

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)。

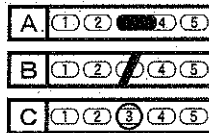
記入上の注意

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. We are making an all effort to increase production.
a. in b. over c. out d. together
2. There are no such things ghosts.
a. to b. like c. but d. as
3. It's none of your how I choose to spend my money.
a. business b. responsibility
c. affair d. liability
4. He speaks quite good English, he's never had any lessons.
a. since b. in spite of c. although d. nevertheless
5. As hard as she tried, she couldn't understand the question.
a. yet b. still c. even d. always
6. The bus company apparently ignores the many about late and overcrowded buses.
a. complaints b. claims c. griefs d. objections
7. The suspect that he had assaulted a policeman.
a. refused b. denied c. contradicted d. declined
8. Most people gave up listening to the politician's long, speech.
a. irritable b. boring c. informative d. annoying
9. Being both spoiled and lazy, he everyone else for his lack of success.
a. accused b. charged c. criticized d. blamed
10. Your teacher is sick today, and Mr. Smith is taking his place.
a. besides b. nevertheless c. accordingly d. moreover
11. A woman is needed to take care of two small children.
a. negligent b. reliable c. confidential d. dependent

12. The manager to calculate how much our project might cost.
a. suggested b. is used c. promised d. succeeded
13. The idea for a new video game slowly began to in the designer's mind.
a. take shape b. turn out c. come about d. draw breath
14. I'm not interested in grammar as in learning new vocabulary.
a. much as b. even so c. very much d. nearly so
15. All the theater seats were sold and there was standing only.
a. place b. area c. space d. room

〔Ⅱ〕 つぎの英文を読んで、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。

The Power of Observation

It is natural for people to be fascinated by something that appears to be unusual and mysterious. But sometimes appearances can be deceiving.

Here is a story about how careful study saved many people

- 〈例〉
- | |
|---------|
| a. to |
| ⓑ. from |
| c. for |
| d. as |

being fooled by appearances.

In the early 1900s, many citizens

- 〈1〉
- | |
|-------|
| a. in |
| b. on |
| c. by |
| d. at |

Germany believed that

there was a horse

- 〈2〉
- | |
|---------|
| a. they |
| b. one |
| c. whom |
| d. that |

could read and do mathematics. The horse,

- 〈3〉
- | |
|----------|
| a. from |
| b. of |
| c. named |
| d. known |

Clever Hans, was owned by Wilhelm von Osten, whose

character was

- 〈4〉
- | |
|---------|
| a. as |
| b. very |
| c. such |
| d. so |

trustworthy that he was beyond suspicion.

Distinguished scientists

- 〈5〉
- | |
|---------|
| a. of |
| b. by |
| c. in |
| d. over |

the day viewed demonstrations of this

horse's

- 〈6〉
- | |
|-------------|
| a. running |
| b. speaking |
| c. praising |
| d. amazing |

powers and claimed that they were genuine. Hans

< 7 > a. explain
b. request
c. answer
d. express
would yes/no questions by raising its right foreleg and

< 8 > a. singly
b. once
c. answers
d. only
tapping out for 'yes' or twice for 'no'. If a question were

< 9 > a. rule,
b. sample,
c. thought,
d. problem,
asked about a mathematical the horse would tap out the

< 10 > a. wisest
b. correct
c. probable
d. unique
answer. For example, someone might ask something

< 11 > a. by,
b. as,
c. like,
d. such,
"Hans, what is one half of twelve, minus three?"

< 12 > a. At
b. After
c. To
d. In

a pause, the horse would tap three times.

< 13 > a. Barely,
b. Supposedly,
c. Eventually,
d. Curiously,
the Prussian Academy of Sciences sent a team

< 14 > a. onto
b. of
c. to
d. for
its scientists to investigate. They

< 15 > a. requested
b. produced
c. revised
d. observed
two things

< 16 > a. thing,
b. time,
c. person,
d. instant,
during the performances. For one the more difficult the

< 17 > a. longer
b. greater
c. further
d. harder
question was, the it took for Hans to answer it.

<18> a. Finally,
b. So,
c. Secondly,
d. Instead,

they found that when Von Olsten

<19> a. alone
b. solely
c. only
d. himself

did not

<20> a. spectators
b. owner
c. scientists
d. horse

know the answer to a question, the

did not move. Later,

<21> a. prevented
b. limited
c. instructed
d. protected

when they

the horse from actually seeing

<22> a. her
b. their
c. one's
d. its

<23> a. respond
b. bother
c. notice
d. admit

owner, they found that it did not

to any questions. From

<24> a. observations,
b. exhibitions,
c. activities,
d. experiences,

these

they were able to explain the

<25> a. mystery.
b. miracle.
c. challenge.
d. question.

<26> a. but
b. or
c. and
d. yet

Even though Von Olsten was truly honest

was not trying to

<27> a. what
b. when
c. why
d. how

direct

the horse should behave, he became nervous if

<28> a. he
b. they
c. it
d. one

feared that the horse might not be

<29> a. able
b. possible
c. willing
d. ready

to respond.

