

T日程入試 2限 (90分)

科目	ページ
英 語	2～21
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


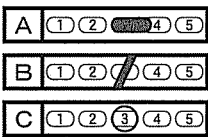
4. マークシート解答方法については以下の注意事項を読みなさい。

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。

<p>(1) 正しいマークの例</p> 	}	<p>(2) 悪いマークの例</p> 	}	<p>枠外にはみださないこと。</p> <p>○でかこまないこと。</p>
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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〕 つぎの問1～問15の各文の空欄に入る最も適切なものを、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。

問1 She asked me I could wait for her until she came back.

- a. after b. that c. there d. if

問2 The children were so much noise that I could not hear him.

- a. playing b. making c. speaking d. taking

問3 Many wants to study abroad nowadays.

- a. a student b. of a student
c. the student d. students

問4 When I first came to Tokyo, the map was great use.

- a. with b. of c. on d. at

問5 Smith is very cautious. He always looks he leaps.

- a. when b. during c. before d. after

問6 There are numerous cases Japanese modesty causes misunderstanding.

- a. what b. that c. which d. where

問7 She felt herself by a strong arm from behind.
 a. seize b. seized c. be seizing d. seizing

問8 what to do, she asked her boss for advice.
 a. Not to know b. Know not
 c. Had not known d. Not knowing

問9 Buses come five minutes now.
 a. at b. before c. every d. each

問10 If he had been a little more careful, he his work properly.
 a. could have done b. must have done
 c. did not do d. will do

問11 The government is planning to make many reforms in the country.
, it's planning to change its system of taxation.
 a. However b. Whichever
 c. For example d. In contrast

問12 A: Can you guess how old that temple is?
 B: More than 3,000 years old.
 A: That be right! It looks so new to me.
 a. can't b. would c. could d. needn't

英語

問13 A: What are the *Seven Wonders of the Ancient World*?

B: The Great Pyramid is one.

A: ?

- a. Is one before two
- b. Will you tell me the other seven
- c. Do you know the other one
- d. Can you think of any others

問14 A: Can I help you carry your groceries, Mrs. Crampton?

B: , thank you.

A: Are you sure? They look heavy.

- a. I'm glad you like it
- b. Sorry, but you never
- c. No, I can manage
- d. Well, you are great

問15 A: I remember the day you moved in ten years ago. You came over and borrowed a hammer.

B: That's right! And you invited me in for coffee!

A: Oh, it seems like .

- a. a long day
- b. just yesterday
- c. a memory
- d. good times

〔Ⅱ〕 つぎの英文を読んで下の問いに答えなさい。

Trying to imagine India without red pepper* is as difficult as trying to imagine Italy without tomatoes. Yet neither of these fruits was available to the Old World until Columbus brought them back from the Americas. In 1493 a historian, Peter Martyr, reported that Columbus had discovered peppers more pungent than those of Asia, and within a few years the plants themselves reached the Far East. They established themselves so well in Southeast Asia and India that some early scholars thought they were native there. Red pepper opened up whole new levels of hotness and is today indispensable in the cooking of all of tropical Asia, western China, and Africa.

Technically, red pepper is not a pepper at all. It was named so because it is pungent, like black pepper, which is a member of the pepper family. Red pepper comes from the fruit of many varieties of the genus *Capsicum* ** in the potato family. The plants of this genus and their fruits are called capsicums. Sweet green peppers are capsicums, and hot varieties are called chilies.

Chilies are a truly American food. They are among the oldest cultivated plants of the Americas. Under the influence of human planters, their wild ancestors assumed very diverse agricultural forms. In any open market in Mexico today, the traveler will see a confusing array of chilies of all shapes, sizes, and degrees of pungency. Chili eating in Mexico is a national pastime and constant source of wonder to inexperienced eaters visiting from the U.S.

The sensation created by capsicum is due to the presence of a compound called *capsaicin*, whose effect on the mouth and tongue is spectacular. A person inexperienced in the mysteries of chili eating who bites down on a really spicy chili may exhibit all the symptoms of madness. It is difficult to

convey to such a sufferer the truth that relief comes only from eating more chilies, but that is the case. Water makes the agony worse. Bread may be slightly helpful. But the only real help comes from biting on more chilies.

There is no question that capsicum can be irritating. Sprays of liquid capsicum have protected mail carriers from attacking dogs. Here is another American tradition: The Inca culture used liquid capsicum and the smoke of burning chilies as weapons of chemical warfare. Capsicum has been used as a means of torture in both the New and Old Worlds.

