

文学部A方式 I 日程・経営学部A方式 I 日程・人間環境学部A方式

## 1 限 英 語

## 〈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・学科によって試験時間が異なるので注意すること。

志望学部(学科)	試験時間
文学部(哲・日本文・史)	60分
経営学部(経営)・人間環境学部	90分

4. 志望学部・学科によって解答する問題が決まっている。問題に指示されている通りに解答すること。指定されていない問題を解答した場合、採点の対象としないので注意すること。
5. 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。

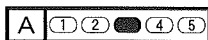
## マークシート解答方法についての注意

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)。

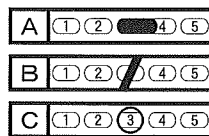
## 記入上の注意

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 ] Read the passage and answer the questions that follow it.

He was one of those Japanese college students who loved reading English. Because of his affection for the language, his reading ability was considerably [ (1) ] average, and he could [ (2) ] entire English books that his classmates couldn't even imagine finishing.

He especially enjoyed reading English books about Japan. In them he could see his homeland portrayed through foreign eyes. He didn't always find himself [ (3) ] with the [ (4) ] writers' viewpoints, but the books themselves fascinated him. He was never [ (5) ] .

One day in the library, by chance he [ (6) ] to pick up a book about Japanese literature. On the very first page he came across words that seemed both [ (7) ] .

Ancient pond —  
a frog jumps in,  
the sound of water.

These English lines stimulated a memory of a haiku that he knew, and that practically all Japanese, down through the [ (8) ] , had known by heart.

*Furuike ya  
kawazu tobikomu  
mizu no oto.*

He was surprised to see the three hundred year-old Japanese words [ (9) ] contemporary English. And it struck him that "kawazu" had become not "frogs" but "a frog". In English, you have to choose one frog or [ (10) ] than one. In Japanese, you [ (11) ] . The Japanese doesn't tell you the [ (12) ] . But the English translator had the common sense to make "kawazu" a [ (13) ] frog.

Reading the famous words in English made the student think, perhaps for the first time, [ A ] its special characteristics.

1. Choose the item most appropriate to fill in each of the blanks from

(1) to (13), and mark the letter on your answer sheet.

- |      |                    |                         |             |            |
|------|--------------------|-------------------------|-------------|------------|
| (1)  | a. upon            | b. above                | c. below    | d. about   |
| (2)  | a. enter into      | b. read from            |             |            |
|      | c. get through     | d. glance over          |             |            |
| (3)  | a. meaning         | b. agreeing             |             |            |
|      | c. understanding   | d. accepting            |             |            |
| (4)  | a. non-native      | b. non-Western          |             |            |
|      | c. non-alien       | d. non-verbal           |             |            |
| (5)  | a. interesting     | b. bored                |             |            |
|      | c. interested      | d. boring               |             |            |
| (6)  | a. happened        | b. intended             | c. declined | d. planned |
| (7)  | a. new and unknown | b. strange and familiar |             |            |
|      | c. loved and hated | d. long and forgotten   |             |            |
| (8)  | a. cultures        | b. generations          |             |            |
|      | c. peoples         | d. hundreds             |             |            |
| (9)  | a. translated from | b. spoken in            |             |            |
|      | c. heard beyond    | d. rendered into        |             |            |
| (10) | a. equal           | b. more                 | c. many     | d. less    |
| (11) | a. aren't          | b. won't                | c. don't    | d. weren't |
| (12) | a. number          | b. sound                | c. animal   | d. noun    |
| (13) | a. silent          | b. single               | c. still    | d. social  |

2. Rearrange the following words so that they fill blank **A**, and mark the letters for the **second** word and the **fourth** word on your answer sheet.

