

T 日程入試 2 限 (90 分)

科 目	ページ
英 語	2～18
小 論 文	23

〈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・学科によって選択する科目が決まっているので注意すること。

志望学部(学科)	選択する科目
文学部(日本文)	小論文
上記以外の学部(学科)	英 語


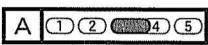
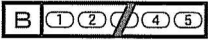

4. マークシート解答方法については以下の注意事項を読みなさい。

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。		
} ○でかまさないこと。		
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。

5. 問題冊子のページを切り離さないこと。

(英 語)

(注意：文学部日本文学科は23ページの「小論文」を解答すること。)

[I] Read the passage, and answer the questions following it.

He had sent an e-mail to his American friend, explaining that the train station had two exits, and that he should wait for him at the one nearest to the university. Not being confident in his English, he had worried about whether his meaning had . But when he arrived at the station, his friend was there at the correct exit, looking a bit about the crowd of Japanese students and office workers around him.

It was a ten-minute walk to his university, and as they strolled along he was that the more English he spoke the better it seemed to become, to both his own ears and his friend's as well.

As the school came into sight, he explained that, as is in Japan, his university of two campuses: the original, smaller one in the center of the city, and a newer, more one in the suburbs.

His friend seemed surprised by the smallness of the urban campus, with so little open space. It may be small, he said somewhat defensively, but it's stimulating.

He gave his friend a tour of the campus, explaining each of the lecture halls. He pointed to two old red brick buildings, remarking that they dated back to the Meiji Period. Very beautiful, his friend said, and quite European in appearance. , he responded, in fact they represent a uniquely Japanese modernist style.

When the tour was over, he realized how so much English had

tired him out. But the exhaustion was (14) a different feeling, one of happiness; he was amazed at how much he had found himself able to convey.

1. Choose the word or phrase most appropriate to fill in each of blanks from (1) to (14), and mark the letter on your answer sheet.

- | | | | | |
|------|--------------------------------|------------------------------|---------------|-------------|
| (1) | a. almost | b. fully | c. less | d. never |
| (2) | a. fluent | b. native | c. oral | d. written |
| (3) | a. brought over | b. gone beyond | | |
| | c. gotten through | d. received well | | |
| (4) | a. confirmed but also cared | b. confused but also curious | | |
| | c. considered but also crucial | d. continued but also clear | | |
| (5) | a. recovered | b. relieved | | |
| | c. removed | d. retreated | | |
| (6) | a. apparently | b. scarcely | c. solely | d. usually |
| (7) | a. always the exception | b. never the same | | |
| | c. often the case | d. seldom the example | | |
| (8) | a. collected | b. connected | | |
| | c. consisted | d. contained | | |
| (9) | a. concrete | b. narrow | c. nearby | d. spacious |
| (10) | a. closely | b. definitely | c. previously | d. rarely |
| (11) | a. all the way | b. not so much | | |
| | c. old in style | d. years long away | | |
| (12) | a. Both very | b. Maybe also | c. Not really | d. Quite so |
| (13) | a. listened | b. listening | c. speaking | d. spoken |
| (14) | a. accompanied by | b. greater than | | |
| | c. identical to | d. lacking in | | |

英語

〔Ⅱ〕 つぎの英文を読み、問いに答えよ。

The British love of curry, a dish adopted and adapted after the colonization of India, is a relic of the time when the sun never set on the British Empire. But the term “curry” reflected a deliberate ignorance of the diversity of Indian food. As a British historian writes, curry was something that the Europeans imposed on India’s food culture. While their Indian cooks served them a variety of local dishes such as *rogan josh*, *dopiaza* and *gorma*, the British put all these together under the label of curry.

Domesticating curry also aided in Britain’s colonizing mission. Several books have shown how the British wives in India were doing the work of empire by Indian elements British cooking and making curry culturally British. Through their role as homemakers who were absorbing the products of foreign lands in their daily lives, nineteenth-century British women could overcome the fear of being surrounded by unfamiliar people and environments. Taking the cooking wisdom of the colonized and making it their own was part of the grand imperial project.

In this way, currying things, with fresh or canned curry powder, became part of British cooking. The nineteenth-century cookbooks, some of which were bestsellers of their time, contained plenty of curry recipes that called for curry powder. Certain recipes like “kangaroo tail curry” revealed multiple threads within the Empire in one single dish.