Although the irritation produced by chili eating is intense, it does not seem to do any damage. Inhabitants of Europe and North America are inclined to look down upon chili eating as a nasty habit of the tropics, likely to be bad for the health and especially for the well-being of the stomach. But experts in herbs regard capsicum as an excellent medicine with many uses, particularly beneficial for the stomach.

The true chili lover may be aware of these medicinal benefits, but the motive for passion lies elsewhere. Eating a lot of chilies causes an intense sensation of burning that spreads up the nose, causing a runny nose and tearing from the eyes. The sensation in the mouth may become so strong that one cannot think about anything else for a few minutes. Capsicum also stimulates the flow of sweat, an effect that may be welcomed in a hot climate. Together these actions give a temporary feeling of pleasure, and it is this feeling that the chili lover seeks.

Now, the experience of chili lovers is different from that of chili haters. The chili haters suffer actual pain and go to great lengths to combat the sensation in their mouth before trying another bite. Finally, after repeated attempts, all equally painful, they quit eating them. In contrast, the chili lovers know that pain can be transformed into a friendly sensation whose strength can go into making them happy and excited.

The secret of this trick lies in perceiving that the sensation follows the

form of a wave: It builds to a terrifying peak, then falls, leaving the body completely unharmed. Chili eating is painful when you have to go from the bottom of the wave to the top over and over again. Familiarity with the sensation makes it possible to eat chilies at a rate that keeps the intensity constant. One is then able to glide along on the strong stimulation, experiencing it as something between pleasure and pain. This technique might be called “mouth surfing.”

With practice and the frequent company of capsicum lovers, one can develop into a first-rate chili eater, learning to appreciate the more pungent varieties in ever-increasing amounts. Just as I was helped in learning to be a chili lover by spending time around masters of the art, I have guided several people from the initial stages of mouth burning to intermediate and advanced levels of chili eating. I am always satisfied to watch them discover the joys of this practice and marvel at their new-found abilities. It is especially meaningful to see that, with commitment and openness to new experiences, something that previously appeared painful and injurious can become

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*red pepper 「トウガラシ」

**the genus *Capsicum* 「トウガラシ属」

英語

問1 下線部(ア) Columbus について本文の内容に最も近いものを、つぎの 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。

- a. It was Columbus who introduced red pepper and tomatoes to the Old World.
- b. According to Peter Martyr, Columbus found and brought back Asian peppers.
- c. Peter Martyr's report inspired Columbus to go to the Americas to find red pepper.
- d. Columbus's travel to the Far East helped red pepper establish itself in the region.

問2 下線部(イ) pungent の意味として最も適切なものを、つぎの 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。

- a. making you feel satisfied
- b. having a sharp and strong taste
- c. bitter and unpleasant
- d. colorful and beautiful

問3 Chilies が下線部(ウ) a truly American food であることを示す例として、本文の内容に合わないものを、つぎの 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。

- a. The natives of the Americas have been growing chilies as their crop since ancient times.
- b. The diversity of American chilies has been increased through farming processes.
- c. Foreign visitors to Mexico will be astounded by the immense variety of local chilies.
- d. Chili eating is a popular traditional activity in both Mexico and the U.S.

問4 下線部(エ) capsicum の利用法について本文の内容に最も近いものを、つぎの 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。

- a. Some doctors give capsicum to patients to relieve their symptoms of madness.
- b. Sprays produced from capsicum are used to stimulate dogs to attack mail carriers.
- c. Some people in the ancient Americas used capsicum as a chemical weapon in wars.
- d. The author recommends capsicum as a means of torture which has been used in the New and Old Worlds.

問5 トウガラシと健康の関係について本文の内容に最も近いものを、つぎの 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。

- a. The intense irritation and pain which chilies cause can be harmful to physical health.
- b. Experts have expressed doubt whether capsicum improves the condition of the stomach.
- c. Specialists consider chilies as an effective treatment for a variety of health problems.
- d. Excessive sweating caused by capsicum in hot weather is potentially dangerous.

英語

問6 Chili lovers について本文の内容に最も近いものを、つぎの 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。

- a. What attracts chili lovers most is the enjoyable feeling they experience from eating chilies.
- b. Some chili lovers believe that eating a lot of chilies is a good cure for a runny nose.
- c. Chili lovers are generally friendly because chili eating makes them happy and excited.
- d. Many chili lovers eat chilies mainly because they think they are good for their health.

問7 下線部(オ) mouth surfing について本文の内容と 合わない ものを、つぎの 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。

- a. The intensity of the sensation from eating chilies becomes stronger and weaker repeatedly.
- b. You feel the pain most as you approach the top of the wave of the sensation again and again.
- c. By getting used to the sensation, you can enjoy chilies without experiencing too much agony.
- d. Some people confuse pain with pleasure because they have lost their sense of taste.

