

経済学部A方式I日程・社会学部A方式I日程・現代福祉学部A方式

I 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。

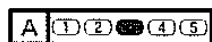
マークシート解答方法についての注意

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)。

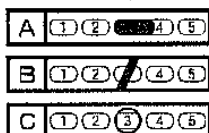
記入上の注意

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] つぎの問1～問15の各文の空欄に入る最も適切なものを、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。

問1 He was brought () by his strict aunt to behave honestly.

- a. about b. up c. on
d. in e. at

問2 Everyone has the () to freedom of opinion and expression.

- a. right b. belief c. manner
d. deed e. value

問3 I am looking forward to () with you on the next social project.

- a. work b. have worked c. working
d. be working e. being worked

問4 Hurry up, () you will be late for the important meeting.

- a. and b. so c. unless
d. nor e. or

問5 They () of teasing me and began to include me in their schoolyard games.

- a. turned b. yawned c. tired
d. became e. exhausted

問6 She is quite () home speaking French.

- a. in b. at c. by
d. on e. near

問7 To the () of my knowledge, the North Star does not move.

- a. last b. best c. least
d. better e. less

問8 His car (), he had to take the train to go to work.

- a. having broken down
b. had been broken down
c. breaking
d. was broken
e. is broke

問9 The world has to get () to building "intermediate organizations" to serve as links to local environmental groups.

- a. away b. through c. about
d. down e. over

問10 If the Statue of Liberty, a great American symbol, made a speech, people all over the world () together to listen.

- a. would get b. got c. get
d. are getting e. have gotten

問11 () I admit that the problems are difficult, I don't agree that they cannot be solved.

- a. Whether b. However c. Despite
d. Instead e. While

問12 A: You will go to New Zealand this fall, won't you?

B: Yes, if I can get ().

- a. time off b. a grand time c. empty time
d. on time e. time in

問13 A: In this case, we can say that one plus one equals three.

B: I don't quite () you.

- a. make b. take c. have
d. follow e. know

問14 A: I want to send this by air mail. What will be the ()?

B: OK. Let me weigh it first.

- a. money b. postage c. fare
d. cash e. receipt

問15 A: What do you think the weather will be like tomorrow?

B: The weather is () at this time of year, so it's difficult to forecast.

- a. splendid b. distinct c. fixed
d. cool e. changeable

〔Ⅱ〕 つぎの英文を読んで下の問いに答えなさい。

Babar Ali's day starts early. He wakes, helps with the household chores, then jumps on an auto-rickshaw* which takes him part of the 10 km ride to the Raj Govinda school. The last couple of kilometers he has to walk. As the class attendance is taken, Babar Ali is seated in the middle of the front row. He takes his notes carefully. He is the model student.

Babar Ali is the first member of his family ever to get a proper education. The Raj Govinda school is government-run, so it is free. All Babar Ali has to pay for is his uniform, his books and the rickshaw ride to get there. But still that means his family has to find around 1,800 rupees (\$45) a year to send him to school. In this part of West Bengal, India, that is a lot of money. Many poor families simply can't afford to send their children to school, even when it is free.

Chumki Hajra is one who has never been to school. She is 14 years old and lives in a tiny shack with her grandmother. Every morning, instead of going to school, she scrubs the dishes and cleans the homes of her neighbors. She's done this ever since she was five. For her work she earns just 200 rupees (\$5) a month. It's not much, but it's money her family desperately needs. "My father is disabled and can't work," Chumki tells me as she scrubs a pot. "We need the money. If I don't work, we can't survive as a family. So I (1) (2) (3) (4) (5) (6) this job."

But Chumki is now getting an education, thanks to Babar Ali. The 16-year-old has made it his A to help Chumki and hundreds of other poor children in his village. The minute his lessons are over at the Raj Govinda school, Babar Ali doesn't stop to play, he heads off to share what he's learnt with other children from his village. At four o'clock every afternoon after Babar Ali gets back to his family home, a bell summons children to his house. They flood through the gate into the yard behind his

house, where Babar Ali now acts as principal of his own, unofficial school.

