

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

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

A	①	②	③	④	⑤
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(2) 悪いマークの例

A	①	②	③	④	⑤
B	①	②	③	④	⑤
C	①	②	③	④	⑤

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 “Strike” means one thing in a baseball game and () in a labor dispute.

- a. another b. other c. the other
d. the second e. some

問2 The center of an apple is called the ().

- a. nut b. shell c. peel
d. heart e. core

問3 I have just received a letter from my friend () that he is coming to meet me the day after tomorrow.

- a. written b. wrote c. saying
d. being said e. told

問4 According to the proverb, blood is () than water.

- a. heavier b. thicker c. thinner
d. lighter e. dirtier

問5 The ship was scheduled to set sail from Osaka () Hong Kong.

- a. into b. in c. for
d. at e. on

問6 Because of the noise, I couldn't make () what she was saying.

- a. up b. out c. for
d. over e. at

問7 In the U.S., meat is sold by ().

- a . a pound b . the pound c . pound
d . the pounds e . pounds

問8 In June, we are () to have rain often.

- a . likely b . possibly c . necessary
d . probably e . maybe

問9 She's used to () early in the morning.

- a . raising b . rise c . stand up
d . getting up e . arise

問10 () it is worth the extra dollar.

- a . At first hand, b . Without end, c . At the beginning,
d . On the way, e . In the long run,

問11 Please let me pay the taxi ().

- a . cost b . rate c . money
d . fare e . fee

問12 A: Do you mind if I borrow your dictionary?

B: () Help yourself.

- a . Yes, I do mind. b . Yes, I don't mind. c . No, not at all.
d . Don't mention it. e . Never you mind.

問13 A: () an exciting baseball game!

B: We've got to do this again sometime.

- a . Was that ever b . How fun c . We went
d . I'd love to e . What an interesting

問14 A: You left New York on June 9th and it's now the evening of the 11th.

You lost a day.

B: Oh! () I have jet lag.

- a . I may not act as if
- b . What is curious is
- c . Get out of that
- d . It's necessary that
- e . No wonder

問15 A: I've never seen a wedding like that before. Thank you for letting me come with you.

B: () It was such a lovely ceremony.

- a . I said to you/in astonishment.
- b . I was impressed, too.
- c . Your pleasure took me by surprise.
- d . You are not alone, either.
- e . All together now.

〔Ⅱ〕 つぎの英文を読んで下の問いに答えなさい。

Getting on the back of an elephant from a shaky wooden platform is never an easy effort, but trying to do it with a thick cast protecting a broken foot is a major undertaking. I climb the ladder to the platform, my troublesome boot hitting each step, I suddenly think it could also be a major mistake.

I've been on elephants in India, Sri Lanka and Zimbabwe, so I'm familiar with them. But I don't have great balance at the best of times with an elephant that keeps shifting around. So I finally just sat down and moved swiftly to the end of the platform. Grabbing on to the wooden seat, I lifted myself over the bar, and so, we're going to look for the rare, mysterious Bengal tiger in Nepal.

Not far from the Indian border, the 932-square-kilometer World Heritage-listed Chitwan National Park is known for having some of the best wildlife-viewing in Asia. Chitwan, which means "heart of the jungle" in Sanskrit, a literary language used in the Indian cultural zone, is home to rhinos*, leopards, deer, monkeys and over 450 species of birds. And, of course, tigers.

illegal hunting and a decade-long civil war diminished Nepal's tiger population, their number has risen over the past five years to 198, according to a 2013 census, which means an increase of almost 64%, and Chitwan is home to 120 of them.

Having seen a tiger at the tail-end of a jeep safari in India a few years before, my 77-year-old mom and I are hopeful that we'll be twice lucky. Primed to listen for the harsh warning calls of animals and birds that arise ⁽⁷⁾ as tigers stalk through the jungle, all eyes and ears are open as we ride past the small village where the elephant handlers, known as mahouts, live and into the park.

