

経済学部A方式Ⅱ日程・社会学部A方式Ⅱ日程
スポーツ健康学部A方式

1 限 英 語 (90 分)

〈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. 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。

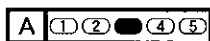
マークシート解答方法についての注意

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)。

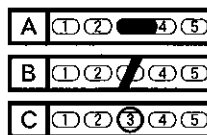
記入上の注意

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 1～15 の各文の空欄に入れるのに最も適切なものを、 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しなさい。

1. There were no of the Sunday papers due to a printers' strike.
a. publications b. volumes c. editions d. periodicals
2. Certain conditions were out in the contract.
a. put b. set c. dealt d. opened
3. To begin the meeting, let's have an of the present situation.
a. overview b. overwork c. overture d. overtone
4. She decided to go to lunch when she heard the clock the hour.
a. ring b. peal c. toll d. strike
5. The motorist pulled to the gate at the factory.
a. over b. down c. in d. up
6. Although the policy was unpopular, the politician by his decision not to change it.
a. stayed b. stood c. kept d. held
7. I am telling you that you cannot go out and play until you've finished your homework.
a. once and for all b. to all intents
c. all the ways d. in all respects
8. The school is strict about hair styles; , some students break the rules.
a. moreover b. otherwise
c. nevertheless d. notwithstanding
9. That work is needed by next week, so make sure you keep to the .
a. deadline b. dead stop c. dead end d. deadlock

10. This is an exciting book which new ground in educational research.
- a. scratches b. breaks c. reaches d. turns
11. you find yourself in difficulty, please ask for help.
- a. Could b. May c. Should d. Might
12. The children's TV program was so successful that a series is being made.
- a. by-product b. backup c. follow-up d. side effect
13. This project is important, so keep it.
- a. for b. in c. up d. at
14. Newly printed newspapers often give a strange smell.
- a. off b. away c. over d. up
15. Mary moved because she refused to the noisy neighborhood.
- a. take note of b. keep away from
c. put up with d. live up to

[II] つぎの英文を読んで、選択肢 a ~ d の中から最も適切なものをそれぞれ一つ選び、その記号を解答欄にマークしなさい。

Treasure From the Ghost Galleon

On Sunday, September 4, 1622, a fleet of Spanish ships sailed from Havana, Cuba. It was the peak of the hurricane season, a particularly

dangerous

〈例〉	a. time
	b. form
	c. means
	d. shipment

 to travel. But the fleet's cargo

〈1〉	a. to
	b. on
	c. in
	d. of

 wealth

from the New World — great

〈2〉	a. degrees
	b. weight
	c. cargo
	d. amounts

 of gold and silver — was urgently

〈3〉

a. needed
b. shipped
c. spent
d. mined

 in Spain. So the fleet commander

〈4〉	a. feared
	b. decided
	c. imagined
	d. denied

 to take the

risk. Among the 28 vessels

〈5〉	a. were
	b. is
	c. was
	d. are

 the galleon *Santa Margarita*. The

wealthy passengers

〈6〉	a. at
	b. over
	c. on
	d. in

 board took valuable personal jewelry with

〈7〉

a. it
b. them
c. her
d. those

 as well. The *Santa Margarita* was, in fact, a floating treasure house.

The ships departed

〈8〉	a. across
	b. under
	c. from
	d. among

 clear skies. By sunset, the fleet had

turned toward Florida on the

〈9〉	a. route
	b. path
	c. road
	d. trail

 homeward to Spain. However, the

fleet was not

<10>	a. aware
	b. prepared
	c. knowing
	d. careless

 of a powerful storm that was approaching.

<11>	a. As
	b. When
	c. For
	d. By

 dawn on Monday, strong winds began to

<12>	a. force
	b. injure
	c. strike
	d. blow

 them. As

the day continued, the wind

<13>	a. grew
	b. led
	c. sent
	d. made

 to hurricane strength. Eventually, the

Santa Margarita,

<14>	a. beside
	b. away
	c. kept
	d. along

 with seven other ships, sank along the coast

<15>	a. by
	b. under
	c. in
	d. off

 the tip of Florida.