Babar Ali was just nine when he began teaching a few friends as a game. They were all eager to know what he learnt in school and he liked playing at being their teacher. "In the beginning I was just play-acting, teaching my friends," Babar Ali says, "but then I realized these children will never learn to read and write if they don't have proper lessons. It's my duty to educate them, to help our country build a better future."

Now his afternoon school has 800 students, all from poor families. Most of the girls come here after working, like Chumki, as B helpers in the village, and the boys after they have finished their day's work laboring in the fields.

Including Babar Ali there are now 10 teachers at the school. All, like him, are students at school or college, who give their time voluntarily. Babar Ali doesn't charge for anything: Even books and food are given free, funded by donations. It means even the poorest can come here. "Our area is economically deprived," he says. "Without this school many kids wouldn't get an education."

Seated on a rough bench squeezed in with about a dozen other girls, Chumki Hajra is busy taking notes. Her commitment to learning is incredible to see. Every day she works in homes in the village from six in the morning until half past two in the afternoon, then she heads to Babar Ali's school. At seven every evening she heads back to do more cleaning work. Chumki's dream is to one day become a nurse, and Babar Ali's classes might just make it possible.

And then the monsoon rain begins. Babar Ali shouts an order. He tells his students the class is over, C everyone will be soaked. Having no classrooms means lessons are at the mercy of the elements. The children hurry home through the heavy rain. Tomorrow they'll be back though. Eight hundred poor children, who are unable to afford an

education, but are (1)(2)(3)(4)(5)(6) at
Babar Ali's school.

*auto-rickshaw: a covered motor vehicle with three wheels

問1 下線部(ア)および(イ)の空欄 (1) ~ (6) 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。ただし、同じものを二度以上使わないこと。

(ア)

- | | | |
|---------|-----------|-------|
| a. do | b. choice | c. no |
| d. have | e. but | f. to |

(イ)

- | | | |
|----------|-------------|--------|
| a. they | b. anything | c. for |
| d. learn | e. hungry | f. can |

問2 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. lesson | b. enthusiasm | c. recreation |
| d. mission | e. profession | |

- | | | |
|----------------|-------------|-------------|
| a. voluntary | b. farming | c. domestic |
| d. educational | e. disabled | |

- | | | |
|-----------|--------------|------------|
| a. though | b. even if | c. so that |
| d. while | e. otherwise | |

問3 Babar Ali について、本文の内容に最も近いものを、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. He is excused from household duties as his priorities are studying and teaching.
- b. While he is passionate about his studying, he sometimes behaves badly at school.
- c. He is fortunate to be getting a good education just as his parents were.
- d. He hangs out with his friends before giving lessons in the backyard.
- e. When he started teaching, he did not take his teaching as seriously as he does now.

問4 Chumki Hajra について、本文の内容に最も近いものを、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. She started working to support her family recently after her father was disabled.
- b. She can neither read nor write because she has never had the chance to go to school.
- c. She works long hours reviewing what she has learnt from Babar Ali every day.
- d. She might be able to get a proper job in the future thanks to Babar Ali's backyard school.
- e. She devotes herself to studying in order to become a teacher at a school for poor children.

問5 Babar Ali's backyard school について、本文の内容に最も近いものを、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. Without a proper classroom, the lessons are sometimes canceled due to bad weather.
- b. It has no official status but is soon to get approval from the local government.
- c. In addition to Babar Ali, some graduates from local schools and colleges give lessons.
- d. It is one of several places that offer poor children access to education in the area.
- e. The yard where the classes are held sometimes gets flooded during heavy rain.

問6 本文の内容と合わないものを、つぎの a ~ f 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. Babar Ali gets financial support from his family to receive proper education.
- b. At the age of 16, Babar Ali has already been teaching more than five years.
- c. Initially, Babar Ali's friends did not like him acting as if he was their teacher.
- d. Weak local economy is a reason that many children cannot attend official schools.
- e. People contribute money for the poor children to take classes at Babar Ali's backyard.
- f. Some children are discouraged from attending Babar Ali's school due to its poor facilities.