- |          |             |        |
|----------|-------------|--------|
| a. had   | b. language | c. own |
| d. about | e. his      | f. how |

〔Ⅱ〕 つぎの英文を読み、問いに答えよ。

Every day a small miracle occurs without anyone paying the slightest attention. At breakfast, lunch and supper, tens of millions of French people decide to gather round a table at the same time in order to share a meal, A some invisible director had given a signal to mark the start of festivities. This ritual is so ア that the French find it quite usual. For foreigners, on the other hand, it is like something from outer space. “When the American sociologist David Lerner visited France in 1956, he was surprised by the inflexibility of the French regarding food,” says fellow sociologist Claude Fischler, head of research at the French National Center for Scientific Research. “He couldn’t understand why they all ate at a fixed time, like at the zoo.”

French eating habits are indeed exceptional. “Everyday life in France is marked by three traditional meals,” says Thibaut de Saint Pol, a sociologist at the Ecole Normale Supérieure in Cachan. “At 1 pm half the population are at table and at 8:15 pm this activity concerns more than a third of the population. Meals play a large part in organizing social life.” This major collective ritual is specific (1) the French. A graph plotting meal times produced by Eurostat, the statistical office of the European Union, is almost flat for Sweden, Finland, Slovenia and Britain; all the way through the day people feed on various snacks, at no particular time. The same graph for France rises to three spectacular spikes, morning, <sup>(B)</sup> noon and night.

But this is not the only unusual feature of meals in France. French people also spend more time eating than their fellow Europeans: two hours, 22 minutes a day in 2010, 13 minutes longer than in 1986! “If you add the hours of domestic labor directly related to eating — cooking, washing up and so on — this is one of the day’s main activities,” Saint Pol wrote in the

journal *Economie et Statistique* in 2006. The French are also very  on eating together. About 80% of meals are taken with other people. “In France meals are strongly associated with good company and sharing, which is undoubtedly less so in other countries,” says Loïc Bienassis, a researcher at the European Institute of Food History and Culture.

Americans take a radically different approach. There is nothing  about meals: everyone eats at their own speed, depending on their appetite, outside constraints and timetable. As long ago as 1937, French writer Paul Morand was shocked to see New Yorkers lunching alone, in the street, “like in a stable”. US practice is so different from French ritual that it sometimes requires explanation. “There’s a secondary school in Toulouse which sends its students on study tours in America,” says social anthropologist Jean-Pierre Poulain. “To avoid any misunderstandings, teachers warn families before their children leave that , unlike in France. When the students arrive in America .

The British are very fond of snacking too. Saint Pol can see no evidence  “food synchronism”. According to Poulain, food consumption is spread out over the day, resulting  a “loss of social atmosphere”. “Many British people eat at the wheel or  one eye on their PC, which is sacrilege\* for the French, who regard meals as a ‘full-time’ activity. In France meals are one of the best bits of the day,” Saint Pol adds. In a survey of how French people spend their time the National Institute of Statistics and Economic Studies found that eating gives almost as much pleasure as reading or listening to music. Eating alone, at work or at home, is often seen as a trial.

Social practice varies so much from one community to another because eating food can be so : each country’s eating habits are marked by cultural values, symbols and identities, what the French anthropologist Marcel Mauss called a “total social fact”.

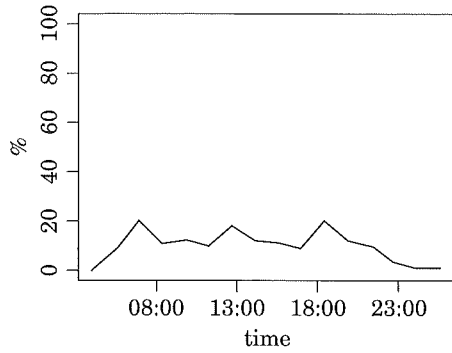
“In the US the dominant conception of food is 