The Spanish soon made

<16>	a. ways
	b. challenges
	c. efforts
	d. trouble

 to find the lost treasure,

but they could

<17>	a. retake
	b. recover
	c. remove
	d. replace

 only a small amount. By 1629, further

<18>	a. requirements
	b. approaches
	c. conflicts
	d. attempts

 to find the treasure were abandoned.

<19>	a. For
	b. In
	c. After
	d. Until

 the

next 342 years, the galleons and much of the

<20>	a. fleet
	b. treasure
	c. crew
	d. ships

 remained buried

in the sands, all

<21>	a. as
	b. for
	c. and
	d. but

 forgotten. Then, in 1971, one of the

<22>	a. wrecks
	b. fleets
	c. parts
	d. treasure

was discovered. A number of treasure hunters began

(23)	a. competing b. contacting c. projecting d. researching
------	--

 to

find the rest. Several ships were found, but the

(24)	a. location b. port c. address d. placement
------	--

 of the "ghost

galleon", *Santa Margarita*, remained unknown

(25)	a. by b. on c. until d. before
------	---

 early May 1980. A

diver found some

(26)	a. coins b. symbols c. bars d. chains
------	--

 of silver. When the marks on the bars were

compared with the historical records of the

(27)	a. baggage, b. cargo, c. supplies, d. belongings,
------	--

 five of them

matched the list of what the *Santa Margarita* had carried! In the next two

years, the ship's treasure was recovered

(28)	a. along b. by c. under d. at
------	--

 a scattered path more

than 4,000 feet long on the ocean floor. In gold

(29)	a. entirely, b. always, c. alone, d. forever,
------	--

 it was the

largest amount recovered from a

(30)	a. defeated b. sunken c. unknown d. treasured
------	--

 Spanish galleon in modern

times.

Its value was estimated to be about \$20 million. But in addition to the precious metals and jewels, a gift of even more lasting value may have been found. The knowledge gained by scholars of 17th century ship construction and Hispanic culture may prove to be of more enduring value.

〔Ⅲ〕 つぎの英文を読んで、下の問いに答えなさい。

Too much time in front of the television has long been linked to childhood obesity. Now, new research suggests it's not the TV but the commercials that are making kids fat.

In a study of more than 2,000 children, researchers from the University of California, Los Angeles, compared the time the kids spent viewing television and video. They asked caregivers to track children's media use during one weekday and one weekend day during 1997, then again in 2002.

The findings showed that the amount of television a child watched wasn't a predictor of obesity risk. Instead, the risk for being overweight increased the more television commercials a child was exposed to. There was no association with television viewing and obesity for those who watched videos or commercial-free programming. Although the effect was seen among all children , it was strongest for children younger than 7, according to the report in *The American Journal of Public Health*.

Because people with more education and better eating habits might also insist their children watch videos or PBS rather than commercial television, the study's authors controlled for a number of other factors that might influence the findings. They looked at such variables as the mother's weight and education level, the child's starting weight and overall physical activity, time spent eating in front of the television and even the amount of sleep children were getting. Even after controlling for these factors, the link between commercials and weight gain .

Fred Zimmerman, the study's lead author, said television commercials for sweetened cereals, junk food and fast food chains probably had an insidious influence over a child's food preferences. The more television commercials a child is exposed to, try those foods and want to continue eating them, which

then increases risk for weight gain.

Although it's long been speculated that television viewing is associated with a lack of physical activity, that's often not the case. Young children often stand, jump and wiggle while watching television. "What's new about this research is that it suggests there's no evidence of a couch potato effect," Dr. Zimmerman said. "It's highly suggestive that it's the effect of watching TV commercials."

The study wasn't able to document how much food advertising children were exposed to. But research shows that young children are exposed to about 30 hours of food-related advertising annually. During Saturday cartoons, children see an average of one food ad every five minutes, most of which are for junk food, the researchers noted. "Advertisers have been clever about building brand loyalty, making these foods seem attractive," Dr. Zimmerman said. "Now they grab your emotions much more powerfully than they used to."