問7 この英文のタイトル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 . A Long Rickshaw Ride for a Future Job
- b . The Youngest Principal in India
- c . Rising Public Education in Bengal
- d . India's Disappointed Youngsters
- e . Hundreds of Kids Are Leaving School

〔Ⅲ〕 つぎの英文を読んで下の問いに答えなさい。

UNESCO, the United Nations Educational, Scientific and Cultural Organization, is a specialized agency of the United Nations (UN), headquartered in New York, and was created in 1946 to promote international collaboration in education, science, and culture. Its permanent headquarters are located in Paris, France.

UNESCO's initial emphasis was on rebuilding schools, libraries, and museums that had been destroyed in Europe during World War II. Since then its activities have been mainly aimed at assisting, supporting, and complementing the national efforts of member states to promote literacy and to extend free education. UNESCO also seeks to encourage the free exchange of ideas and knowledge by organizing conferences and providing exchange services.

As many less-developed countries joined the UN beginning in the 1950s, UNESCO began to devote more resources to their problems, which included poverty, high rates of illiteracy, and underdevelopment. UNESCO is also involved in efforts to protect the natural environment and humanity's common cultural heritage. For example, in the 1960s UNESCO helped sponsor efforts to save ancient Egyptian monuments from the waters of the Aswan High Dam.

In 1972, UNESCO sponsored an international agreement to establish a world heritage list of cultural sites and natural areas that would enjoy government protection. The sites are designated as having "outstanding universal value" under the Convention Concerning the Protection of the World Cultural and Natural Heritage. This convention, which was adopted by UNESCO in 1972, provides a framework for international cooperation in preserving and protecting cultural treasures and natural areas throughout the world.

There are three types of sites included in the World Heritage List: cultural, natural, and mixed. To be included on the list, sites must be of outstanding universal value and meet at least one out of ten selection criteria. Cultural heritage sites include hundreds of historic buildings and town sites, important archaeological sites, and works of monumental sculpture or painting. Natural heritage sites are restricted to those natural areas that (i) furnish outstanding examples of Earth's record of life or its geologic processes, (ii) provide excellent examples of ongoing ecological and biological evolutionary processes, (iii) contain natural phenomena that are rare, unique or of outstanding beauty, or (iv) furnish habitats for rare or endangered animals or plants. Mixed heritage sites contain elements of both natural and cultural significance.

World Heritage designations often boost local economies by encouraging tourism. As of 2013, 981 sites are listed in the world: 759 cultural, 193 natural, and 29 mixed properties, and several new sites are added to the list at the middle of each year. The $\frac{(1)(2)(3)(4)(5)}{(x)}$ sites on the World Heritage List is roughly 4 to 1. The protection, management, authenticity and integrity of properties are also important considerations.

UNESCO also funds numerous efforts to preserve and restore sites in developing nations. Sites subject to unusual levels of pollution, natural hazards, or other problems may be placed on the associated List of World Heritage in Danger until improvements are made. There are 44 properties on the list which include Abu Mena in Egypt, the historic town of Zabid in Yemen and Ashur in Iraq.

問1 発足当初のユネスコにおける主要活動とは何か。本文の内容に最も近いものを、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. to save ancient Egyptian monuments from the waters of the Aswan High Dam
- b. to solve problems due to poverty and high rates of illiteracy in developing countries
- c. to establish a world heritage list of cultural sites and natural areas around the globe
- d. to rebuild educational and cultural facilities in Europe after the Second World War
- e. to set up the associated List of World Heritage in Danger in developing nations

問2 下線部(ア) their problems が指すもの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. debates regarding the Convention Concerning the Protection of the World Heritage
- b. frameworks for conferences for the current and future member states of UNESCO
- c. issues of poverty, high rates of illiteracy, and underdevelopment in the developing countries
- d. international programs for preserving cultural treasures adopted by the 1972 agreement
- e. examples of ongoing ecological and biological processes that are rare and uniquely beautiful

問3 下線部(イ) enjoy と最も近い意味で enjoy が使われている英文を、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. We enjoyed talking about old times.
- b. How did you enjoy your picnic?
- c. Tom seems to enjoy himself at everything he does.
- d. I hope you'll enjoy your visit to our country.
- e. Betty enjoys the confidence of her friends.