One enduring legacy of the British Empire and colonization was that it sent native foods between colonies and around the world. Many Indian cooking recipes today include ingredients from the Americas such as chilies, potatoes and tomatoes. Likewise, the spice trade was one of the key motivations behind European colonial conquest, developing global connections across oceans. And so, curry powder’s popularity in England led to its journey to America with early settlers. As a result, through the

1800s, curry continued to be a common dish, and curry powder a familiar flavor, in the United States.

The expense of shipping spices to the colonies and to Britain was probably the primary reason why blended, pre-made curry powder became common. Although there has never been a set combination of spices that goes into curry powder, the British began commercializing and selling spice blends under that broad category sometime around 1784. (C)

While British people in colonial India had servants to freshly grind spices and select the right combination for each dish, home cooks in England or the American colonies often depended on one commercial curry powder for all their curries.

As time went by, when Indian immigrants started to have a voice in the British and American food worlds, they would criticize the use of curry powder, which (D) the region's rich and varied recipes (E) a few mass-produced mixes. "What you don't need is curry powder," said a famous Indian food writer in America in 1974. "To me the word 'curry' is insulting to India's great food tradition." She added that "Indians never use curry powder," (ア) (イ) they (ウ) (エ) (オ) ,⁽³⁾ since then every dish would taste the same.

This situation gradually changed. Both home and abroad, double-income South Asian households with little time to freshly grind spices and prepare different forms of Indian dishes began to (F) commercial spice mixes, which are also pre-made blends. These blends are never called curry powder and instead the Hindi term *masala* is preferred. Today the Indian pre-made packaged spice blend is an industry that is worth a billion dollars.

英語

問1 下線部(1) a relic の意味にもっとも近いものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。

- a. excellence that sets someone or something apart from others
- b. something that belonged to the past but has survived into the present
- c. a statement that reflects official policy and spreads to a wider population
- d. a popular story handed down from earlier times whose truth has not been confirmed

問2 空所 と に入るもっとも適切な組み合わせを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。

- a. (A) compensating (B) for
- b. (A) incorporating (B) into
- c. (A) rescuing (B) from
- d. (A) substituting (B) with

問3 下線部(2) Certain recipes like “kangaroo tail curry” revealed multiple threads within the Empire in one single dish. の含意する内容として、もっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。

- a. The British Empire managed to force some exotic products upon its territory and people.
- b. The British Empire was so extensive and powerful that it ignored a variety of local foods.
- c. The British Empire functioned to combine a variety of ingredients from all over its territory.
- d. The British Empire succeeded in inventing one standard food culture through global trade.

問4 空所 に入るもっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。

- a. Not all people could afford to buy individual spices and mix them themselves.
- b. This was at a time when Europe was clearly not the center of the world system.
- c. Over time, people reclaimed the word curry by offering traditional or family recipes.
- d. The history of this humble kitchen ingredient is the history of empire and its aftermath.

問5 空所 と に入るもっとも適切な組み合わせを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。

- a. (D) distinguished (E) from
- b. (D) favored (E) over
- c. (D) increased (E) into
- d. (D) reduced (E) to

問6 下線部(3)の空所 ～ に入るよう、つぎの a～e を並べ替え、 と に入るものの記号を、それぞれ解答欄にマークせよ。ただし、同じ選択肢を二度以上使用しないこと。

- a. make
- b. nor
- c. own
- d. their
- e. would

問7 空所 に入るもっとも適切なものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。

- a. make for
- b. put off
- c. reach for
- d. stay off

英語

問8 本文で主張されていないものを、つぎのa～eより一つ選び、その記号を解答欄にマークせよ。

- a. Spice mixes known as *masala* are now widely used, resulting in a large international market.
- b. British women played a certain role in the imperial enterprise through their kitchen skills.
- c. The successful commercialization of curry powder brought about the birth of a uniquely American cooking tradition.
- d. Commercial spice blends spread to many places within the British Empire because of their low cost and handiness.
- e. One consequence of British imperialism was the circulation of various food products from its colonies on a global scale.

〔Ⅲ〕 つぎの(X)(Y)の英文は、同じドキュメンタリー番組に関する二つの新聞記事である。英文を読み、問いに答えよ。

(X)

It's been more than 40 years since Koko, the only "talking" gorilla in the world, attracted the public with her surprising ability to communicate with humans. Her unique life, which she continues to share with Penny Patterson, the psychologist who adopted her as a baby, is revisited in-depth in a new PBS (Public Broadcasting Service) and BBC (British Broadcasting Corporation) documentary, "Koko, the Gorilla Who Talks," which premieres Wednesday, Aug. 3, 2016.