\* sacrilege : 神聖なものを汚すこと

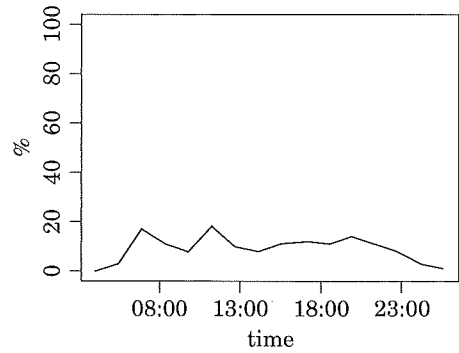
1. 空所  に入る最も適切な語句を、つぎの a ~ d の中から一つ選び、その記号を解答欄にマークせよ。  
a. as if                      b. as long as                      c. even if                      d. even though
  
2. 空所  ~  に入る最も適切な語を、つぎの a ~ e の中からそれぞれ一つ選び、その記号を解答欄にマークせよ。ただし、各選択肢は重複して使用しないこと。  
a. deep-rooted                      b. invisible                      c. keen  
d. nutritional                      e. sacred
  
3. 空所  ~  に入る最も適切な語を、つぎの a ~ g の中からそれぞれ一つ選び、その記号を解答欄にマークせよ。ただし、各選択肢は重複して使用しないこと。  
a. at                      b. by                      c. in                      d. of  
e. on                      f. to                      g. with

4. 下線部(B) The same graph for France 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せよ。なお、縦軸は人口に対する比率、横軸は時間を表している。

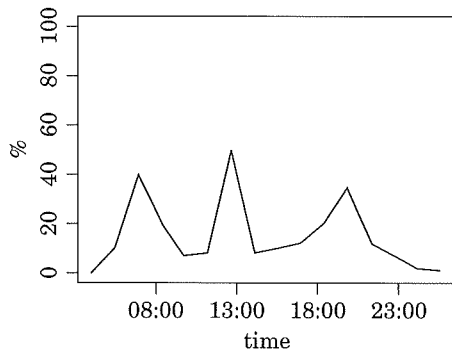
a.



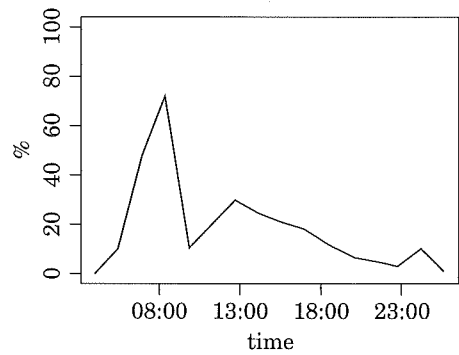
b.



c.



d.



5. 空所  と  に入る組み合わせ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せよ。

- a.  the start of their stay will be marked by an evening meal  
 they are told they are expected to have breakfast and supper with the host family
- b.  the start of their stay will not be marked by an evening meal  
 they are shown the fridge and told they can help themselves whenever they like
- c.  the start of their stay will be marked by an evening meal  
 they are asked whether they are in the habit of taking breakfast
- d.  the start of their stay will not be marked by an evening meal  
 they are told they should avoid eating between meals

6. 空所  に入れて意味が通るように、つぎの a ~ g の語を並べ替え、3番目と5番目に来る語の記号をそれぞれ解答欄にマークせよ。ただし、各選択肢は重複して使用しないこと。

- a. a                      b. activity              c. functional              d. just  
e. more                      f. much                      g. than



7. 本文の内容と合致しないものを, 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せよ。

- a. Irregular eating habits are widespread not only in America but also in the northern part of Europe.
- b. Not many French people feel a need to rush through meals.
- c. British people do not find it difficult to eat while they are doing something else.
- d. French people's eating habits are mostly guided by the belief that regular eating is the best for their health.
- e. Americans tend not to think of eating as a matter of pleasure.

〔Ⅲ〕 つぎのシナリオは、アメリカの劇作家 Neil Simon の劇作品 *I Ought to Be in Pictures* の一場面である(ただし、表現の一部は改変してある)。これを読み、問いに答えよ。

HERB: So what are you doing? Just visiting here? A holiday or something? Please sit.

LIBBY: Last night I stayed at a motel. The Casa Valentino. You gotta use toilet paper for towels.

HERB: Well, that's crazy. I've got room here. Why don't you stay with me while you're out here?

