

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)。

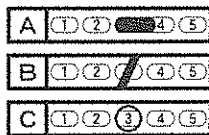
記入上の注意

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のに最も適切なものを、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。

1. The chairperson named the charity in honor () her youngest son.
a. after b. of c. over d. for
2. Employees must () their supervisors in writing at least two weeks before using vacation time.
a. arrange b. forward c. notify d. announce
3. It was with great () that my father abandoned our plans to visit Hawaii.
a. disappointment b. disappoint
c. disappointing d. disappointed
4. The owner of the restaurant requires that all kitchen workers wash their hands before () to their food-preparation stations.
a. returned b. return c. to return d. returning
5. The train station is located only three kilometers () from our university.
a. aside b. remote c. far d. away
6. The committee awards grants to non-profit organizations () programs benefit the residents.
a. what b. whatever c. whose d. which

7. After many weeks of printing delays, the new pamphlet was ()
distributed to customers.
a . yet b . already c . once d . finally
8. There is an old proverb that says, "Prevention is better than ()."
a . mind b . lying c . preparation d . cure
9. He needs to remind his staff that it is essential for fragile items to be
() wrapped to avoid damage.
a . adequately b . admittedly c . admiringly d . adversely
10. When I have finished my degree, I would like to go ()
advertising.
a . to b . into c . by d . through
11. A : I've heard there's a great new restaurant just up the street from
here.
B : Really? Let's go there and () it out together tomorrow for
dinner!
a . take b . check c . find d . see
12. A : I just don't understand what my professor wants me to do for my
project.
B : If you ask her for (), she should be able to explain it to you.
a . clarification b . projection c . graduation d . satisfaction
13. A : Is the flight fully booked?
B : I'm pretty sure there are a few () left.
a . books b . spaces c . people d . airplanes

14. A : How long is the coffee break?

B : About fifteen minutes, as () as I know.

- a . little b . close c . last d . far

15. A : What did you think of the camera work?

B : It didn't () up to my expectation.

- a . live b . go c . move d . reach

[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。

Shopping Wisely

Do you understand how to make a good deal? Many people think that

there is something <例> a. named
b. shown
c. thought
④. called *objective value*, or what something is

“really” worth. < 1 > a. In
b. As
c. By
d. Of fact, value is in the eye of the beholder. Here is

a typical example of < 2 > a. while
b. how
c. who
d. what a differing sense of value can lead

< 3 > a. by
b. in
c. as
d. to a bargain.

Imagine that you collect rare old comic books as a hobby. You find a

bookstore that sells < 4 > a. used
b. rented
c. fresh
d. spent comics. It has the last < 5 > a. sample
b. volume
c. chance
d. place in

a series that you have been < 6 > a. collecting
b. purchased
c. appealed
d. searching for. The individual book may

have little < 7 > a. price
b. cost
c. value
d. expense to the shop owner, but to you < 8 > a. they're
b. it's
c. he's
d. what's an

important discovery. If you don't

< 9 >	a. want
	b. make
	c. let
	d. tell

 the owner know how

valuable it is to collectors

<10>	a. like
	b. by
	c. as
	d. for

 yourself, you'll probably be able to get

a good

<11>	a. sale.
	b. bargain.
	c. choice.
	d. luck.

Two things are important to

<12>	a. prepare
	b. recharge
	c. obtain
	d. remember

 when you shop for

something: knowing what you want,

<13>	a. and
	b. or
	c. but
	d. so

 thinking before speaking.

If you don't

<14>	a. take
	b. buy
	c. make
	d. keep

 these in mind, you may spend more money than is

<15>

a. requested.
b. important.
c. necessary.
d. available.

