

経済学部A方式Ⅱ日程・社会学部A方式Ⅱ日程
スポーツ健康学部A方式

1 限 英 語 (90分)

〈注意事項〉

1. 試験開始の合図があるまで、問題冊子を開かないこと。
2. 解答はすべて解答用紙に記入しなさい。
3. マークシート解答方法については以下の注意事項を読みなさい。

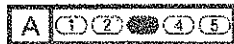
マークシート解答方法についての注意

マークシート解答では、鉛筆でマークしたものを機械が直接読みとって採点する。したがって解答はHBの黒鉛筆でマークすること(万年筆、ボールペン、シャープペンシルなどを使用しないこと)。

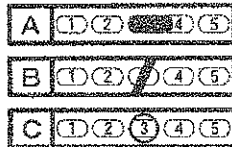
記入上の注意

1. 記入例 解答を3にマークする場合。

(1) 正しいマークの例



(2) 悪いマークの例



枠外にはみださないこと。

○でかこまないこと。

2. 解答を訂正する場合は、消しゴムでよく消してから、あらためてマークすること。
3. 解答用紙をよごしたり、折りまげたりしないこと。
4. 問題に指定された数よりも多くマークしないこと。

[I] つぎの問1～問15の各文の空欄に入る最も適切なものを、a～d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 We look () him as the best doctor in our town.

- a. for b. after c. at d. upon

問2 We study the impact of global warming () climate change.

- a. for b. on c. in d. with

問3 Some economists () that business was improving.

- a. looked over b. showed off
c. gave up d. pointed out

問4 I () highly of your contributions to our project.

- a. supposed b. spoke c. made d. mentioned

問5 We should () account that the effect of government policies on our economy is limited.

- a. take into b. make for c. keep on d. see off

問6 () it not been for your help, I would have failed to see my mistake.

- a. Were b. Was c. Had d. Would

問7 Media and human rights groups are calling () the immediate release of political prisoners.

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

- 問8 Most economists are () a drop in economic growth after the increase in the consumption tax.
 a. predicting b. advising c. producing d. achieving
- 問9 I couldn't make () what he was saying, although I heard his voice.
 a. up b. out c. over d. to
- 問10 Scientists found that an iPS cell had the () to develop into any adult cell in the body.
 a. ability b. skill c. talent d. role
- 問11 Korea's population is aging faster than () other nation in East Asia except Japan.
 a. some b. any c. one d. few
- 問12 A : He looks so happy. What's () with him?
 B : It's because he passed the final exam.
 a. on b. over c. of d. up
- 問13 A : I have two tickets for the baseball game this Saturday. Would you like to go?
 B : Of course! I wouldn't () it.
 a. like b. miss c. buy d. lose
- 問14 A : Do you mind if we () off the meeting until next week?
 B : No. I can use the extra time.
 a. set b. put c. turn d. get

問15 A : The hotel we used last spring is fully booked.

B : We'll have to consider other ().

a . problems b . needs c . options d . visitors

〔Ⅱ〕 つぎの英文を読んで、1～30に入る最も適切なものを、a～dからそれぞれ一つ選び、その記号を解答欄にマークしなさい。

Creative Thinking

In each of us there are little-used powers of creativity and imagination.
Here are a couple examples of how people have used that power.

- 〈例〉
- | | | |
|--|--|--|
| An old church | a. was
b. prayed
c. didn't
④. looked | like its exterior desperately needed to be |
| repainted, | < 1 > a. that
b. so
c. if
d. as | the minister recruited a half-dozen volunteers |
| < 2 > a. with
b. into
c. by
d. from | his church. However, he couldn't | < 3 > a. get
b. try
c. make
d. take
them to actually |
| show up for the job — until he had a great | < 4 > a. explanation.
b. expectation.
c. inspiration.
d. preparation. | He divided |
| the outside of the building | < 5 > a. among
b. into
c. by
d. of | six segments. Then, in large |
| letters three feet high, he painted a particular | < 6 > a. color's
b. builder's
c. artist's
d. volunteer's | name on |
| each segment. Shortly | < 7 > a. beyond,
b. until
c. further,
d. afterward, | the recruits dutifully arrived to |
| paint | < 8 > a. any
b. their
c. its
d. some | segments. Thus, they fulfilled their promises and they |

- < 9 > a. avoided
b. protected
c. expected
d. continued

being embarrassed in public. Plus, the church

- <10> a. stayed
b. made
c. got
d. had

repainted.