問8 空欄

A

 に入る最も適切なものを、つぎの 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。

- a. boring and harmless
- b. pleasurable and beneficial
- c. challenging and advanced
- d. spicy and irritating

問9 筆者について本文の内容に最も近いものを、つぎの 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。

- a. The author is among a few who could enjoy chilies from the very first time he tried them.
- b. The author believes that we should eat chilies in moderation because of their intense irritation.
- c. The author is pleased to watch people suffer from pain in their initial attempts at chili eating.
- d. The author is already experienced enough in chili eating to teach others this practice.

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。なお、二つの解答は同じ解答欄にマークすること。

- a. As early scholars thought, red pepper is native to Southeast Asia and India.
- b. As their names suggest, red pepper and black pepper are from the same plant family.
- c. *Capsaicin* is responsible for the painful irritation you feel while eating chilies.
- d. It is advisable to eat bread or drink water to relieve the agony we experience while eating chilies.
- e. Once considered nasty, chili eating is getting wider acceptance among people in Europe.
- f. Scientists have discovered that those who eat chilies often live longer than those who rarely eat them.
- g. If you want to learn to appreciate chilies, you should spend a lot of time with chili lovers.

英語

〔Ⅲ〕 つぎの英文のエッセイを読んで下の問いに答えなさい。

When my friends and I were growing up in Manhattan, sports meant running out into Central Park. Depending on our age or the season, we played running bases, touch football, softball, pick-up basketball — any combination of boys, equipment, and whatever fields we could mark with muddy jackets, rocks, and sticks. Sport was not an activity, it was a time period: Saturday, finish breakfast, run out to the field, see what happened. I realized around the time my son was born that the sports life of my childhood no longer existed in Manhattan. Central Park is a carefully patrolled grass museum, where the wealthy ladies who pay for the maintenance of the park put up endless fences and signs, warning that seeds are starting to grow and that you had best keep off. Great for grass, terrible for kids.

I can't say we left the city and moved to the suburbs because they ruined the park, but it helped. My son, Sasha, was two when we bought the house on a slight hill in Maplewood, a five-minute brisk walk from the train station. It was not long before he and I would walk down the hill to buy something or look at the trains go by. A walk with a two-year-old is^(ア) very Zen: it is not about the end but the journey. He needs to pet the dog someone is walking; to roll down the slight incline to the church basement, and then roll again, and again, and again; to remind me of the place where the bees live, then run past it.

Along the way, we pass by a driveway filled with gravel. From the age when he could first walk, he needed to stop there, pick up a stone, and throw it. Not to throw at something as a test of aim — not to throw in anger as a protest — not even to see how far it would go. It was simple: stone = throw.

Sasha's world is filled with those equations: puddle = splash; stick =

gun = "I shoot you dead"; shadow = "monsters, let's get them"; walk = race = "I'm the winner."

No doubt my enjoyment of his physical, energetic attitude and my willingness to shoot monsters and chase imaginary bad guys with him encourages those sides of Sasha's personality. But I did not teach him stone = throw. There is something elemental in that. There is no goal, just an urgent necessity, a compelling need. Dogs raise their legs to trees; boys throw stones.

Sasha is left-handed and is now three. He's willing to spend some time learning how a left-hander holds a bat or catches with a mitt or how to dribble a soccer ball. His interest in acquiring skills turns on and off. Throwing stones is not something he does to sharpen his aim or to improve his ability to pitch. It is just a demand that the landscape makes on his nervous system. ^(v) Nice small stones that fit easily in your hand are there to be picked up, to be held for a minute in the palm of your hand to sense their weight, and to be tossed.

We have already started the soccer and tennis and swimming lessons. My childhood of free play is as impossible here as it was in the city. But at least in the gravel in the driveway, Sasha gets a few minutes of being a pure boy: a being designed for picking up round objects and throwing them. And long may ^(x) that pure physical joy reign as a boy's freedom, and a boy's delight.