When ordering food at a certain fast food restaurant in the U.S.,

<16>

a. cooks
b. waiters
c. customers
d. managers

 were asked, "Would you like fried potatoes

<17>	a. with
	b. to
	c. on
	d. or

that?" Over 20% of them answered yes, even

<18>	a. after
	b. because
	c. until
	d. though

 many had no

<19> a. changing
b. buying
c. finding
d. demanding

intention of a side order. Often people

<20> a. follow
b. take
c. make
d. seek

an

<21> a. stop
b. ask
c. plan
d. have

impulse purchase because they don't to think whether they

<22> a. replace
b. accept
c. remind
d. consider

really need an item. To prevent this, what you need *before*

you go shopping.

Secondly, think before you speak. A real estate agent told me a story

<23> a. customer
b. salesman
c. couple
d. owner

about how a newly married lost a chance to make a good

<24> a. on
b. over
c. at
d. by

deal a house. The owner of the house was desperate to

<25> a. build
b. show
c. sell
d. find

it quickly. The agent told them

<26> a. so
b. how
c. that
d. too

much the owner

<27> a. When
b. Also
c. As
d. But

wanted for it. before she could explain that the

<28> a. seller
b. movers
c. builder
d. planners

would probably reduce the price, the couple interrupted

- <29> a. him.
b. them.
c. me.
d. her.

"Wow!" they replied, "That is a lot less than what we

- <30> a. wanted!"
b. expected!"
c. afforded!"
d. invested!"

So, instead of offering to lower the price, the agent

quickly closed the deal. Whether you're a buyer or a seller, the key to success is how much either of you learn about each other's sense of value.

〔Ⅲ〕 つぎの英文を読んで下の問いに答えなさい。

Something very big happened in the last decade. The world went from connected to hyperconnected in a way that is impacting every job, industry and school, but was largely disguised by post-9/11 and the Great Recession. In 2004, Facebook, Twitter, cloud computing, 4G wireless, ultra-high-speed bandwidth, big data, Skype, system-on-a-chip (SOC) circuits, iPhones, iPods, iPads and cellphone apps didn't exist, or were in their infancy.

Today, all ,
⁽¹⁾ but, in combination, they've taken us from connected to hyperconnected. Now, notes Craig Mundie, one of Microsoft's top technologists, not just elites,
⁽²⁾ but virtually everyone everywhere has, or will have soon, access to a hand-held computer/cellphone, which can be activated by voice or touch, connected via the cloud to infinite applications and storage, so they can work, invent, entertain, collaborate and learn for less money than ever before.

When the world gets this hyperconnected, adds Mundie, the at which every job and industry changes also goes into hypermode. "In the old days," he said, "it was assumed that your education would last your whole lifetime. That is no longer true." Because of the way every industry is now being transformed by cheap, fast, connected computing power, the skill required for every decent job is rising as is the necessity of lifelong learning. Mundie added that more and more things you know and tools you use become out of date faster. This is exacerbating our unemployment problem.

In their terrific book, Race Against the Machine,
⁽³⁾ Erik Brynjolfsson and Andrew McAfee of the Massachusetts Institute of Technology note that for the last two centuries it happened that productivity, average income and employment all moved together nicely. "So most economists have had this feeling that if you just boost productivity, the pie grows, and, in the long run, everything else takes care of itself," explained Brynjolfsson in an interview.

“But it’s entirely possible for the pie to get bigger and some people to get a smaller slice.” Indeed, when the digital revolution gets so cheap, fast, connected and ubiquitous you see this in three ways, Brynjolfsson added: those with more education start to earn much more than those without it, those with the capital to buy and operate machines earn much more than those who can just offer their labor, and those with superstar skills, who can reach global markets, earn much more than those with just slightly less talent.

Put it all together, he added, and you can understand why we have record productivity, wealth and innovation, yet average incomes are falling, inequality is rising and high unemployment remains persistent.