- <11> a. creative
b. difficult
c. colorful
d. capable

The minister's solution was a

one, but the next example

- <12> a. trouble
b. confuse
c. satisfy
d. impress

might

you even more.

- <13> a. their
b. his
c. an
d. the

A man and his young son spent

hour trying to rescue the

- <14> a. on
b. from
c. over
d. by

boy's pet frog

the bottom of a deep, narrow hole

- <15> a. on
b. in
c. under
d. into

- <16> a. asked
b. tried
c. told
d. had

their yard. First, he used a long stick. Next, he

to use a rope

- <17> a. lowered
b. opened
c. filled
d. placed

with a loop on the end. Then he

an empty can that was tied

- <18> a. came
b. gave
c. made
d. pulled

to a string. Nothing worked, and he finally

up. Minutes

- <19> a. appeared
b. revealed
c. appealed
d. remained

later, his five-year old son

at the front door — with the

<20> a. has
b. is
c. was
d. had

frog! The young child hit on the idea of flooding the

<21> a. frog
b. yard
c. hole
d. house

with water from a garden hose and

<22> a. floating
b. pulling
c. jumping
d. swimming

the frog

to the surface.

<23> a. their
b. our
c. his
d. its

In the wild kingdom of imagination, children are forever

<24> a. for
b. to
c. by
d. with

coming up creative solutions. Unlike most adults, the

<25> a. others
b. rest
c. pets
d. young

have an open window to the

<26> a. source
b. meaning
c. scene
d. air

of creativity in

<27> a. But
b. So
c. That's
d. By

the right hemisphere of the brain. when they start school,

<28> a. plan,
b. idea,
c. end,
d. half,

the "left brain", or the logical starts to learn of the fears, rules,

<29> a. attempts
b. rewards
c. dreams
d. concerns

and other of the adult world. And before

<30> a. long,
b. that,
c. it,
d. time,

imagination is neglected.

What sets creative people apart from others is that they have somehow managed to hold onto a childlike curiosity and a sense of creative possibility.

〔Ⅲ〕 つぎの英文を読んで、問1～問12に対する答えとして最も適切なものを、a～d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。

The systematic study of how people acquire a second language (often referred to as an L2) is a fairly recent phenomenon, belonging to the second half of the twentieth century. Its emergence at this time is perhaps no accident. This was a time of the 'global village' and 'World Wide Web', when communication between people has expanded way beyond their local speech communities. As never before, people have had to learn a second language, not just as a pleasing pastime, but often as a (2)() of obtaining an education or securing employment. At such a time, there is an obvious (3)() to discover more about how second languages are learned.

At first sight, the meaning of the term 'second language acquisition' seems transparent but, in fact, it requires careful explanation. For one thing, in this context 'second' can refer to any language that is learned (4)() to the mother tongue. Thus, it can refer to the learning of a third or fourth language. Also, 'second' is not intended to contrast with 'foreign'. Whether you are learning a language naturally as a result of living in a country where it is spoken, or learning it in a classroom through instruction, it is customary to speak generically of 'second' language acquisition.

'L2 acquisition' then, can be defined as the way in which people learn a language other than their mother tongue, inside or outside a classroom, and 'Second Language Acquisition' (SLA) as the study of this.

Imagine that you are an SLA researcher, interested in finding out how learners acquire an L2. How would you set about doing it?