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問1 筆者の子どもの頃について、本文の内容に最も近いものを、つぎの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。

- a. セントラルパークに走っていくこと自体が、楽しくてたまらなかった。
- b. 集まった仲間で、持っている道具で遊んだ。
- c. 男の子だけで集まって、公園のスポーツ施設を利用して遊んだ。
- d. 土曜日の朝は早く起きて、セントラルパークに行かないと場所が取れなかった。

問2 筆者は息子のサシャが生まれた頃、セントラルパークをどう思っていたか。本文の内容に最も近いものを、つぎの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。

- a. 警備員が巡回する植物園になってしまった。
- b. フェンスで囲まれ、あちこちに宣伝の看板が立つようになってしまった。
- c. 芝生は素晴らしいが、乱暴な子どもたちが遊ぶようになってしまった。
- d. 自分が子どもの頃の遊び場ではなくなった。

問3 筆者がマンハッタンからメープルウッドに引っ越した理由について、本文の内容に最も近いものを、つぎの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。

- a. セントラルパークが変わってしまったことも一つの理由だった。
- b. 都会よりも郊外が好きだったことも一つの理由だった。
- c. 息子が2歳になってスポーツをさせようと思ったのが大きな理由だった。
- d. 新居が駅から近くて便利なのが大きな理由だった。

問4 筆者は、下線部(ア) A walk with a two-year-old についてどう述べているか。本文の内容に最も近いものを、つぎの 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。

- a. それ自体を楽しむことが大切だ。
- b. 目的地に到達するための手段だ。
- c. 旅として充実させなくてはならない。
- d. きりがなく、終わりのないものだ。

問5 下線部(イ) gravel の意味に最も近いものを、つぎの 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。

- a. 水たまり
- b. 小枝
- c. 砂利
- d. ごみ

問6 筆者やサシャについて、本文の内容に合わないものを、つぎの 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。

- a. サシャは石を投げるまえに、あれこれ想像をめぐらせる。
- b. サシャは、水たまりがあればバシャバシャ入っていくし、小枝があれば拾ってピストルにしてしまうし、影があったらモンスターに見立てる。
- c. サシャの元気な様子を見るとうれしくて、筆者もいっしょに想像上のモンスターを撃ったり、想像上の悪漢を追いかけたりする。
- d. サシャといっしょに遊ぶ筆者の態度がサシャの性格に影響を与えたのは間違いない。

問7 下線部(ウ) It is just a demand that the landscape makes on his nervous system. の内容に最も近いものを、つぎの 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。

- a. その風景をみるとサシャはいらいらして自分をおさえられなくなってしまふ。
- b. その風景がサシャの神経システムにもたらす要求は単純なものだ。
- c. サシャがその場に行きたがるのは、ある種の神経的要求なのだ。
- d. その場に行くと、サシャはどうしても石を投げたくなってしまふ。

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問8 引っ越した先でのサシャについて、本文の内容と合わないものを、つぎの 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。

- a. He can enjoy his free play in the driveway filled with gravel.
- b. He cannot enjoy his father's childhood of free play now in Maplewood.
- c. He is left-handed and always very enthusiastic about sports.
- d. He enjoys some kinds of sports with his father.

問9 下線部(エ) may の意味に最も近いものを、つぎの 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。

- a. May only the president declare war on the country?
- b. It may be that peace will come to the world.
- c. It is possible that the countries may stop the war.
- d. May peace soon return to your country.

問10 このエッセイのタイトルとして最も適切なものを、つぎの 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。

- a. My Childhood of Free Play
- b. Stones Are Just for Throwing
- c. Why Manhattan Beats the Suburbs
- d. My Son and Maplewood

- [IV] つぎの英文を読んで下の各問いの解答として最も適切なものを、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。

In a 1932 novel called *Brave New World*, a boy from Poland, Reuben Rabinovitch, falls asleep next to a radio. When he wakes up, he is able to repeat the entire broadcast. He has no idea what any of it means, though — it's all in English. Many reports today claim that you can actually learn music, improve your foreign language skills, or cram for tomorrow's math exam during sleep. And there is a whole industry trading on this idea of 'sleep-learning.' Audio tapes promise to help you stop smoking, lose weight, and even brush up your golf skills and find love — all while you are asleep. But is it actually based on any evidence?

The idea that you can learn facts and figures while listening to a recording during sleep, was tested in a simple 1950s experiment. Researchers Charles Simon and William Emmons observed the participants as they slept. Simon and Emmons played a tape of a person listing 96 facts about history, science, sports, and other topics. The participants were asked questions about the facts after awakening, but there was no evidence that they'd retained any of the information that was played to them. The researchers concluded that sleep-learning was "impractical, and probably impossible."