This film takes viewers back to 1971, when Project Koko started as Penny Patterson's graduate school assignment to teach sign language to a baby gorilla. As Koko began to communicate with Penny, an intense bond formed between them and the teacher has transformed into both mother figure and companion for more than four decades. The public's fascination with Koko made her a star.

Koko's life has been filmed every step of the way; more than 2,000 hours of film exist, capturing the dramatic moments, many of which appear in this film, including Penny's battle to keep Koko from being taken back by the San Francisco Zoo, where she was born, Penny's clash with academic critics who doubt the validity of her claims, the founding of The Gorilla Foundation, and the image of Koko mourning the death of her kitten — a moment that brought her international fame.

"Koko, the Gorilla Who Talks' gives viewers a behind-the-scenes look at the unconventional life of the world's most famous gorilla," said Pamela A. Aguilar, Director of Programming and Development for PBS. "Through new film and rarely seen photos and videos, the film revives our fascination with Koko and the relationship Penny first established between animals and

humans more than 40 years ago.”

“This film is an intimate look at an unconventional family and the love they share,” said Bridget Appleby, producer at BBC’s Natural History Unit. “Our goal was to explore what can be learned from this extraordinary long-term experiment turned friendship between species. Does it tell us more about animals’ emotions or our own?”

(Y)

“Koko, the Gorilla Who Talks,” which airs Wednesday on PBS, tells a story whose outlines may (あ) I would assume. Like people going to the moon, it is science news from back in the 20th century, and perhaps somewhat dusty. And yet, as we become gradually more conscious of the consciousness of animals, it’s a subject for now and tomorrow.

(v) unfamiliar readers, Koko is a female western lowland gorilla who for more than four decades has been the subject of an experiment in human-animal communication. Under the instruction and care of psychologist Penny Patterson, she learned to sign, starting with “eat,” “drink” and “more” and developing a vocabulary of hundreds of words and, depending on whom you want to believe, to express her desires and emotions in sentences. This opened a window into animal self-consciousness in conflict with what most people regard as possible.

More than a study of the science involved, however, it’s a family portrait, really, of Penny and Koko, who have what is described by more than one observer as a mother-daughter relationship. They have been in each other’s lives a very long time: Patterson, who met a baby Koko in 1971 when she was a Stanford graduate student, was 70 at the time of the program’s original British broadcast last year. (The documentary is the work of the BBC Natural History Unit, co-produced by PBS with American narration for the domestic audience.)

There is some drama in the story. After a few years of work and bonding, Patterson almost lost her right to keep Koko when her birthplace, the San Francisco Zoo, wanted her back to lend her out to breed; a public campaign (う) Patterson to buy her. And there is a melancholy air to some of it. Patterson regrets that Koko's mothering instincts—her devotion to dolls and a succession of kittens and cats—have yet to be fulfilled with a baby of her own, and she recognizes that her own relationship with Koko is at the back of (え) her a normal gorilla life. But mostly, there is a succession of days, turning into years and a shared lifetime.

Some of the details of the story may make people doubtful. Patterson has something of the old hippie about her; she can seem less than “scientific.” Some will look no further than the disorder of her surroundings or the 60's hairstyle she wears to dismiss her as a mere gorilla-hugger, but even the sympathetic viewer may at times feel uncomfortable. There have been questions too, not covered in the film, about the quality of care received by Koko and Ndume, a male gorilla on loan from the Cincinnati Zoo.

In some ways, this shouldn't be controversial at all. There are those who regard animals as furry beings without feeling, whose response to stimulus is merely chemical or mechanical. But anyone who has lived with an animal has shared some kind of language with it; and anyone who has lived with more than one animal knows each as an individual. For the record, a picture of Koko or any gorilla grieving for a kitten no longer moving is all it takes for me to go to pieces; that is my bias.

People will forget the statistics of how many words Koko knows, Patterson says, “but the fact that Koko can love, we can love each other even though we're different species really gets people thinking deeply about life,

(3) (ア) (イ) (ウ) (エ) (オ) (カ) (キ) .”