<30> a. because
b. that
c. by
d. whether

The horse could see Von Olsten's face and understand

he

was confident or disturbed. The horse would tap its hoof until it could see

that he was pleased. Von Olsten himself had not been aware of this. Even he wanted to believe that his horse had unique abilities.

〔Ⅲ〕 つぎの英文を読んで、下の問いに答えなさい。

More than half of George Washington University's 10,000 undergraduates are women. But the latest candidates for student government president were Kwasi, Joshua, Chris, Phil, Jason, Caleb and John — all men. Of the 57 candidates for other student offices in this month's vote, 11 were women. "It's always that way," said Amanda, one of two women who ran for executive vice president against three men. "There are not many of us to really rally together."

^(ア) For the past decade, women had done better than men on key measures ^(イ) of college success. They attend college and graduate at higher rates, according to several studies, and they tend to earn higher grades. Yet on many campuses, student government is dominated by men, ^(ウ) echoing gender gaps in state and national politics — 12 percent of governors and 17 percent of members of Congress are women. "Women still see themselves as outsiders," said a director of an association for university women.

The gender gap is especially notable at Washington area colleges because their location in the nation's capital attracts politically minded students. At ^(エ) George Washington University, just a few blocks from the White House, students elected female presidents in 1998, 2007 and 2009. Women at the school have plenty of leadership ambitions — at its prestigious student newspaper, for example, about 70 percent of editors and managers are women, including the editor in chief. But women seem less enthusiastic about student government.

Student Association elections, which were held this month, are a campus spectator sport. Students are allowed to campaign for a week. There are glossy posters, Web sites, social media strategies and campaign staffs as well as a Joint Elections Commission. "There's nothing better to prepare for running in a real election than to run in one like this," said Ted, ^(オ)

one of the three men running for executive vice president.

Advocates of the student government say that it is the first place administrators and trustees turn for student input. The university president regularly meets with the student president to discuss policies and student concerns. The student leaders also oversee the distribution of activity fees.

Samantha, the other female candidate for executive vice president, said she first hesitated but ran for the position because "1 governing body 2 3 4 of the people 5 6."

Several students said that if more women ran for the lower ranks of student government, they would gain confidence and allies to run for higher office. "You would have girls pushing for other girls, just like you have boys pushing for boys," said a male candidate.

No candidate for the executive vice presidential contest took more than 40 percent of the vote in the election, so there will be a runoff to decide a winner next week. Friends hugged Samantha after learning that she came in third. Amanda came in second, drawing cheers and claps. Before the announcer could reveal that Ted placed first, the fist-pumping and bear-hugging began. Men started to chant: "Ted! Ted! Ted!"

問1 下線部(ア) us 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. undergraduates b. candidates c. male students
d. female students e. student leaders

問2 下線部(イ) For the past decade 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. By the beginning of the 21st century
- b. During the last twenty years
- c. For their lost honor
- d. In the last ten years
- e. To overcome earlier losses

問3 下線部(ウ) echoing 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. calling
- b. connecting
- c. reflecting
- d. spreading
- e. widening

問4 本文の中で筆者は、下線部(エ) George Washington University にみられる特徴をどのように提示しているか。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. Many of the students, both male and female, are interested in politics.
- b. The US President and first family live in its neighborhood.
- c. The university aims to represent the nation's capitalistic spirit.
- d. About two thirds of the staff of its prestigious magazine are male.
- e. They have had only four female presidents in its history.

問5 下線部(オ) Ted が最も関心を持っている職業はどのようなものと思われるか。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. an electoral commissioner
- b. a campaign strategist
- c. a senior executive
- d. a secretary of a politician
- e. an elected official

問6 下線部(カ)が意味の通る文となるように ～ に以下の語を当てはめ、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. should
- b. represents
- c. representative
- d. it
- e. any
- f. be

問7 下線部(キ) pushing 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. Foreign investors were pushing the Japanese economy in 1980s.
- b. John is pushing 40, but he is still acting like a child.
- c. The young salesperson kept pushing me to buy a car.
- d. I saw Bill pushing a shopping cart for his grandmother.
- e. His team is pushing Tom for the position of their manager.

問 8 下線部(ク) the executive vice presidential contest に関することで本文の内容に合うものをつぎの 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. There are more females running for vice president than president.
- b. Samantha passionately called for female students to run for office.
- c. Ted won the runoff thanks to his earnest male supporters.
- d. A candidate wins the position with two fifths of the votes.
- e. Eleven of the candidates in the lineup were women.

問 9 本文の内容に合うものをつぎの a ~ h 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. No women ran for the student offices even though there are more female students than male students at George Washington University.
- b. According to an expert, women in general are reluctant to take part in politics because it is already dominated by men.
- c. The gender gap in politics is not very large at Washington area colleges compared to the other areas in the United States.
- d. Women in the Washington area are as enthusiastic about journalism as those at George Washington University.
- e. Samantha ran for executive vice president in anticipation of the future presidential position.
- f. Students take the Student Association elections as seriously as they take national elections.
- g. The student government is powerful enough to supervise the administrators and trustees of the university.
- h. Like Congress members, the leaders in student offices are paid by the university based on their activities.