In 2010, Susan Diekelmann and colleagues in Germany published a study in which participants examined specific patterns of objects on a map before sleeping in the laboratory. While studying, each person was exposed to a subtle odor in the room, which was later re-introduced when they were in a sleep stage called 'deep sleep.' Participants remembered 84% of the objects' locations when their memories were paired with the odor during sleep. Then a 2012 study by a US group reported that people were more likely to correctly play a melody in a musical video game if the tune had

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been previously played to them during the deep sleep stage of a 90-minute nap. In a different study published in 2014 by Swiss researchers, participants were presented with a series of Dutch-to-German word pairs at 10 p.m., then listened to an audio recording of these word pairs until 2 a.m. Half of the group, however, was allowed to sleep during this period. When tested, the researchers found that those who slept recalled significantly more words than those who didn't.

Therefore, learning a new language while you sleep may seem almost possible. But are the participants actually learning from the audio recordings during their sleep? Or, rather, are their memories improved simply because they slept? During deep sleep, which tends to happen during the first half of the night, our brains exhibit 'slow waves.' These waves help organize new memories and scientists believe that this allows newly-learned information to be retained better. It's been shown that patients who lack sleep, experiencing less deep sleep than normal sleepers, find it harder to strengthen memories.

So, yes, we can learn during sleep — a bit. However, this is mostly limited to making subconscious associations, like pairing scents with images. This is not exactly practical in the real world, nor will it likely lead to long-term memory storage. For more complex learning, such as baseball statistics or foreign language vocabulary, it's more likely that sleep is helping to reinforce what we've already learned, rather than process new incoming signals.

1. What did the boy from Poland do in *Brave New World*?
 - a. He understood the English on the radio while he was asleep.
 - b. He repeated what he had said in his sleep.
 - c. He spoke in a foreign language he heard in his sleep.
 - d. He broadcasted the words he had heard on the radio.

2. What does the 'sleep-learning' industry tell us?
- a. We can learn new things with recordings while we sleep.
 - b. Recording ourselves sleeping may help us improve our skills.
 - c. We can learn to record new skills in our sleep.
 - d. We should record ourselves playing musical instruments to improve.
3. How did the 1950s experiment test participants?
- a. It saw how many words they could remember hearing while asleep.
 - b. It tested if they could recall information they had heard in their sleep.
 - c. It asked them some questions about facts while they were asleep.
 - d. It examined how many times they went in and out of sleep states.
4. According to the 2010 and 2012 studies, which statement is TRUE?
- a. Using senses, such as smell and hearing, may help strengthen our memories while we sleep.
 - b. Using smell and sound may help us remember 84% more words during our sleep.
 - c. We are likely to remember more words if we learn them during a 90-minute nap while listening to music.
 - d. We can remember where objects are in a room more easily if we listen to music in our sleep.

英語

5. What was the purpose of the 2014 study?
- To see if the time of night at which we study affects the number of words we can remember when we wake up.
 - To test if listening to an audio tape of a foreign language can help us learn more words when we are awake than when we are asleep.
 - To see if listening to foreign language words until 2 a.m. can help us remember them more in our sleep.
 - To test if sleeping while listening is better for learning foreign words than listening to them while we are awake.
6. Which statement best describes the 2014 study results?
- The people who did not sleep after 10 p.m. found it more difficult to remember the words.
 - The half of the group which did not sleep remembered more of the words than the people who slept.
 - The people who listened to the words from 2 a.m. remembered more of them after they woke up.
 - Both groups of people were able to remember the same number of words.
7. Which statement about 'deep sleep' is FALSE?
- During deep sleep, waves in our brain help us create stronger memories.
 - Deep sleep during the second half of the night will make people learn less.
 - We can make memories last longer in our brain if we have more deep sleep.
 - Our brains exhibit slow waves during deep sleep.

8. Which statement about the research discussed in the passage is TRUE?
- How we learn in our sleep was a mystery in 1950, but we now know that we can learn new things using our senses while we sleep.
 - All of the research suggests that we can learn more during deep sleep by listening to recordings of words and facts.
 - More recent research shows that learning can be improved if we use our senses to support it during deep sleep.
 - None of the research shows any evidence about how we can improve our knowledge with 'sleep learning.'
9. According to the passage, what is the main problem with the research?
- We cannot be sure if learning in our sleep happens while we are in deep sleep or at other times of the night.
 - The data does not show if we can learn new information or improve our longer-term memory using sleep learning.
 - Most of the data is only about foreign language learning and not more complex skills which we need in the longer term.
 - There is no data about how we can connect the slow waves of deep sleep to how we learn new things while we sleep.
10. Which of the following would make the best title for this passage?
- Can We Use Sleep to Improve Our Language Skills?
 - Is Deep Sleep the Best Way to Learn New Skills?
 - Can We Improve Our Skills by Using Smells in Our Sleep?
 - How Much Can We Really Learn While We Are Asleep?

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