

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)。

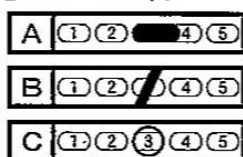
## 記入上の注意

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の各文の空欄に入る最も適切なものを、a～dから一つ選び、その記号を解答欄にマークしなさい。

1. The price of all the tours  airfare and all transfers.  
a. to include      b. includes      c. including      d. include
2. Mr. Brett missed the train  he was working late.  
a. after            b. until            c. since            d. that
3. The students were loading the truck when the boxes  .  
a. have fallen      b. fall              c. fell              d. are falling
4. Mr. Johnson  if he had been delayed.  
a. would be called                      b. would have called  
c. will be calling                        d. will call
5. The student  the novel from the library.  
a. hired            b. rented            c. loaned            d. borrowed
6. The chief of the student association is knowledgeable and  .  
a. industrious                              b. industrialized  
c. industrial                                d. industries
7. There was a  range of main dishes on the menu, and it was hard to choose just one.  
a. high              b. wide              c. deep              d. thick
8. Brian is really interested in  . Last week, he joined a campaign to plant new trees.  
a. inclination      b. installation      c. congestion      d. conservation
9. The police are investigating millions of fake dollar bills in  around the world.  
a. revolution      b. circulation      c. intersection      d. sensation
10. A : Please  me to take this book back to the library, Mom.  
B : Sure, Ben.  
a. nominate      b. notice            c. realize            d. remind



- [II] つぎの英文を読んで、1～30に入る最も適切なものを、a～dから一つ選び、その記号を解答欄にマークしなさい。

### A Story about Being Reasonable

An 83-year-old man visiting Chicago boarded a bus and saw a sign

saying that senior citizens could ride for half fare. The usual <例> a. sign  
b. bus  
c. fare  
d. seat

was a half-dollar, and he knew he was old <1> a. enough  
b. beyond  
c. nearly  
d. such to save one

quarter. However, when he dropped a single <2> a. bill  
b. dollar  
c. quarter  
d. ticket in the box, the

driver demanded identification. The old man <3> a. dropped  
b. turned  
c. showed  
d. took out an ID card.

“You need a special CTA card,” said the <4> a. man.  
b. rider.  
c. driver.  
d. sign.

The 83-year-old did not have the Chicago Transit Authority card

<5> a. when  
b. because  
c. so  
d. while he lives in Minnesota and was <6> a. only  
b. often  
c. usually  
d. once in Chicago to

visit his two sons.

He told the driver, “The sign doesn’t say anything <7> a. by  
b. for  
c. about  
d. with a

special card.”

The driver said, "It's the rules. Put in another quarter, 

< 8 >	a. or
	b. and
	c. so
	d. to

 get off the bus."

One privilege of old age is 

< 9 >	a. showing
	b. forgetting
	c. raising
	d. being

 stubborn. The old man

said, "Give me back my quarter, 

<10>	a. so
	b. and
	c. but
	d. or

 I'll get off."

"I can't. It's 

<11>	a. already
	b. finally
	c. always
	d. possibly

 in the box. If you don't get off, I'll

<12>	a. check
	b. report
	c. call
	d. ask

 the police." Which the bus driver did. Two police cars pulled

<13>	a. away.
	b. up.
	c. over.
	d. around.

 The old man and the driver told their stories.

"That's 

<14>	a. when
	b. why
	c. how
	d. what

 you called us for?" one police officer asked the driver.

Another officer then 

<15>	a. requested
	b. offered
	c. noticed
	d. brought

 to give the old man another 25-cent coin.

But the man shook his head. "Why 

<16>	a. should
	b. can't
	c. will
	d. didn't

 you give me your

quarter? The bus driver has to give me 

<17>	a. our
	b. my
	c. your
	d. his

 quarter." The officers

discussed this 

<18>	a. over
	b. among
	c. within
	d. besides

 themselves. Then they 

<19>	a. took
	b. asked
	c. understood
	d. ordered

 the

old man where he was going.

"Downtown to have some lunch 

<20>	a. by
	b. from
	c. with
	d. for

 some friends," he said.

"Come 

<21>	a. over,
	b. on,
	c. in,
	d. by,

" the police said. "We'll get you your ID card." So

they 

<22>	a. sent
	b. held
	c. took
	d. rode

 him over to the CTA office. 

<23>	a. So
	b. For
	c. But
	d. While

 the people

there wouldn't make the card. He needed a 

<24>	a. pencil.
	b. photograph.
	c. policeman.
	d. driver.

"What about his quarter?" an officer asked. The CTA 

<25>	a. buses
	b. drivers
	c. staff
	d. riders

decided to give the man's quarter 

<26>	a. again.
	b. back.
	c. over.
	d. away.

 As he was leaving, the

policemen asked him 

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

 he was going to 

<28>	a. pay
	b. get
	c. drive
	d. be

 back

downtown.

<29> a. all  
b. each  
c. that  
d. once

"On the bus," he answered. "And I'm going to pay is a

<30> a. gave  
b. wished  
c. helped  
d. wanted

quarter." The policemen him good luck.