問4 下線部(ウ) convention 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. a meeting or formal assembly
- b. an agreement, compact, or contract
- c. a rule or method established by usage
- d. a representative assembly to nominate candidates
- e. a gathering of fans of a particular media property

問5 World Heritage List に登録されるための要件とは何か。本文の内容に最も近いものを、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. to represent an outstanding universal value and meet at least one out of ten selection criteria
- b. to represent the national efforts to promote literacy and encourage the free exchange of ideas
- c. to represent a statistical proof that the designations surely boost local economies
- d. to represent lack of examples of endangered animals and plants in the area
- e. to represent unusual levels of pollution or natural hazards that need to be improved

問6 World Cultural Heritageとして登録されるための基準と考えられるものは何か。本文の内容に最も近いものを、つぎのa～f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. to contain the most important and significant natural habitats for human history
- b. to make efforts to eliminate illiteracy and to extend free education with humanity
- c. to be an outstanding example of a traditional human settlement
- d. to dissolve environmental pollution and natural hazards for human health and well-being
- e. to represent outstanding natural phenomena or exceptional natural beauty for humankind
- f. to be regarded as a masterpiece of human creative genius

問7 下線部(エ)の空欄(1)～(5)に入る最も適切なものを、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しなさい。ただし、同じものを二度以上使わないこと。また、語群には不要なものが二つある。

- a. cultural b. mixed c. ratio d. listed
- e. of f. natural g. to

問 8 本文の内容と合うものはどれか。つぎの a ~ f の中から最も適切なものを
二つ選び、その記号を解答欄にマークしなさい。

- a. Abu Mena in Egypt, Zabid in Yemen and Ashur in Iraq are good candidates to be included on the World Cultural Heritage List.
- b. A site must meet at least one of the four selection criteria to be included on the World Natural Heritage List.
- c. The headquarters of UNESCO were in Paris at first, and moved to New York in the 1950s because many developing countries joined the UN.
- d. UNESCO was founded in 1946 to plan the Convention Concerning the Protection of the World Cultural and Natural Heritage.
- e. UNESCO is trying to improve and restore the condition of sites on the associated List of World Heritage in Danger.
- f. UNESCO is mainly focusing on the tasks of managing and supervising the World Cultural and Natural Heritage sites today.

[IV] つぎの英文のインタビューを読んで下の問いに答えなさい。

Interviewer: Bradley, having spent many, many months with a film crew in eight different countries in the footsteps of the travel pioneer Marco Polo, what is your impression?

Bradley: It has certainly been amazing to follow in Marco's footsteps. I've come away with a real admiration for the man. It was a long, hard trip for us, especially traveling through Iran and Afghanistan, but that's still nothing compared to Marco's voyage, which after all lasted for 27 years! As for Marco's book, there are certainly some passages about places he didn't A and some bits he or his ghostwriter Rustichello just plainly made up, perhaps to make his tales more accessible. But in essence, so much of the book rings true in such fascinating detail. For me it has been an epic journey.

Interviewer: What "makes you go", what is your "personal trigger" to B your remote workspace in Yellowstone County, Montana?

Bradley: For me it's really a curiosity about the world around me. I've always been more interested in far-off distant events than what's happening around the corner. Once you've started traveling, it can be hard to stop. Sometimes it's the intensity of sights, sounds and tastes of a new culture that provides the daily drive for new experiences. For some it's the meeting of new people, both locals with different views on life and also like-minded fellow travelers who share your passions or interests. At other times travel is just a superb escape, a worryless break from the pressures of work and

routine.

Now that travel has become my job rather than my escape, I like to have a reason for traveling, a theme perhaps or a goal; to learn more and visit countries about which not much is known.

Interviewer: Marco Polo's report of his journey, *The Wonders of the World*, was one of the first travel books and became very popular. This book and the name "Marco Polo" continue to fascinate readers even today. What is the reason for this?