英語

問1 下線部(1) turned の意味にもっとも近いものを、つぎの a～d の turned より一つ選び、その記号を解答欄にマークせよ。

- a. His behavior turned my stomach.
- b. The maple leaves have turned red.
- c. Her thoughts often turned homeward.
- d. He has just turned right at the crossing.

問2 空所 ～ に入るもっとも適切な語(句)を、それぞれ a～d より一つ選び、その記号を解答欄にマークせよ。

- (あ) a. be as well known as b. be better known than
- c. no longer be as well known as d. not be well known yet as
- (い) a. As b. For c. On d. With
- (う) a. allowed b. hoped c. let d. made
- (え) a. what has been denied b. what has been given
- c. what has denied d. what has given

問3 下線部(2) go to pieces の本文中での意味にもっとも近いものを、つぎの a～d より一つ選び、その記号を解答欄にマークせよ。

- a. make me apologize b. make me cry
- c. make me distracted d. make me relaxed

問4 下線部(3)の空所 ～ に入るよう、つぎの a～g を並べ替え、 と に入るものの記号を、それぞれ解答欄にマークせよ。ただし、同じ選択肢を二度以上使用しないこと。

- a. do b. is c. need d. to
- e. we f. what g. which

問5 つぎの(1)(2)について、もっとも適切なものを、ア～エより一つ選び、その記号を解答欄にマークせよ。

(1) (a) The San Francisco Zoo wanted to get Koko back in order to enable her pregnancy.

(b) Penny Patterson feels that Koko should have had a baby of her own.

ア (a)(b)ともいずれかの記事で主張されている。

イ (a)のみいずれかの記事で主張されている。

ウ (b)のみいずれかの記事で主張されている。

エ (a)(b)ともいずれの記事でも主張されていない。

(2) (a) Both authors clearly point out that there are some people who feel uneasy about the quality of the relationship of Penny Patterson to Koko.

(b) Both authors quote the opinion that there is something worth considering in the relationship between Penny Patterson and Koko.

ア (a)(b)とも正しい。

イ (a)のみ正しい。

ウ (b)のみ正しい。

エ (a)(b)とも正しくない。

問6 (X)の記事で言及されているつぎの(a)(b)の出来事について、もっとも適切なものを、ア～エより一つ選び、その記号を解答欄にマークせよ。

(a) Penny's battle to keep Koko from being taken back by the zoo where she was born

(b) Koko mourning the death of her kitten

ア (a)(b)とも(Y)の記事で言及されている。

イ (a)のみ(Y)の記事で言及されている。

ウ (b)のみ(Y)の記事で言及されている。

エ (a)(b)とも(Y)の記事で言及されていない。

英語

〔IV〕 つぎの英文を読み、問いに答えよ。

Decent work is one of the markers of a civilised society, but good jobs do not just happen as if by . By creating the right political, legal and economic environment, the leaders of today and tomorrow can the lives of millions worldwide. Today, 193 million people are out of work and 1.4 billion more are in unstable employment. Around 300 million workers globally live in extreme poverty, including 40% of all workers in developing countries. Last year billionaire fortunes increased by \$2.5 billion a day while the bottom half of humanity — 3.8 billion people — got poorer, by \$500 million a day. Capitalism’s great engine of growth has also become one of great inequality. Our societies are losing hope that all citizens can secure a fair share of this prosperity. We’re losing trust in our democratic institutions, which is fuelling insecurity and populism.

One of the most powerful actions governments can is to tackle gender inequality and ease women’s “time poverty” (the millions of hours of unpaid labour carried out daily). This would up more educational, political and economic opportunities for women. It is not an impossible task; Iceland has recently become the first country in the world to legally enforce equal pay for men and women.

Men control twice as much wealth as women and 86% of the world’s companies. By contrast, women are at the margin, doing the unpaid care work that forms the basis of our economies: child care, washing, cleaning, cooking, fetching water and so on. This work is worth around \$10 trillion a year but it is not counted as Gross Domestic Product (GDP).

Governments can change this ⁽¹⁾ by providing universal public services such as health, education and water, and better social protections like pensions, child support and child care. When schooling is free, girls benefit most because they are the last to attend when their family has to pay. Rio

de Janeiro has increased employment rates for low-income mothers by 27% by providing free public child care. Parts of Zimbabwe have reduced women's care workload by four hours a day on average just by improving access to clean water.