LIBBY: I couldn't.

HERB: And I don't want to hear any back talk.

LIBBY: <sup>(A)</sup> It's impossible. No.

HERB: It's settled. All right?

LIBBY: Sure. Thanks.

HERB: How long are you going to be out here?

LIBBY: The rest of my life.

HERB: (*Looks at her, smiles*) What do you mean?

LIBBY: Well, it depends on how my career .

HERB:

LIBBY: I want to be in pictures.

HERB: You want to be in *what*?

LIBBY: Pictures. Movies. I'm not ruling out television, but movies are my real goal. <sup>(B)</sup>

HERB: I see... Movies, heh. Well, you sure picked a tough business.

LIBBY: So did you, and you seem to be doing okay.

(*She looks around, realizing what she has said*)

HERB:

LIBBY: Act!

HERB: Act? You want to be an *actress*? In the *movies*? That takes a little something called talent, you know.

LIBBY: I've got talent. I've got plenty of talent. Some people think I'm kind of a female Dustin Hoffman.

HERB: What people?

LIBBY: Robby and Grandma.

HERB:

LIBBY: Places.

HERB: What places?

LIBBY: Erasmus High School. We did *The Prime of Miss Jean Brodie*.

HERB: Really?

LIBBY: I didn't have a part. I was the understudy\*.

HERB: For Jean Brodie?

LIBBY: No. One of the girls in her class. Sandy.

HERB: Sandy? I see... Did you ever get on?

LIBBY: No. We only did two performances. And I had to work the lights.

HERB: Oh. You were the lighting girl.

LIBBY: *Assistant* lighting girl.

HERB: I see. So you were the assistant lighting girl who was the understudy to Sandy, for two performances of *The Prime of Miss Jean Brodie* at Erasmus High School.

LIBBY: The summer session.

HERB: The summer session. Well, it's not exactly what I would call a  of experience.

LIBBY: No, it isn't. It's what you might call a "humble beginning." All I know is I believe in myself.

HERB: That's terrific. That's very important. , in this business everybody *else* believes in themselves... What are you going to do when they ask you for a résumé? <sup>(D)</sup>

LIBBY: A what?

HERB: A résumé. A list of your credits. What you've done. I don't think it's enough to just have helped with a performance at Erasmus High School.<sup>(X)</sup>

LIBBY: I can read for them, can't I? I have this book of one-act plays that I read in my room every day. And I'm good too. I mean *really* good. Sometimes I even make myself cry. I *have* talent, I just need the outlet.<sup>(E)</sup>

HERB: And you picked the *movies* as your outlet?

LIBBY: Yes. Because one thing I have is determination and confidence. Like, I have this tiny little flame burning deep inside of me, and I just need somebody to turn the gas jet up a little.

HERB: <sup>(F)</sup> カ

LIBBY: I don't know. Someone out here. Someone in the business. Someone like a director — or a writer. Someone who's (4) to give a young unknown kid from Brooklyn a chance.

HERB: (*Nods*) Does he have to be from this particular neighborhood?

LIBBY: キ

HERB: I was just asking.

\* understudy: a person who learns an actor's role in order to play it if the actor becomes ill or injured

1. 空所  ～  に入る最も適切な発話を、つぎの a～i の中からそれぞれ一つ選び、その記号を解答欄にマークせよ。ただし、各選択肢は重複して使用しないこと。
- a. I can't help crying.
  - b. I didn't say it was you.
  - c. What career is that?
  - d. What part did you play?
  - e. What would you do?
  - f. Where are you staying?
  - g. Where have you ever acted?
  - h. Who did you figure would do that?
  - i. How come you want to be in pictures?
2. 下線部 (A)～(F) の発言の意図に最も近いものを、つぎの a～c の中からそれぞれ一つ選び、その記号を解答欄にマークせよ。
- (A) a. 僕がホテル代をあげよう。  
b. 僕が仕事を紹介するよ。  
c. 僕の家泊まりなさい。
- (B) a. 映画もいいけどテレビがいいの。  
b. テレビもいいけど映画がいいの。  
c. テレビは論外よ。
- (C) a. 舞台に立ったのか？  
b. ギャラはもらったのか？  
c. 客には受けたのか？