How to adapt? It will require more individual initiative. We know that it will be vital to have more of the “right” education than less, that you will need to develop skills that are complementary to technology rather than ones that can be easily replaced by it. We also know that we need everyone to be innovating new products and services to employ the people who are being liberated from routine work by automation and software. The winners won’t just be those with more IQ (intelligence quotient). It will also be those with more PQ (passion quotient) and CQ (curiosity quotient) to utilize all the new digital tools to not just find a job, but to invent one or reinvent one, and to not just learn but to relearn for a lifetime.

問1 下線部(ア) hyperconnected の例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. telephone marketing
- b. interview
- c. Internet chatting
- d. television
- e. airmail letter

問2 下線部(イ)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. do | b. exist | c. only |
| d. things | e. not | f. these |

問3 下線部(ウ) Craig Mundie によれば、現在の社会においてこれまでより活動の場が広がる可能性があるのはだれか。つぎの a ~ e の中から最も適切なものを一つ選び、その記号を解答欄にマークしなさい。

- a. elite technologists
- b. application programmers
- c. ordinary people
- d. property owners
- e. small businesses

問4 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. amount | b. speed | c. quality |
| d. skill | e. content | |

問5 下線部(オ) exacerbating 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. recalling b. solving c. illuminating
d. worsening e. explaining

問6 下線部(カ) Race Against the Machine によれば、これまでの200年は何が富を増やす要因だったと考えられているか。つぎの a～e の中から最も適切なものを一つ選び、その記号を解答欄にマークしなさい。

- a. public sentiment b. productivity c. income
d. employment e. government policy

問7 下線部(キ) the digital revolution がもたらす社会の特徴として当てはまらないものはどれか。つぎの a～e の中から最も適切なものを一つ選び、その記号を解答欄にマークしなさい。

- a. dictatorial b. quick c. linked
d. inexpensive e. prevalent

問8 筆者は現在の社会をどのようにとらえているか。つぎの a～e の中から最も適切なものを一つ選び、その記号を解答欄にマークしなさい。

- a. productive and wealthy
b. unchanged and persistent
c. hyperconnected and fair
d. slow but innovative
e. creative but unequal

問9 下線部(ク) How to adapt? の例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. Get rid of outdated technologies.
- b. Be worth as much as a robot.
- c. Keep learning and innovating.
- d. Find a lifelong calling.
- e. Have more IQ than CQ.

問10 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. The attacks on 9/11 and the Great Recession changed the world from connected to hyperconnected.
- b. According to Craig Mundie, people today will probably have to keep looking for better jobs till the final days of their lives.
- c. Those who live in the hyperconnected society tend to prefer smaller slices of pie, even though they have a big appetite.
- d. Brynjolfsson considers education, money and skills to be three important keys for survival in this hyperconnected world.
- e. Routine jobs should be performed using technology rather than labor in order to have more free time.
- f. The author of this article thinks PQ and CQ are as important as IQ to succeed in this complicated society.
- g. All the new technologies such as cellphones and cloud computing will be used for people to find a stable job.

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

Trekking through mud, enduring long marches while bearing heavy backpacks and accepting a regular flood of insults may not seem like a good model for public education, but some believe that schools can learn much from the Marine Corps. During a discussion at the Harvard School of Education, two graduates discussed how their tough military training prepared them for their roles in education, and how those lessons can translate to the teaching field.

Jenny DuFresne spent years as a Marine, tasked with complex administrative duties, and later as a logistics expert who moved troops and supplies at a moment's notice. She later left the Marines and worked in business. Then one day she found herself wondering where she could use her background. She discovered her answer in public education. DuFresne now heads a school, where she relies daily on her military experience. She said she founded the school on a fundamental idea of the Marines: creating a highly organized structure united around a common goal. DuFresne said that too often she has seen people thrown together in a school setting with little or no sense of "where we are all going." DuFresne added, "We need to get these students into college but we don't have a uniform way of all being on the same team to do that work. So we have a mission statement, just as we did in the Marines." Everybody knows what it is, from her youngest students to her staff.