He got on another bus, dropped a quarter in the box, and said, "I'm a senior citizen." The driver looked at him and nodded OK. That driver didn't know how lucky he was to be a sensible man.

〔Ⅲ〕 つぎの英文を読んで、下記の問いに答えなさい。

The American suburbs that we knew are now dying. The problem began with the housing crisis, which started in and has hit hardest these once vibrant neighborhoods outside our cities.

〔ア〕 Shopping malls and giant retail stores, the commercial anchors of the suburbs, are going dark — an estimated 148,000 stores ( 1 ) last year, the most since 2001. ( A ) the shift is deeper than the economic downturn. Thanks to changing demographics, including a steady decline in the percentage of households with kids and a growing preference for an urban life-style among Americans young and old, the suburban dream of the big house with the big lawn is vanishing. The Metropolitan Institute at Virginia Tech predicts that by 2025 there will be a surplus of 22 million such luxury homes in the US.

〔イ〕 But all the steel, concrete and asphalt that went into making the suburbs cannot simply be thrown away in ( 2 ) of something new, even if it is perfectly green. That would be worse. “( B ) much as possible, we need to change the focus of development to existing communities and infrastructure,” says Kaid Benfield, director of the smart-growth program at the Natural Resources Defense Council. “( C ), we are just eating up more land and natural resources.”

The suburbs need to be remade, and just such 

1
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2
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3
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4
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5
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<sup>(1)</sup> in regions that were known for some of the worst sprawl in the US. Communities as diverse as Lakewood in Colorado, and Long Beach in California, have reopened malls as mixed-use developments with retail stores, offices and apartments. In automobile-dependent suburbs that were built without a traditional commercial center, shopping malls offer the chance to create downtowns without destroying existing infrastructure, by recycling what's known as underused space. “All



of these projects are developer-driven, because the market wants them,” says Ellen Dunham-Jones, a co-author of the new book, *Retrofitting Suburbia*.

[ウ]

( D ) every suburb will make it. In the fringes of a suburb like Riverside in Southern California, housing prices have fallen more than 20% since the crisis began. Riverside could be too spread out to thrive in a       a problem.  
(2) It will be the older inner suburbs like Tysons Corner in Virginia that will have the mass transit, public space and economic appeal to survive post-recession. ( E ) creative cities will grow more attractive for retired couples and young graduates alike, not everyone will be moving to New York. Many Americans will still prefer the space of the suburbs—including the parking spaces. “People want to balance the privacy of the suburbs with more public and social areas,” says Dunham-Jones. But the result will be a US that is more sustainable—environmentally and economically. [エ]

問1 空欄( 1 )に入る最も適切なものをつぎの a～e から一つ選び、その記号を解答欄にマークしなさい。

- a. arranged                      b. closed                      c. managed  
d. merged                        e. sold

問2 空欄( 2 )に入る最も適切なものをつぎの a～e から一つ選び、その記号を解答欄にマークしなさい。

- a. case                            b. charge                      c. favor  
d. front                           e. spite

問3 空欄( A )～( E )に入る最も適切なものをつぎの a～e 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。ただし、各選択肢の使用は一回限りとする。

- a. Otherwise                      b. Though                      c. As  
d. Not                                  e. But

問4 下線部(1)の空欄  ～  に入る最も適切なものをつぎの 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しなさい。

- a. is                                      b. a                                      c. under  
d. way                                    e. transformation

問5 下線部(2)の空欄  ～  に入る最も適切なものをつぎの a～f 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。

- a. no                                      b. future                              c. is  
d. density                                e. where                                f. longer

問6 次の文は、本文の[ア]～[エ]のどこに入れるのが最も適切か、つぎの a～d から一つ選び、その記号を解答欄にマークしなさい。

Environmentalists will celebrate the end of sprawling suburbs that left the nation addicted to cars.

- a. [ア]                      b. [イ]                      c. [ウ]                      d. [エ]

問7 本文に書かれている内容と最も合うものをつぎの a～e から一つ選び、その記号を解答欄にマークしなさい。

- a. As creative cities grow more attractive, everyone will want to move to a big city.
- b. In Tysons Corner, housing prices have fallen more than 20% since the crisis.
- c. The economic recession caused the steady decline in the percentage of households with kids.
- d. Some communities could be revitalized by making use of old shopping malls.
- e. Many Americans will prefer the space of the suburbs from now on.

問8 本文のタイトルとして最も適切なものをつぎの a～e から一つ選び、その記号を解答欄にマークしなさい。

- a. The Space of American Suburbs
- b. Dying American Suburbs
- c. Recycling the American Suburbs
- d. The Privacy of the Suburbs
- e. American Environmental Issues

- [IV] つぎの英文を読んで、下記の問いに対する最も適切なものを a ~ d から一つ選び、その記号を解答欄にマークしなさい。

Why do people chew gum? If anthropologists from Mars ever visited a typical supermarket, they'd be confounded by those shelves near the checkout aisle that display dozens of flavored gum options. Chewing without eating seems like such a ridiculous habit, the oral equivalent of running on a continuous moving belt. And yet, people have been chewing gum for thousands of years, ever since the ancient Greeks began putting pieces of tree resin\*<sup>1</sup> in their mouths to sweeten the breath. Socrates probably chewed gum.