- (D) a. 女優にも学歴が必要だ。  
 b. 演技の経験が足りないよ。  
 c. 裏方の仕事も学びなさい。
- (E) a. 自分で感動しちゃうのよ。  
 b. 認められなくて泣きたくなる。  
 c. 私の話聞いてほしいわ。
- (F) a. お金が無いと、映画デビューできないのよ。  
 b. コネが無いと、映画デビューできないのよ。  
 c. 彼氏がいると、映画デビューできないのよ。

3. 空所  ～  に入る最も適切な語を、つぎの 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せよ。

- |                                  |                  |                  |           |           |
|----------------------------------|------------------|------------------|-----------|-----------|
| <input type="text" value="(1)"/> | a. acts          | b. deserves      | c. goes   | d. uses   |
| <input type="text" value="(2)"/> | a. lack          | b. problem       | c. result | d. wealth |
| <input type="text" value="(3)"/> | a. Hopefully     | b. Intentionally |           |           |
|                                  | c. Unfortunately | d. Unlikely      |           |           |
| <input type="text" value="(4)"/> | a. possible      | b. impossible    |           |           |
|                                  | c. reluctant     | d. willing       |           |           |

4. 二重下線部(x) to just have helped with a performance の内容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せよ。

- a. 代役で出演したこと  
 b. 演出補助をしたこと  
 c. 照明に携わったこと  
 d. 台本を執筆したこと

つぎの問題〔Ⅳ〕は、経営学部経営学科または人間環境学部を志望する受験生のみ解答せよ。

〔Ⅳ〕 つぎの英文を読み、問いに答えよ。

Jane, a new mother, was a keen Facebooker—but no more so than many of the other billion people signed up to the social networking site. She loved updating her status and posting pictures of her family. So the anonymous message she got from a “friend” came as a terrible shock.

“Jane,” it read, “I have got together with a few of the girls and we are all so sick of your running commentary of your life and every single thing your six-month-old daughter does.... We can’t wait  you to get back to work—maybe you won’t have time to be on Facebook quite so much.”

Most new mothers would have burst into . But Jane is made of sterner stuff. “Did they think I was going to crawl into a corner, feel depressed and take myself off Facebook?... Definitely not!” Instead, she put up the vicious message she received on her Facebook page. It went viral, and supportive messages flooded  from around the world.

I love Facebook. When I’m suffering from insomnia\* or boredom, or waiting  a train, I sometimes find myself having lost half an hour scrolling through posts. I’ve used Facebook to catch up  people I’d have never seen again, and discovered secrets about others I’d have never otherwise known. It appeals to the curious neighbour in all of us.

(A)

Yet new mothers such as Jane are actually less likely than the rest of us to post. According to a study by computer scientists last year, it seems Facebook’s systems are to blame for what appears to be the excess of cute babies. The scientists concluded that mothers of young children post to Facebook far less often than they did before their child’s birth, and much of

what they do post doesn't even refer (4) their new baby.

In fact, the real drivers of this world are now silver surfers. The under-thirties are disappearing from Facebook because their mothers and fathers are colonising the social networking site. A survey last week revealed that a third of 16-to-34-year-olds had closed their Facebook accounts, while around 60 per cent of over-55s now log on to Facebook to catch up (3) friends. But these older users are often in just as much danger of losing sight of what is appropriate in our networked world, perhaps more so (5) times than a younger "digital native" generation. Sharing too much information on Facebook is called <sup>(B)</sup> "oversharing". "Overshare" entered the dictionary as a new word for 2014. This kind of behaviour has until recently been associated with younger people.

