ) (a) not in (b) until (c) not until (d) not at

3. 下線部(D) they の指すものを、次の(a)~(d)から一つ選び、その記号を解答欄にマークせよ。

- (a) the exports (b) the Chinese
 (c) Europeans (d) botanical species

4. 次の英文(a)~(g)のうち、本文の内容と合致するものを二つ選び、その記号を
解答欄にマークせよ。

- (a) Tea was something new and unusual to most European people in the early seventeenth century.
- (b) In the early sixteenth century, Europeans were welcome in China because the Chinese government wanted to establish trade relations with foreign countries.
- (c) The Chinese agreed to abolish duties on all the goods imported from Portugal in return for economic aid.
- (d) Tea began as a luxury and medicinal drink in China, but it didn't spread to European countries, because it tasted too bitter.
- (e) Black tea has a long history in China, and it was more popular with the Chinese than green tea, especially during the Ming dynasty.
- (f) Since the Dutch were not the first to arrive in China, they were unable to establish direct trade with China.
- (g) Some people believe that gunpowder is a Chinese innovation, but it was actually imported from Europe in the sixteenth century.

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

Juliane Koepcke was flying over the Peruvian rainforest with her mother when her plane was hit by lightning. She survived a two-mile fall and found herself alone in the jungle, just 17. More than 40 years later, she recalls what happened.

It was Christmas Eve 1971 and everyone was eager to get home, and we were angry because the plane was seven hours late. The flight seemed to go smoothly. There was no hint of trouble as the plane approached Pucallpa. Suddenly we entered into a very heavy, dark cloud. My mother was anxious, but I liked flying so I was OK. Ten minutes later it was ^(A)obvious that something was very wrong. There was very heavy turbulence and the plane was jumping up and down, parcels and luggage were falling from the locker, and there were gifts, flowers and Christmas cakes flying around the cabin. I started to get scared, however, when we saw lightning around the plane. My mother and I held hands, but we were unable to speak. Other passengers began to cry and weep and scream. After about 10 minutes, I saw a very bright light on the outer engine on the left. My mother said very calmly: "That is the end, it's all over." Those were the last words I ever heard from her. The plane jumped down and went into a nose-dive. It was pitch black and people were screaming, then the sound of the deep roaring of the engines filled my head completely. Suddenly the noise stopped and I was outside the plane. I was in a freefall, strapped to my seat and falling head-over-heels. The whispering of the wind was the only noise I could hear. I felt completely alone. I could see the jungle spinning (1) me. I lost consciousness and remember nothing of the impact. I later learned that the plane had broken into pieces about two miles above the ground.

I woke the next day. The first thought I had was: "I survived an air crash." I shouted out for my mother, but I only heard the sounds of the jungle—I was completely alone. I had broken my collarbone* and had some deep cuts on my legs, but my injuries weren't serious. I realized later that I had damaged a ligament** in my knee, but I could still walk. Before the crash, I had spent a year and a half with my parents on their research station only 30 miles away. I had learned a lot about life in the rainforest while I was there, and that in fact it wasn't as dangerous as most people believe. As I walked, I could hear the planes overhead searching for the wreck, but the forest was very dense, and I couldn't see them. I was wearing a very short, sleeveless mini-dress and white sandals. I had lost one shoe in the crash, but I kept the other (2). I am very short-sighted and had lost my glasses, so I used that shoe to test the ground ahead of me as I walked. Snakes that live in that rainforest look like dry leaves and are very difficult to see. I was lucky I didn't meet them, or maybe I just didn't see them. I came across a small stream while I was walking, so I decided to walk in the water because I knew it was safer than walking on the land. After some time, I arrived at the wreckage from the plane, where I found a bag of sweets. When I had finished them I had nothing more to eat, and I was very afraid of starving. It was very hot and wet, and it rained several times a day. At night, however, it was cold, and to be alone (3) that mini-dress was very difficult.

On the tenth day I couldn't stand properly and I floated along the edge of a larger river I had found. I felt so lonely, like I was in a parallel universe far away from any human being. I thought I was dreaming when I saw a really large boat. When I went to touch it and realized it was real, I was filled with hope. I saw there was a small path into the jungle where I found a hut with a palm leaf roof, an outboard motor and a liter of

gasoline. I had a wound on my upper right arm which had become infected. I remembered that when our dog had the same infection, my father had put kerosene*** in it, so I sucked the gasoline out and put it into the wound. I decided to spend the night there. The next day I heard the voices of several men outside. It was like hearing the voices of angels. When they saw me, they were alarmed and stopped talking. They thought I was a kind of water goddess — a figure from local legend who is a hybrid of a water dolphin and a blonde, white-skinned woman. I introduced myself in Spanish and explained what had happened. They treated my wounds and gave me something to eat, and the next day they took me back to civilization. I saw my father on the day after my rescue. He could barely talk and in ^(c) the first moment we just held each other.

*collarbone: 鎖骨

**ligament: 韌帶

***kerosene: 灯油

1. Choose the best word to fill in each of the blanks , and in the passage and mark the letter for each on your answer sheet.

(a) along (b) away (c) through (d) towards

(a) in (b) on (c) over (d) with

(a) at (b) in (c) of (d) to

2. Choose the word which is **most similar** in meaning to the underlined words as they are used in the passage and mark the letter for each on your answer sheet.

(1) anxious
(A)

- (a) furious (b) irritated (c) nervous (d) settled

(2) dense
(B)

- (a) fragile (b) green (c) open (d) thick

(3) barely
(C)

- (a) gladly (b) hardly (c) quietly (d) sadly

3. Based on the passage, choose the **false** statement in each of (1) to (7) and mark the letter for each on your answer sheet.

(1) As Juliane flew to Pucallpa, her plane

- (a) broke into pieces in midair.
(b) flew through a severe storm.
(c) had engine trouble immediately after takeoff.
(d) was hit by lightning.

(2) As the plane jumped up and down in the turbulence, Juliane and her mother

- (a) began to cry and scream.
(b) held each other's hands.
(c) saw lightning around the plane.
(d) were unable to speak for a moment.

(3) After Juliane fell out of the plane, she

- (a) could no longer hear the engines.
(b) could see the jungle below.
(c) lost consciousness before hitting the ground.
(d) was thrown out of her seat.

- (4) Juliane
- (a) could not find any other survivors after the crash.
 - (b) could hear planes flying above the trees.
 - (c) had little knowledge of living in the rainforest.
 - (d) thought that she had sustained relatively minor injuries from her fall.
- (5) As Juliane walked around, she
- (a) couldn't see well because she had lost her glasses.
 - (b) found a bag of sweets, which she ate.
 - (c) used her shoe to check for snakes ahead of her.
 - (d) walked in a small stream because it was cooler.
- (6) On the tenth day, Juliane
- (a) found a large boat in the river she was floating down.
 - (b) was very weak and lonely.
 - (c) put gasoline on her arm to treat an infection.
 - (d) slept in a large boat she found on the edge of the river.
- (7) The men who found Juliane
- (a) took her back to civilization.
 - (b) treated her injuries and gave her food.
 - (c) were afraid when they first saw her.
 - (d) were surprised when she spoke Spanish.