問 1 下線部(A)により実施された例として最も適切なものはどれか。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しなさい。

- a. ある男性は、毎週月曜日と土曜日に、息子が見たテレビとビデオの名前およびその時間を記録した。
- b. ある小児病棟では、毎週土曜日と日曜日に、テレビを見る子どもたちの様子をビデオ撮影した。
- c. カリフォルニア大学には、子どもたちが平日と週末によく見ているビデオがそれぞれ一つずつ持ち込まれた。
- d. ある幼稚園では、園児と保護者を対象にしたビデオ鑑賞会を毎週火曜日と土曜日に開催した。
- e. ある家庭では、毎週木曜日と日曜日に見る番組を決めて、見た感想を子どもたちに書かせた。

問 2 下線部(イ) predictor の意味に最も近いものをつぎの a～e の中から一つ
選び、その記号を解答欄にマークしなさい。

- a. link b. forerunner c. sign
d. hint e. connection

問 3 空欄 に最も適切なものをつぎの a～e の中から一つ選び、その
記号を解答欄にマークしなさい。

- a. studying b. study c. to study
d. studied e. having studied

問 4 本文の中で筆者は下線部(エ) PBS をどのようなものとして提示している
か。最も適切なものをつぎの a～e の中から一つ選び、その記号を解答欄
にマークしなさい。

- a. It broadcasts popular children's cartoons on Saturdays.
b. It's a video library that keeps digitally re-mastered films.
c. Its programs contain no advertisements paid for by sponsors.
d. It often airs programs that feature health and medicine.
e. It allows parents to control what their children watch.

問 5 下線部(オ) looked at の意味に最も近いものをつぎの a～e の中から一つ
選び、その記号を解答欄にマークしなさい。

- a. After witnessing the destruction of rain forests, they started looking
at its impact on global warming.
b. Dr. Jones, a noted biologist, looks at humans through the eyes of
other creatures.
c. Please keep my warning in mind, or you are looking at a lawsuit.
d. Now that Sean is vice-president, he is looking at rescheduling the
meeting.
e. Robert looks at the sports page first whenever the newspaper comes
in the morning.

問 6 空欄 に最も適切なものをつぎの a～e の中から一つ選び、その記号を解答欄にマークしなさい。

- a. changed b. remained c. strengthened
d. tightened e. increased

問 7 下線部(キ) Fred Zimmerman が行っていることとして最も適切なものをつぎの a～e の中から一つ選び、その記号を解答欄にマークしなさい。

- a. He promotes physical activities.
b. He writes scientific novels.
c. He covers health-related articles.
d. He produces effective commercials.
e. He conducts experiments.

問 8 下線部(ク)が意味の通る文となるように ～ に以下の語(句)を当てはめ、その記号を解答欄にマークしなさい。ただし、同じものを二度以上使わないこと。

- a. will b. he or she c. the d. be
e. to f. more g. likely

問 9 本文の内容に合うものをつぎの a～g の中から二つ選び、その記号を解答欄にマークしなさい。

- a. Two thousand children were gathered at the University of California, Los Angeles to investigate their media use.
- b. The researchers probably would see a five-year-old boy more affected by TV advertisements than his nine-year-old sister.
- c. The researchers found that there is a certain link between the mother's education level and the child's obesity.
- d. The study showed that children who spend a lot of time in front of television often become physically active.
- e. The commercials broadcast during Saturday cartoons are often those that are related to food.
- f. According to PBS, children exposed to 30 hours of food-related advertising in a year start facing the risk of obesity.
- g. Thanks to talented advertisers, junk food companies have succeeded in creating a health-conscious brand image.

[IV] つぎの英文を読んで、下の問いに対する答えを 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しなさい。

There's an old saying about poverty: Give me a fish, and I'll eat for a day. Give me a fishing rod, and I'll eat for a lifetime. But these days, there's evidence that one of the most effective tools to fight global poverty may not be a fishing rod, but a savings account. What we need is a savings revolution. Right now, the world's poor almost never have access to a bank account. Cash sits around and gets spent — and, frankly, often spent badly.

“We used to buy a three-liter bottle of cola every day,” recalled a 49-year-old homemaker in a village in northwestern Nicaragua. The cost of \$1.75 consumed a large share of the family's budget. Then an aid organization arrived in the village with a new program to promote savings. It provided a wooden box with a padlock and organized savings groups of about 20 people who meet once or twice a month, typically bringing 50 cents or \$1 to deposit in the box. Some of the money is lent out to start a small business, but the greatest benefit of these programs seems to be that they provide a spur to save. “Now we buy a bottle of cola just once a week, and we put the money in savings,” the homemaker said. She saves about \$5 a month in her own name and another \$5 a month in her son's name and has plans to buy a computer for him eventually.