But older Facebookers, like younger ones, have to realise what is appropriate, too. Privacy theorists warn about a "flattening" of social relationships online when we rush to <sup>(C)</sup> "friend" too many people. In real life, we often have strict hierarchies of the kind of information we share — so you talk to your accountant about finances, your doctor about medical problems, your family about what you're doing for Christmas. Online, however, these hierarchies can all get confused, with the unpleasant result that your children hear about last night's adventures, while your accountant is exposed to your Elf on the Shelf\*\* photos.

And in reality, what people are really objecting to when they talk about "oversharing" is when this turns into the barely concealed bragging that social networking often threatens to bring out in all of us. The kind of boasting that we would be too embarrassed to do in real life becomes all too easy once we have Instagram\*\*\*-style software. We all need to learn a bit more online discipline, whether we're 1 .



\*insomnia : 不眠症

\*\*Elf on the Shelf : 「棚の上のエルフ」(サンタクロースの助手とされている妖精の人形)

\*\*\*Instagram : ネット上で画像共有をするためのアプリケーションソフト

1. 空所  (2か所), ,  (2か所), ,  
 に入る最も適切な語を, つぎの a ~ e の中から一つずつ選び, その記号を解答欄にマークせよ。ただし, 各選択肢は重複して使用しないこと。
- a. at            b. for            c. in            d. to            e. with
2. 空所  に入る最も適切な語を, 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せよ。
- a. giggles            b. laughter            c. relief            d. tears
3. 下線部(A) otherwise 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せよ。
- a. if I had not asked for the secrets  
b. if I had not had enough time  
c. if I had not made use of Facebook  
d. if I had not seen those people
4. 下線部(B) "digital native" generation 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せよ。
- a. the generation who are not wise enough to use digital technology  
b. the generation who developed most of the digital technology we use today  
c. the generation who have been familiar with digital technology since childhood  
d. the generation who were born with the help of digital technology

5. 下線部(C) a “flattening” of social relationships online の説明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せよ。

- a. In the world of networks, all relationships become more or less the same.
- b. In the world of networks, most human relationships have broken down.
- c. In the world of networks, you can't have any new relationships.
- d. In the world of networks, you have many relationships with people you don't know.

6. 空所  に入る最も適切な語句を、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せよ。

- a. doctor or accountant
- b. male or female
- c. mother or father
- d. 60 or 16

7. つぎの (1)~(4) について、最も適切なものを a ~ d の中から一つずつ選び、その記号をそれぞれ解答欄にマークせよ。

- (1) ① Many of the other billion people on Facebook were more eager users than Jane.
- ② The person who wrote a message to Jane was interested in what her child was doing.
- a. ①と②の両方が本文の内容に合致している。
  - b. ①は本文の内容に合致しているが、②は合致していない。
  - c. ②は本文の内容に合致しているが、①は合致していない。
  - d. ①と②の両方が本文の内容と合致していない。

- (2) ① Jane's reaction to criticism was rather rare.
- ② The person who wrote a message to Jane was about to dismiss her from her job.
- a. ①と②の両方が本文の内容に合致している。
- b. ①は本文の内容に合致しているが、②は合致していない。
- c. ②は本文の内容に合致しているが、①は合致していない。
- d. ①と②の両方が本文の内容と合致していない。
- (3) ① The author sometimes spends half an hour on Facebook without even realising it.
- ② That you see many pictures of cute babies on Facebook does not necessarily mean that there are a lot of new mothers posting them.
- a. ①と②の両方が本文の内容に合致している。
- b. ①は本文の内容に合致しているが、②は合致していない。
- c. ②は本文の内容に合致しているが、①は合致していない。
- d. ①と②の両方が本文の内容と合致していない。
- (4) ① It's difficult to attract new users to Facebook because there are too many veteran users on the site.
- ② A social networking site may encourage us to do what we would not normally do in real life.
- a. ①と②の両方が本文の内容に合致している。
- b. ①は本文の内容に合致しているが、②は合致していない。
- c. ②は本文の内容に合致しているが、①は合致していない。
- d. ①と②の両方が本文の内容と合致していない。