About 70% of Chitwan is covered in sal forest**, a large-leaved hardwood tree that makes for beautiful scenery, furniture and boats. C, it turns out that it isn't so great for tiger watching. The dense leaves don't allow much light in. They also decrease sound; all we can hear as we move through the park is the gentle thump-thump of our elephant moving past branches.

With the late afternoon sun shining down on us, our hopes of seeing a Bengal rise as we arrive at some open ground covered in the waving elephant grass that tigers use as cover for hunting and napping. I think we've finally hit gold as our mahout suddenly stops the elephant.

I whip out my camera, but the only thing in sight is a one-horned rhino grazing. It's amazing nonetheless. Chitwan is one of the last places that still has anything like an abundance of the Indian one-horned rhino. Of the about 3,000 in the wild, an estimated 500 of those live in the park.

The rhino flicks his ears, (1) but (2) (3). He has no need to be: Armed soldiers patrol the park on the lookout for illegal hunters. As we move toward a water hole, we're greeted by another rhino taking his afternoon bath. It's not long before a second moves heavily into the water. Much splashing and snorting ensues as they start fighting. Our guide Hari, the park's naturalist, explains that rhinos are territorial creatures. "And they have a small territory," he adds, "unlike the tigers."

I ask him when he last saw a tiger here, as some male Bengals patrol a territory of up to 320 square kilometers. "Thirty-two days ago," he says. The estimated density in Chitwan is four to six tigers per 100 square kilometers, he explains. Leopards, which live on the external boundary of the park, are even harder to spot.

After an hour and a half, our mahout heads back to base. Until the last moment, I hold out hope that we'll spot an orange striped coat in the distance. Sometimes I think I do. But we arrive without incident. I don't

even have too much time to be disappointed; I still need to get off the elephant.

*rhino: (動物)サイ

**sal forest: 沙羅双樹(サラソウジュ)の森

問1 本文 ~ に入る最も適切な単語を、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. Though b. Nor c. As
d. Otherwise e. But

問2 Chitwan National Park の説明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. The 100-square-kilometer park, famous for sal forest that is used in making furniture and boats
b. A park known as a paradise for animals and birds located in the heart of the jungle in India
c. A ruin that had been completely destroyed during a decade-long civil war in Nepal
d. One of the last places that still has an abundance of the Indian one-horned rhino
e. A tribal village listed in the World Heritage with a population of 198 according to a census

問3 下線部(ア) Primed to の意味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. To be covered with
- b. To be prepared for
- c. To be the most important
- d. To be the highest in rank
- e. To be the first to

問4 沙羅双樹の森の中で、ベンガルトラの発見が難しいのはなぜか。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. Because the forest park is 932 square kilometers in size and is too large.
- b. Because armed soldiers always patrol the park and that disturbed the author.
- c. Because there are too many species of birds and animals.
- d. Because it was the late afternoon and the sun was shining down on the author.
- e. Because the dense leaves decrease the amount of light and sound.

問5 下線部(イ) hit と同じ意味で hit 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. I was hit by a falling stone.
- b. He hit the ball too hard and it went out of the court.
- c. They hit the jackpot and won a lot of money.
- d. She hit her head on the low ceiling.
- e. The boxer hit the punching bag many times.

問6 つぎの a～e の中から、著者が Chitwan National Park で見つけることができた動物を一つ選び、その記号を解答欄にマークしなさい。

- a. rhinos b. tigers c. monkeys
d. elephants e. deer

問7 下線部(ウ) (1)～(3)に入る最も適切な単語を、つぎの a～d の中からそれぞれ一つ選び英文を完成させ、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. not b. only c. alarmed d. alert

問8 この文章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. Protecting the Sal Forest in Nepal
b. The Joy of Elephant-back Riding in Nepal
c. Tracking Tigers in Nepal
d. A Journey by Elderly Sisters in Nepal
e. Hunting for Rhinos in Nepal

〔Ⅲ〕 つぎの英文を読んで下の問いに答えなさい。

When the Spanish first conquered the New World in the late 1400s, their goal was to find gold and silver, which they did in enormous quantities. Although these metals were important to the Spanish and world economies of the time, they probably did not have an immediate, noticeable impact on the lives of common people. Much less desired, but infinitely more important in the everyday life of the world today, is the variety of new foods the New World explorers . Since that time, a wide range of foods first grown by indigenous Americans has taken the world by storm.