It turns out there's an excellent rationale for this long-standing cultural habit: Gum can improve mental performance, offering all sorts of benefits without any side effects. The latest investigation of gum chewing comes from a team of psychologists at St. Lawrence University. The experiment went like this: 159 students were given a series of demanding cognitive tasks, such as repeating random numbers backward and solving difficult logic puzzles. Half of the subjects chewed gum (sugar-free and sugar-added) while the other half were given nothing. Here's where things get peculiar: Those randomly assigned to the gum-chewing group significantly outperformed those who did not chew gum on five out of six tests. The one exception was verbal fluency, in which subjects were asked to name as many words as possible from a given category, such as "animals." The sugar content of the gum had no effect on test performance.

While previous studies achieved similar results — chewing gum is often a better test aid than caffeine — this latest research investigated how long the effect lasts. It turns out to be rather short, as gum chewers only showed an increase in performance during the first 20 minutes of testing. After that, they performed identically to non-chewers.

What's responsible for this mental improvement? Nobody really knows. It doesn't appear to depend on glucose<sup>\*2</sup>, since sugar-free gum generated the same benefits. Instead, the researchers propose that chewing wakes us up. Unfortunately, this effect is only temporary. The results of this research are clear: During a test, people should save the gum for when they reach the hardest part, or for when they begin to lose their focus. The gum will help them concentrate, but the help won't last long.

There is an increasing amount of research on gum. Last month, scientists at Coventry University found that people chewing mint gum showed a dramatic decrease in feelings of sleepiness. The participants also looked less exhausted when tested for fatigue. When we chew gum, we gain alertness and attention, but without discomfort.

There's another paper from Cardiff University, where 133 volunteers were given tasks with and without chewing gum. Approximately half of the volunteers were tested while listening to an annoying noise — this was the stress condition — while the other volunteers took the test in a quiet room. After each testing session, the volunteers rated their mood and underwent a number of measurements, including heart rate. As expected, gum chewers were more attentive than non-chewers, with elevated heart rates. They also had much faster reaction times, especially on more difficult tasks. They even appeared to be in a better mood.

Given the unusual power of gum, it seems a little silly that we don't allow it in the classroom. If pills achieved these same results, we'd all be taking them. Of course, gum is disgusting once it becomes litter. Yet it appears to be a wonderful stimulant, plus we get fresh breath! According to the research, "Gum appears to be a functional food with function but no food."

\*1 resin 樹脂

\*2 glucose ブドウ糖

- 問1 Why would anthropologists from Mars be confounded?
- a. Because shelves are set near the checkout aisle
  - b. Because we have many kinds of chewing gum
  - c. Because ancient Greeks knew how to chew tree resin
  - d. Because even a great philosopher chewed gum
- 問2 Which of the following statements is true about the experiment at St. Lawrence University?
- a. All 159 students did well in the verbal fluency test.
  - b. Half of the subjects chewed double the amount of gum.
  - c. Those who were given gum were randomly chosen.
  - d. The sugarless-gum-chewing group performed best on the test.
- 問3 What is the new finding in the latest experiment at St. Lawrence University?
- a. Gum chewers are generally free of side effects.
  - b. Athletic performance is enhanced by chewing gum.
  - c. Caffeine is less effective than chewing gum.
  - d. Chewing gum has an effect only for a short time.
- 問4 Which of the following groups probably would do well in the test?
- a. Those who try to solve difficult problems while chewing gum
  - b. Those who finish the simplest part of the test while chewing gum
  - c. Those who take time to answer complex questions before chewing gum
  - d. Those who save gum for relaxing after taking the test

問5 What did the scientists at Coventry University find out about chewing mint gum?

- a . It keeps test-takers awake.
- b . It makes test-takers drowsy.
- c . It makes test-takers tired.
- d . It keeps test-takers calm.

問6 Why did researchers at Cardiff University make an irritating noise?

- a . Because it makes the room peaceful
- b . Because it sounds like a string instrument
- c . Because it causes a chaotic condition
- d . Because it puts the subjects under stress

問7 What did the experiment at Cardiff University show?

- a . Gum chewers had a slower heart beat than non-chewers.
- b . Gum chewers had a quicker response than non-chewers.
- c . Non-gum-chewers had a happier mood than gum chewers.
- d . Non-gum-chewers had a higher level of alertness than gum chewers.

問8 According to the author, why isn't gum allowed in the classroom?

- a . Because students would do too well in the tests
- b . Because students need to study in a clean place
- c . Because students become too alert to concentrate
- d . Because students must listen to the teacher

問9 How does gum enhance our performance?

- a. By the generation of sugar
- b. By sweetening our mouth
- c. By the act of chewing
- d. By saving our energy

問10 Which of the following statements about this article is true?

- a. Several experiments show that chewing gum is a perfect food without any side effects.
- b. The latest experiments proved that students who often chew gum get better grades.
- c. According to recent research, chewing gum is a mental aid that lasts less than thirty minutes.
- d. Scientists are developing a new medicine that has the same effect as chewing gum.