We need to pay for all this and we can. Non-payment of taxes costs developing countries \$170 billion a year. At least \$7.6 trillion is now hidden away from tax authorities. Corporations and super-rich individuals are paying lower rates of tax now than in (お) decades. A tax of just 0.5% on the wealth of the world's richest 1% could raise enough money to educate every child not currently attending school and provide life-saving healthcare to three million people.

Tax policies like these can deliver economic returns. Research in six middle-income countries shows that investing 2% of GDP in health and care services could result in employment growth of between 1-3%. Businesses that drive a different kind of prosperity ⁽²⁾ are needed now more than ever. Since the 1970s, the dominant business model has insisted that a company's prime responsibility, above all others, is to maximise profits for its shareholders*. In 2018, for example, UK companies paid out a record around \$129 billion to shareholders while average worker wages didn't (か). While many companies emphasise their corporate social responsibility schemes, creating a financial return is still their main goal. It's difficult for a Chief Executive Officer (CEO) to justify paying more tax and higher wages at the (き) of shareholder profit.

However, there are many successful alternatives: social enterprises, co-operatives and employee- and farmer-owned organisations. Spain's Mondragon turns over \$13.5 billion under the ownership and decision-making of its tens of thousands of employees, where the highest-paid earns no more than eight times the lowest. In the US and Europe, social enterprises like these contribute as much as 10% of GDP and create jobs

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twice as fast as the traditional private sector.

But these businesses are at a disadvantage against competitors that put profits before public good. Governments can punish businesses which don't pay workers or suppliers fairly. Ecuador's government did this for its banana workers and producers—the government stopped companies from paying dividends** until all workers were paid a living wage. Other measures, such as limiting the ratio of executive-to-worker pay and ensuring workers have a seat the board table, would help re-balance the power between companies and workers.

A universal labour guarantee, as recommended by the International Labour Organisation (ILO), is a calling for its age. It proposes to protect workers' rights and living wages, build up social protection and strengthen worker controls.

*shareholder 株主

**dividend 配当

問1 空所 ~ に入るもっとも適切な語を、それぞれ a～d より一つ選び、その記号を解答欄にマークせよ。

- | | | | | |
|-----|------------|-------------|----------|------------|
| (あ) | a. account | b. chance | c. means | d. ways |
| (い) | a. bring | b. devote | c. get | d. improve |
| (う) | a. defend | b. observe | c. put | d. take |
| (え) | a. dry | b. increase | c. mess | d. open |
| (お) | a. before | b. late | c. old | d. past |
| (か) | a. cut | b. fall | c. rise | d. stay |
| (き) | a. best | b. expense | c. least | d. mercy |
| (く) | a. at | b. for | c. in | d. with |

問2 下線部(1) this が意味するものとしてもっとも適切なものを, つぎの a ~ d より一つ選び, その記号を解答欄にマークせよ。

- a. lower performance in domestic work
- b. the gender inequality in work and wages
- c. the high unemployment rates among young people
- d. income inequality between developed and developing countries

問3 下線部(2) Businesses that drive a different kind of prosperity の示す内容としてもっとも適切なものを, つぎの a ~ d より一つ選び, その記号を解答欄にマークせよ。

- a. Economic enterprises that lead to employment growth of between 1-3%
- b. Companies which emphasise the welfare and rights of their employees
- c. Dominant business models which maximise profits for companies' shareholders
- d. Global firms that shift their profits from countries with high taxes to those with low taxes

問4 下線部(3) good の本文中での意味にもっとも近いものを, つぎの a ~ d より一つ選び, その記号を解答欄にマークせよ。

- a. acceptance b. fine c. interest d. morality

英語

問5 本文の内容と合致するものを, つぎの a～e より一つ選び, その記号を解答欄にマークせよ。

- a. The unpaid care work done by men across the world is thought to be worth 10 trillion dollars.
- b. Government can influence companies' behaviour so as to improve economic equality within society.
- c. Tax avoidance in developing countries doesn't matter while more than 7 trillion dollars are unpaid in six middle-income countries.
- d. Decent work happens when people adjust themselves to unfair environments in society and make continuous efforts to earn higher incomes.
- e. In some countries such as Iceland and Zimbabwe, successful alternatives contribute as much as 10% to GDP and create jobs faster than the conventional private sector.

(白 紙)

(白 紙)

(白 紙)

(白 紙)