Steve Scarfe, another former Marine, also works in education. He said that the Marines' structure, which requires constant communication across all levels of leadership, is an essential concept in education, and having a shared goal "is positive, because then we start to have an understanding, when we meet another educator, that we have a common language to talk

about things.” Consistent management is critical, as is having leaders who know their mission and are able to adapt it to their circumstances. Scarfe said, “In the Marines, we train people to know their role and way of doing things, and to be flexible, because once you are on the ground, stuff happens.”

“A commitment to excellence is another concept that military training can contribute to educators,” said Scarfe. One night, he told his superior officer that he wasn’t sure if he could complete a particular task because of other responsibilities. “The officer looked at me like he had just found a big piece of hair in his salad and finally said, ‘Lieutenant, that’s why they invented lights.’” Scarfe added, “If your boss has decided that despite limited resources something is important and must happen, then you need to get it done, and you need to do it well.”

In addition to providing students with a solid educational foundation, educators increasingly need to build character. “It’s obvious that many kids are missing something crucial in their lives,” said Scarfe. “As students spend more time in school, we have to keep looking for ways to provide more character feedback, so they can build confidence and self-worth.”

問1 Why might some people consider the Marine Corps to be a poor model for America's public education system to adopt?

- a. Because the training that Marines receive seems completely unrelated to the job of educators
- b. Because Marines do not have to work every day with children and their parents
- c. Because the duties and work of educators are less demanding than the Marine Corps
- d. Because the public education system needs educators who have teaching experience

問2 How have the experiences and skills that DuFresne acquired as a Marine helped to improve the school she now runs?

- a. She is able to get her staff to work in a timely manner thanks to her training in administration and logistics.
- b. Her staff and students all know what the school's main objective is and are working together to achieve it.
- c. She is using what she knows to help her students to make the right choices about their future.
- d. Her staff and students always have enough supplies, which helps them to do their jobs well.

- 問3 Which statement about the article best reflects Scarfe's opinion regarding management in the Marines and education?
- a . Having a positive atmosphere in both the military and in schools is key to improving communication.
 - b . Speaking a common language is not as important as being well prepared for times when things go wrong.
 - c . Leaders who are not available for consultation with staff and students will create a negative atmosphere.
 - d . Leaders need to make sure that they give the same message to everybody; otherwise, nobody knows what to do.
- 問4 How does Scarfe demonstrate his "commitment to excellence" in his work?
- a . By making sure that others don't give up and do their best
 - b . By helping others to understand their task and working with them until they complete it
 - c . By always doing a good job, even if he doesn't have everything he needs to do it
 - d . By staying up late to make sure that he does his best work
- 問5 According to Scarfe, what is a very important skill to have in both education and the Marines?
- a . Being able to adapt quickly to new circumstances
 - b . Paying attention to small details that could be overlooked
 - c . Having a positive attitude and being uncritical of others
 - d . Knowing exactly what your job is and finishing it first

問6 What statement best describes the officer's reaction to Scarfe's comment?

- a . He could hardly believe what Scarfe had just told him.
- b . He felt sorry for Scarfe because he couldn't do his job.
- c . He thought that Scarfe needed more light.
- d . He couldn't understand what Scarfe was supposed to do.

問7 Which of the following statements regarding Scarfe's stance towards his students is true?

- a . Educators need to interact frequently with students to help them build confidence.
- b . Students should spend more time preparing for college and not think too much about building character.
- c . Schools these days do not have the right staff to help students deal with all the problems that they must face.
- d . Educators worry about students dropping out of school because of low motivation.

問8 Which of the following statements best summarizes the main point of the passage?

- a . Working as an educator is an enjoyable job for two former Marines who studied education at Harvard.
- b . Well-trained Marines are changing their new working environment by devoting themselves to their students.
- c . Former Marines who are now educators say that commitment and shared goals can guide their students.
- d . Getting into college these days is not easy, and students need the help of well-trained Marines.