Imagine that you go to an Italian restaurant, and it has no tomatoes available. Would the restaurant have anything you could eat that would be Italian? Yet, just a few centuries ago, tomatoes were totally unknown outside Central and South America. The list certainly does not stop there. For example, Indian and Pakistani cooking are known to the rest of the world as very spicy, yet the spicy part comes mostly from different varieties of peppers, all of which come from the New World. Indeed, almost all the cuisines of the world would be far different and far poorer without the foods that in the Americas*.

Imagine a world without any sorts of beans, squash, zucchini, or pumpkins, all originally American. One might say that humanity can survive without them, and that is probably true. But now picture a world without potatoes. If the production of potatoes was suddenly stopped for some reason, much of the world would be . When that happened in Ireland in the mid-nineteenth century, millions of people died or were forced to emigrate because of starvation. Of course, today, the result would not be so drastic, but what would European cooking be without potatoes and tomatoes? What would many hamburger shops and other fast-food restaurants be without French fries or ketchup?

Other foods that came from the Americas may not be as central to world survival as corn, tomatoes, and potatoes, but imagine the United States without vanillas or peanut butter. Many people would say that chocolate is a necessity to them and that their life would certainly be different without it. Chewing gum must not be forgotten, either, that basic American institution.⁽¹⁾ It had its beginnings in *chicle*, a natural rubber that some Native Americans chewed long before Europeans “discovered” the New World.

Many other foods that have their roots in the New World are not quite so essential (1) (2) (3) (4) (5) (6): pineapples,⁽²⁾ avocados, sweet potatoes, and turkeys, to name but a few.

However, the discovery of new foods did not just go one way, from the New to the Old World. The Spanish D with them some products that have completely changed the native cooking and diet of the Americas. Most modern recipes in Mexico and other Latin American countries could not have existed before the arrival of the Spanish. They introduced people in the Americas to beef, pork, chicken, chicken eggs, rice, onions, garlic, all cheeses, butter, cooking oils, wheat flour, breads, sugar, milk, the frying process itself, plus many kinds of alcoholic beverages, to mention just a few essential ingredients.

Both the New World and the Old World underwent culinary revolutions⁽³⁾ of unprecedented suddenness in world history. In less than two centuries, they created mixtures of old ingredients and cooking processes and new ones that blended so harmoniously that today the people of both of these regions of the world don't think of their foods as foreign at all.

*the Americas: North America, Central America and South America

問1 本文 ~ に入る最も適切な単語を、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. originated b. brought c. distressed
d. uncovered e. founded

問2 The New World explorers 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. They went to the New World because the Spanish had invaded their home country and stolen their gold in the late fifteenth century.
b. Their ancestors left Ireland because of starvation caused by a failure in potato production.
c. They learned the process of frying food in the New World and introduced it to European and South Asian countries.
d. They cooperated with indigenous Americans to find a wide range of foods that could be grown in stormy weather.
e. They brought some food and drinks to the New World that were unknown to the local people before their arrival.

問3 下線部(ア) The list が指すものとして本文の内容に合う最も適切なものを、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. The names of the countries the Spanish conquered in the late 1400s
b. The names of the regions to which tomatoes were exported from the Old World
c. The names of the spices that are used for Indian and Pakistani cooking
d. The names of the ingredients that are essential for the survival of humanity
e. The names of the foods that came from the New World to the Old World

問4 下線部(イ) American institution 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 large and important American organization
- b. an association of American manufacturers of sweets
- c. an American law to regulate importing some foods
- d. an American custom that has existed for a long time
- e. a product originally invented in America