One way might be simply to ask learners who have been successful in learning a second language how they did it. This approach has been used

and has provided valuable insights. (8) () it is somewhat limited in that learners are probably not aware of or cannot remember the actual learning processes they engaged in. A better approach might be to find out what learners actually do, as opposed to what they think they do, when they try to learn an L2. One way of doing this is by collecting samples of learner language — the language that learners produce when they are called on to use an L2 in speech or writing — and analyze them carefully. These samples provide evidence of what learners know about the language they are trying to learn.

If samples are collected at different points in (11) () it may also be possible to find out how learners' knowledge gradually develops. What we might seek to do, then, is to (12) () how learner language changes over time.

問1 下線部(1) no accident の意味を最も適切に表すものを下の a～d から選びなさい。

- a. inevitable b. evident c. efficient d. fortunate

問2 (2)の空欄に入る最も適切なものを下の a～d から選びなさい。

- a. symbol b. portion c. means d. result

問3 (3)の空欄に入る最も適切なものを下の a～d から選びなさい。

- a. impact b. need c. conclusion d. effect

問4 下線部(4) transparent の意味を最も適切に表すものを下の a～d から選びなさい。

- a. adequate b. clear c. visible d. accessible

問5 (5)の空欄に入る最も適切なものを下の a～d から選びなさい。

- a. subsequent b. subject c. similar d. owing

問6 下線部(6) 'second' is not intended to contrast with 'foreign'. の意味を最も適切に表すものを下の a～d から選びなさい。

- a. 「第2言語」は、「外国語」と対照となる意味では扱わない。
b. 「第2言語」は、「外国語」と対照的に扱われることが多い。
c. 「第2言語」は、「外国語」とほぼ同じ意味では扱わない。
d. 「第2言語」は、「外国語」と別の意味で扱われることが多い。

問7 (7)の this が指す内容について最も適切なものを下の a～d から選びなさい。

- a. mother tongue b. 'L2 acquisition'
c. 'Second Language Acquisition' d. research

問8 (8)の空欄に入る最も適切なものを下のa～dから選びなさい。

- a. Therefore b. Because c. Moreover d. However

問9 (9)のより良い方法(better approach)に比べると、前者の方法(one way)は、どのような問題があると著者は考えているのか、その理由として最も適切なものを下のa～dから選びなさい。

- a. 前者の方法は、自分たちの実際の学習過程とは異なる優れた学習者の方法に言及することが多いから
b. 前者の方法は、自分たちにしか出来ない独自の学習過程を説明したり、主張したりする傾向があるから
c. 前者の方法は、自分たちの実際の学習過程を意識していなかったり、思い出せなかったりするから
d. 前者の方法は、自分たちが理想的に考えている学習過程を意図的に説明してしまう傾向があるから

問10 (10)と同じ意味を最も適切に表すものを下のa～dから選びなさい。

- a. provided b. devoted c. contacted d. requested

問11 (11)の空欄に入る最も適切なものを下のa～dから選びなさい。

- a. place b. time c. stage d. level

問12 (12)の空欄に入る最も適切なものを下のa～dから選びなさい。

- a. develop b. acquire c. select d. describe

[IV] つぎの英文を読んで、問1～問7に対する答えとして最も適切なものをa～d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。

Is a nation's destiny set by its birthrates? The announcement that Japan's population fell by almost a quarter of a million in 2013 — the fifth consecutive annual fall — brought warnings that the country may be in terminal decline. "The economic decline that occurred during Japan's so-called 'lost decades' is a symptom of problems brought on by demographic change," wrote Reiko Aoki, an economist at Hitotsubashi University in Tokyo, last year.

Japan has the world's oldest population, with a median age of 46 years, an average lifespan of 84, and a quarter of the population over 65. But this doesn't have to mean a gloomy future. What happens in the coming years might even point the way for other countries. Japanese longevity can't compensate for its ultra-low fertility rate — just 1.4 children per woman. Hard-working Japanese society has "embraced voluntary mass childlessness," says Nicholas Eberstadt, a demographer at the American Enterprise Institute in Washington DC. One in four don't have children. Some European countries also have low fertility rates, but they have migrants who move in and make up for the loss. Japan doesn't.