Bradley: I think it's partly because Central Asia and the Silk Road are such fascinating and exotic destinations. It's also because Marco was such a great teller of tales — of monsters and miracles, incredible riches and surprisingly sophisticated empires. He brought news of an astonishing and culturally advanced outside world when almost nothing was known about the East. I think Marco Polo has also C a symbol of exotic travel in general. Anyone who's ever dreamed of traveling by camel caravan or bargaining in a Samarkand* bazaar has wondered what (1) (2)
(3) (4) (5) ⁽⁷⁾ to travel across Asia in medieval times. Today, his book is a fascinating record of a world that no longer exists.

Interviewer: Was it difficult to find Marco Polo's route? And what is the difference if you compare the experiences of the medieval traveler Marco with your own experiences?

Bradley: Following Marco Polo requires playing detective every now and then, in an attempt to match up medieval descriptions with the modern names and geography on the ground. Part of the problem is that names and locations have changed over

the years. Some mountain passes have fallen into disuse and some borders have been sealed with barbed wire**, but in other cases modern six-lane highways still follow the ancient trade routes.

Traveling the route today is a lot easier than in Marco's day but, like Marco, we still had to adjust the trip to the opening dates of mountain passes and when the desert roads were cooler for travel, and we still had to rush through certain areas wracked by war and unrest. One advantage Marco had over us was his visa: He just needed a single Mongol tablet, we needed a dozen different visas, permits and permissions to the entire trip.

*Samarkand: 中央アジア、ウズベキスタンの古都

**barbed wire: 有刺鉄線

- 問1 文中の空欄 ~ 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。ただし、同じものを二度以上使わないこと。また語群には不要なものが一つある。
- a. become b. complete c. move
d. visit e. leave

- 問2 下線部(ア)の空欄 (1) ~ (5) 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。ただし、同じものを二度以上使わないこと。また、語群には不要なものが一つある。
- a. like b. have c. it
d. must e. had f. been

問3 下線部(イ) Following Marco Polo requires playing detective every now and then, in an attempt to match up medieval descriptions with the modern names and geography on the ground. 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. In order to find the locations Marco Polo visited, Bradley had to ask a detective how to get there.
- b. Bradley was temporarily required to learn medieval languages to act as Marco Polo in a modern drama.
- c. Bradley occasionally negotiated with police to obtain old documents and maps to follow in Marco Polo's footsteps.
- d. Bradley needed to investigate thoroughly the current names and locations of the places which Marco Polo visited.
- e. Bradley finally realized that the modern names of the locations were similar to the medieval ones.

問4 下線部(ウ) wracked 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. ruined
- b. polluted
- c. challenged
- d. abandoned
- e. disappeared

問5 Marco Poloの本について、インタビューの内容と合わないものを、つぎのa～f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. Some parts of the book were written by someone other than Marco Polo.
- b. The book describes some places which Marco did not travel to.
- c. Some passages in the book were taken from ghost stories written by Rustichello.
- d. Although there are some exceptions, most parts of the book are true.
- e. The book contains information about countries that were hardly known when it was written.
- f. The book compares Iran and Afghanistan and explains which was easier for travel.

問6 Marco Poloの本の人気の理由は何か。インタビューの内容に最も近いものを、つぎのa～f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. Central Asia and the Silk Road were popular places for traveling in medieval times.
- b. The book provides present-day readers with an interesting historical record of vanished people and places.
- c. Modern readers consider the sophisticated symbols used in an ancient empire very exotic.
- d. The readers in medieval times were able to learn about the advanced culture of their own countries through the book.
- e. In the book, Marco Polo talked about his fascinating travels in a very amusing way.
- f. Traveling to exotic countries attracts rich and sophisticated people today.

問7 インタビューの内容と合うものはどれか。つぎの a～f の中から最も適切なものを二つ選び、その記号を解答欄にマークしなさい。

- a. Bradley spent as many as 27 years in order to follow Marco Polo's original travel route exactly.
- b. Bradley believes that one of the attractions of traveling is to meet local people and other travelers.
- c. Bradley followed Marco Polo's ancient travel route in order to escape from the pressures of his work and routine.
- d. The fact that Bradley could prepare travel visas in advance made his trip much easier than Marco Polo's.
- e. Although some mountain passes were closed, Bradley could follow Marco's entire route by using the highways.
- f. Both Marco Polo and Bradley needed to plan their travels according to the temperature and safety of their destinations.