問5 下線部(ウ) (1)～(6)に入る最も適切な単語を、つぎの a～g の中からそれぞれ一つ選び英文を完成させ、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ある。

- a. would b. it c. be d. absence
- e. felt f. but g. their

問6 下線部(エ) culinary revolutions 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. They changed the everyday lives of ordinary people in both the New World and the Old World within one hundred years.
- b. They refer to the dietary changes that occurred in the New World and the Old World because of their mutual influences.
- c. They enabled people from the New World and the Old World to blend and live harmoniously in Latin American society.
- d. They refer to the expansion of American fast-food businesses to Mexico and other Latin American countries.
- e. They introduced some essential ingredients, such as sugar and milk, to the Old World before the arrival of the Spanish.

問7 本文の内容に合わないものを、つぎの a ~ e 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. Tomatoes are essential ingredients for Italian recipes, but they actually came from Central and South America.
- b. Some foods that came from the Americas, such as corn, tomatoes, and potatoes, are not central to world survival.
- c. If the production of potatoes was stopped today, millions of people in the world would die from starvation.
- d. While turkeys are originally from the New World, chickens and chicken eggs come from the Old World.
- e. Latin American people did not fry foods until the Spanish introduced them to the process of frying.

問8 本文の内容に合う最も適切なものを、つぎの a ~ e 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. The gold and silver found by the Spanish in the New World had an immediate effect on the lives of ordinary people in Spain.
- b. Some of the foods that have their origins in the Americas have become indispensable ingredients for world cuisines.
- c. There were only a few essential ingredients that were brought by the New World explorers to Latin American countries.
- d. In both the New and Old Worlds, what people from one region of the world believe to be local foods in fact contain ingredients that came from the other region.
- e. The products introduced by the Spanish were considered good for Latin American people who wanted to lose weight.

[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: Tell me about when you were younger. What were some early lessons for you?

Dubuc: I had grandparents and great-grandparents nearby, and because I was the only grandchild until I was twelve, I was the of a lot of adult attention. Because I was part of so many different households, I was able to be a slightly different child in each of them. That openness to change became a part of me at a very young age.

Interviewer: Were you in leadership roles in high school?

Dubuc: Because my birthday is in December, I was one of the older kids, so I learned social leadership early on. My interests were more extracurricular and more social than they were academic. I was always just much better in a team and work environment than I was in a classroom environment.

Interviewer: Have your parents influenced your leadership style?

Dubuc: The directness of my mother is clearly in my voice. Her opinion was always a very strong opinion at the dining room table. I think she empowered me. My stepfather and I had long drives to school together, and I was never allowed to listen to my radio stations. It was either National Public Radio or we would talk. One of the things that he used to say to me often is "Don't worry about it, because it's not going to turn out that way anyway."

Interviewer: Did you understand that when you were sixteen or seventeen?

Dubuc: Not really. But now as I look back on it, so much of what we worry about is the . Things rarely turn out the

way you think they're going to, though, and the end result might be even better than you can imagine.

Interviewer: When did you first start managing people?

Dubuc: Since graduating from college, I've always worked in cable TV. For five years, I was with an outside production company. People didn't report directly to me, but I handled a lot of logistics like schedules and budgets. Then, over time, some of the field producers started asking my opinion about their work. I aspired to be those people someday, and they cared what I thought about their work. That's when my creative C grew.

Interviewer: And now you are chief executive of a global media content company. What was your first formal management role?

Dubuc: I was put in charge of development. I suddenly had eight people reporting to me, and I had to let some of them go.

Interviewer: Because?

Dubuc: I have a competitive streak to win and a D to create, and I want our team to be better than everybody else. Some people thrive in that environment, and some people don't.

Interviewer: How has your leadership style evolved?

Dubuc: ⁽⁴⁾ There are very few black-and-white truths in management or in business, but one that I have found is that people either hire people who are smarter than them or people hire people they can control. I've always hired people who are smarter than me. I was on the rowing team in college, and I'm always thinking in those terms — will they make the team better?