The conventional view is that this is bad news for two reasons: shrinking numbers slow down economic growth and the aging population is a major financial burden. But Eberstadt says there is another side. "The proportion of Japan's population that is dependent on those of working age isn't unusual," he says, "it's just that it has almost twice as many people over 65 as children." Consequently Japan spends less on education. And because the Japanese are the world's healthiest, medical bills are also lower than in other nations.

Japan's economy has been growing slowly for two decades now. But

this is not necessarily bad news for its workforce, says William Cline of the Peterson Institute for International Economics in Washington DC. Thanks to the falling population, individual income has been rising strongly — outperforming most US citizens'. With 127 million people, Japan is hardly empty. But fewer people in the future will mean that it will have more living space, more land per head for growing crops, and a higher quality of life, says Eberstadt. Its demands on the environment for food and other resources will also lessen.

Japan isn't alone in its demographic decline: Russia, Romania and Hungary all follow the trend. For many more, it is being delayed by immigration. But the global population bomb is not likely to explode due to growing numbers of people. As Swedish statistician Hans Rosling first noted, the world recently reached *peak child* — the point where the number of children aged 0 to 14 around the globe has reached a steady level and is therefore no longer rising. Global birthrates have halved in 40 years — they are now below 2.5 children per woman — meaning that global population may also 'peak' soon.

So, far from being a demographic exception, Japan is "the world leader in demographic change," says Aoki. For some, this sounds like a disaster. China last year relaxed its one-child policy fearing that predicted population decline in the 2030s would cause its impressive economic growth to come to a sudden stop. But others believe that peak population is a necessary first step to reducing our attack on the earth's life-support systems. In that case, following Japan's example may be the right answer for many countries around the world.

問1 According to Reiko Aoki, which statement is true?

- a. Japan's birthrates declined during the lost decades but may increase slightly in the future.
- b. Japan's population size has remained stable despite the growing number of elderly people.
- c. Japan's lost decades were caused by a growing number of elderly people, not by low birthrates.
- d. Japan's demographic change is one explanation for its economic decline lasting over 10 years.

問2 According to the passage, which of the following statements is false?

- a. One-fourth of Japan's population is over the age of 65.
- b. Japanese women give birth to two children in their lifetime.
- c. The average age in Japan exceeds that in other countries.
- d. One quarter of Japan's population never has any children.

問3 According to the passage, which statement does not describe the situation in some European countries or Japan?

- a. The number of births is higher in Japan than in some European countries.
- b. The number of births in Japan and some European countries is similarly low.
- c. Europe's solution to the problem of a decreasing population is different from Japan's.
- d. In Europe, openness to foreigners has helped them cope with dropping populations.

問4 Which of the following is a positive outcome of lower birthrates in Japan?

- a. Healthcare costs have actually decreased because Japanese are living longer than Europeans.
- b. Incomes in Japan have risen to the same levels as the United States thanks to a better economy.
- c. Japan is able to spend less money on education since there are fewer school children.
- d. Food prices are steady since there is more land for growing crops and lower demand for resources.

問5 Why does Hans Rosling conclude that the world has reached a point called "peak child"?

- a. The 0-14 year-old population has dropped.
- b. The number of children under 14 has increased.
- c. The number of immigrant children is growing.
- d. The 0-14 year-old population is not changing.

問6 According to the passage, which of the following statements is false?

- a. Some countries may consider adopting similar measures to China to deal with their population problems.
- b. China recently changed its demographic policies to avoid a future downturn in its economic development.
- c. Japan's demographic situation might provide a good lesson for other countries around the world.
- d. Some think that having smaller populations is better due to the burden that larger ones place on the environment.

問7 According to the passage, what is the writer's main idea?

- a. Japan's aging population could actually be good news.
- b. Japan's aging population has mostly negative effects.
- c. High birthrates are a sign of a healthy economy.
- d. Low birthrates strongly determine a nation's future.