Some people in the development field argue that microlending* has exaggerated its merit too much, and there has been a bit of negative reaction to it lately — including a “no pay” movement in Nicaragua. I don't agree with the criticisms of microloans, for I've seen how tiny loans can truly transform people's lives by giving them the means to start small businesses. Even so, there's evidence that the most powerful element of microfinance* is microsavings, not microloans.

One of the ugly secrets of global poverty is that a good deal of suffering is

caused not only by low incomes but also by bad spending decisions. Research suggests that the world's poorest families, typically the men in those families, spend about 20 percent of their incomes on a combination of alcohol, cigarettes, extravagant festivals and so on.

In one village in Nicaragua where children were having to drop out of elementary school because they couldn't afford notebooks, Ms. Garcia, a midwife, estimated to me that if a man earned \$150 working in the mountains as a day laborer during the coffee harvest, he might spend \$50 on alcohol and other unnecessary things and bring back \$100 to support his family. One challenge is that those men don't have a good, secure way to save money, and neither do poor people generally. It just sits around, longing to be spent. It's also vulnerable to theft, greedy family members and demands for loans from relatives.

Many aid groups now offer savings programs in some form. For example, in Kenya, two economists conducted an experiment by paying the fees to open bank accounts for peddlers*. They found that the peddlers who took up the accounts, especially women, enjoyed remarkable gains. Within six months, they were investing 40 percent more in their businesses. In another form, a Web site lets donors match a poor person's savings to increase the incentive to build a savings habit.

It's time for a microsavings movement. Maybe it's hard for us to believe, considering how much hostility there is toward bankers in the developed nations, but the world's poor might benefit hugely from the ability to bank their money safely.

*microlending 小規模貸付

*microfinance 適切な費用で提供する小規模金融

*peddlers 行商人

- 問 1 地球規模的な貧困に対処するために、有効な手立ては何か。
- a. a fishing rod
 - b. an industrial revolution
 - c. a savings account
 - d. a wooden box with a padlock
- 問 2 筆者の視点によると、世界の貧困層における問題は何か。
- a. They cannot have access to safe water.
 - b. They tend to spend less than wealthy people do.
 - c. They sit and wait for bankers who ask them to save.
 - d. They pay less attention to saving.
- 問 3 ニカラグアにおいて、援助団体が始めたプログラムはどのようなものか。
- a. The program gave a safe box to everyone who requested one.
 - b. The program formed groups of people to talk about how to save money.
 - c. The program lent some money out to any family in need.
 - d. The program stimulated groups of people to save money.
- 問 4 ニカラグアの、ある主婦は何のためにお金を貯めているのか。
- a. To consume a large share of the family budget
 - b. To purchase a computer for her son
 - c. To pay back the loan her husband made
 - d. To start a small business in her village
- 問 5 ガルシアさんによると、一般的な男性の収入のうち家計に繰り入れられる割合はどのくらいか。
- a. One third
 - b. One fourth
 - c. Two thirds
 - d. Two fifths

問 6 貧困にあえぐ人々が収入を使い切ってしまう理由は何か。

- a. They cannot afford to save any money.
- b. They do not have a proper way to save.
- c. They think that going shopping brings them some relief.
- d. They believe that leaving money unused invites misfortune.

問 7 ケニヤにおける実験の効果はどのようなものか。

- a. More women were able to buy more goods to sell.
- b. More men started to work hard for savings.
- c. More economists helped open bank accounts for peddlers.
- d. More children could go to an elementary school.

問 8 金銭的理由から子供が学校に行けなくなる原因の例はどれか。

- a. Men work hard only to get a low income.
- b. Men spend a lot on unessential things.
- c. Women work hard being exploited.
- d. Women lend a lot of money through microloans.

問 9 筆者の意見と合う内容の文はどれか。

- a. Microlending has been oversold.
- b. Microlending has little effect on poverty.
- c. Microfinance leads to increased savings.
- d. Microfinance expands the poor's loans.

問10 筆者の意見と合う内容の文はどれか。

- a. Microsavings need to be encouraged among people with low incomes.
- b. Microfinance influences the world economy at a fairly slow pace.
- c. Poverty is not the fault of poor people but of bankers in developed nations.
- d. Manufacturers and investors try to take advantage of poor people.