[IV] つぎの英文を読んで、下記の問いに対する答えを a ~ d の中から一つ選び、その記号を解答欄にマークしなさい。

College graduates owe their success to many factors. One of the most remarkable of the new graduates, Beatrice Biira, credits something utterly improbable: a goat. "I am one of the luckiest girls in the world," Beatrice declared at her graduation party after earning her bachelor's degree from a college in Connecticut, USA. Indeed, and it's appropriate that the name of the goat that changed her life was Luck.

Beatrice's story helps address two of the most commonly asked questions about foreign assistance: "Does aid work?" and "What can I do?" The tale begins in the rolling hills of western Uganda, where Beatrice was born and raised. As a girl, she desperately yearned for an education, but it seemed hopeless. Her parents were peasants who couldn't afford to send her to school. The years passed and Beatrice stayed home to help with the chores. She was on track to become one more illiterate African woman, another of the continent's wasted human resources.

In the meantime, the children of a community church in Connecticut wanted to donate money for a good cause. They decided to buy goats for African villagers through an international non-governmental organization (NGO) in Arkansas, USA, which helps impoverished farming families. A dairy goat in the NGO's online gift catalog costs \$120; a flock of chicks or ducklings costs just \$20.

One of the goats bought by the church went to Beatrice's parents and soon produced twins. When the kid goats were weaned*, the children of her family drank the goat's milk for a nutritional boost and sold the surplus milk for extra money. The cash from the milk accumulated, and Beatrice's parents decided that they could now afford to send their daughter to school. She was much older than the other first graders, but she was so overjoyed

that she studied diligently and rose to be the best student in the school.

An American visiting the school was impressed and wrote a children's book, *Beatrice's Goat*, about how the gift of a goat had enabled a bright girl to go to school. The book was published in 2000 and became a children's best seller. Beatrice was such an outstanding student that she won a scholarship, not only to Uganda's best girls' high school, but also to a prep school and then to the college in Connecticut. A group of 20 donors to the NGO financed the girl's living expenses. A few years ago, Beatrice spoke at the NGO's event attended by an economist. He was impressed and called the success story the "Beatrice Principle" of development economics.

Foreign assistance doesn't always work and is much harder than it looks. "I won't lie to you. Corruption is high in Uganda," Beatrice acknowledges. In short, millions of things could go wrong. But when there's a good model in place, they often go right. That's why villagers in western Uganda recently held a special party and a feast to celebrate the first local person to earn a college degree in America.

The challenges of global poverty are vast and complex, far beyond anyone's power to resolve, and buying a farm animal for a poor family won't solve them. But Beatrice's happiness today is still a reminder that each of us does have the power to make a difference — to transform a girl's life with something as simple and cheap as a little goat.

*wean=乳離れする

問1 What helped Beatrice to get her degree in college?

- a . A group of economists
- b . A goat bought with donated money
- c . Improbable help from credit cards
- d . Remarkable fellow graduates

問2 What is a question that is commonly asked about foreign assistance?

- a . Can AIDS be cured soon?
- b . Can anyone get a degree?
- c . Are the animals sent happy?
- d . Is support effective enough?

問3 What did Beatrice do before she entered a school?

- a . She rolled in the hills in Uganda.
- b . She yearned to work in the field.
- c . She worked around the house.
- d . She learned to read on her own.

問4 What does the NGO in this story do?

- a . It donates money to a community in the USA.
- b . It sends educational teams to other NGOs.
- c . It grows produce to sell on the Internet.
- d . It offers farm animals for farmers in Africa.

問5 How could Beatrice's family afford to send her to school?

- a . The number of goats doubled very soon.
- b . The surplus milk increased her abilities.
- c . The family was able to raise goats for sale.
- d . The family earned some money from the extra milk.

- 問6 How did many children in the USA know about Beatrice?
- a. By visiting the best girls' high school in Uganda
 - b. By donating to the NGO and getting its catalog
 - c. By reading a book written by an American who had visited her
 - d. By attending a graduation party in the college she attended
- 問7 Which of the following statements describes the "Beatrice Principle"?
- a. Small inputs can lead to large outcomes.
 - b. Global poverty is vast and complex.
 - c. High risks can produce high returns.
 - d. A poor workman blames his tool.
- 問8 Why did the villagers in Beatrice's hometown hold a party?
- a. They celebrated the success of the project.
 - b. Beatrice is a leader against corruption.
 - c. They wanted to collect money to fight poverty.
 - d. Foreign assistance was not necessary in this case.
- 問9 Which of the statements about this article is true?
- a. Buying a farm animal for a poor family can gradually solve many of the problems in global poverty.
 - b. Beatrice was able to escape being poor and uneducated because a goat was donated to her family.
 - c. Beatrice's happiness reminds us of individual competence to make a difference in the global society.
 - d. Beatrice will stay in the USA to work for an NGO that supports female African students in the USA.

問10 Which of the following would be the best title for this article?

- a. The Luckiest Girl
- b. Goats for Africans
- c. The Relay of Donations
- d. The Impact of College Degrees