Another pattern I've seen is that managers will sometimes complain that one of their employees is difficult to

manage, but those people also tend to be the best performers. You have to figure out what motivates them. I've learned that you have to be ten different managers to get the best out of your team.

Interviewer: How would you describe your leadership style?

Dubuc: I lead with one core E. I need to trust who works for me, and they need to trust me. The more people say, "Trust me, I'm here for you," the less I trust them. But, if people do, act and deliver, I will forever give those people more freedom.

I also value people who have something constructive to say and can make things better. Anyone can have an opinion ((1) (2) (3) (4) (5) (6)). I value somebody who says, "Well, what if we did this?" It may sound crazy, but at least they're trying to solve the problem.

Interviewer: How do you hire?

Dubuc: A lot of it is intuition. I'm also a big believer in the idea that people tend to fall into one of three camps—you're either a thinker, a doer or a feeler—so I'll be thinking about the mix of those three groups on my teams. If you have all thinkers, nothing will get done. If you have all doers, it can be chaotic. Feelers create energy, but if you have too many, they will just dramatize the moment.

Interviewer: And which camp are you in?

Dubuc: 才

問1 Dubuc の子供時代について、インタビューの内容に合う最も適切なものを、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. She lived in a house with four generations.
- b. She was taught not to express her opinions directly.
- c. She learned to adapt to change at an early age.
- d. She had a lot of cousins living nearby.
- e. She never knew her grandparents.

問2 Dubuc の学校時代について、インタビューの内容に合う最も適切なものを、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. She and her mother listened to the car radio on the way to school.
- b. She was a member of the bowling team in college.
- c. She learned leadership skills from the older kids in her class.
- d. She was president of the student body in high school.
- e. She preferred club or social activities to studying in those days.

問3 Dubuc のキャリアについて、インタビューの内容に合う最も適切なものを、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. She started managing people while she worked at the production company.
- b. Her career goal is to be the head of development at the global media content company.
- c. She was promoted to assistant field producer at the production company.
- d. Her job at the production company included making schedules and budgets.
- e. She has worked at the global media content company for five years.

問4 Dubuc のリーダーシップのスタイルについて、インタビューの内容に合う最も適切なものを、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. There is more than one way to manage people at work.
- b. She believes that words are more important than actions.
- c. She prefers to hire people she can control.
- d. The best managers tend to complain about their best performers.
- e. It is important for a manager to choose team members with similar skills.

問5 本文 ~ に入る最も適切な単語を、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. broadcast b. center c. confidence
- d. outcome e. passion f. principle

問6 下線部(ア) let some of them go 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. allow them to behave in a relaxed way
- b. dismiss them from their jobs
- c. not worry about the way they looked or dressed
- d. insist that they forget about an idea or attitude
- e. give them permission to return home early

問7 下線部(イ) How has your leadership style evolved? の意味に最も近い英文を、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. How much of what you were taught about leadership style is really useful?
- b. In the past, what mistakes have you made in leadership style?
- c. In what ways has your leadership style developed over the years?
- d. What would you tell the new generation of business leaders about leadership style?
- e. Has your leadership style always been based on the same idea?

問8 下線部(ウ) (1) ~ (6) に入る最も適切な単語を、つぎの a ~ f の中からそれぞれ一つ選び英文を完成させ、その記号を解答欄にマークしなさい。

- | | | |
|----------|---------|--------------|
| a. about | b. is | c. something |
| d. what | e. with | f. wrong |

問9 下線部(エ) intuition 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. using instinct rather than reason
- b. expecting good things to happen
- c. making decisions based on facts
- d. looking at age and experience
- e. getting approval from all board members

問10 本文 に入る最も適切な英文を，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. I don't know; I've never thought about it.
- b. I'm definitely a thinker; I like to check all the data and plan carefully.
- c. I'm a feeler. I like drama; maybe I should have been an actress.
- d. Maybe all three, but I like teamwork and being active, so I'm more of a doer.
- e. I used to be a feeler, but as the boss, I have to be a thinker, too.