

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)。

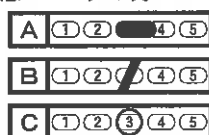
記入上の注意

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 The restaurant was very popular after it came () new management.

- a. under b. over c. through d. by

問2 The new rules at the museum () visitors from smoking in the building.

- a. prohibited b. reduced c. disabled d. controlled

問3 Although the man () to meet his client, she did not show up.

- a. participated b. appreciated
c. pleased d. intended

問4 People often feel () for several months when they start a new job.

- a. exhaustible b. exhaust
c. exhausted d. exhausting

問5 The criminal's trial () in the city courthouse.

- a. was holding b. will hold
c. was held d. will be holding

問6 The () of the rainforests in South America is becoming a huge environmental problem.

- a. destruction b. disruption
c. distribution d. dispute

問7 Younger people in Japan are beginning to show more () in voting.

- a . interested
- b . interestingly
- c . interesting
- d . interest

問8 Customer complaints are usually () with by the public relations department of a company.

- a . processed
- b . dealt
- c . managed
- d . communicated

問9 Current employees can () from using the new health care system offered by the company.

- a . improve
- b . benefit
- c . advance
- d . progress

問10 A : What can I do to improve at tennis?

B : You should play more often. Practice makes ().

- a . better
- b . true
- c . perfect
- d . winner

問11 A : Did you send your () for the office job yet?

B : Not yet. I'm still thinking about my options.

- a . appreciation
- b . application
- c . administration
- d . analysis

問12 A : Where should we meet at the park tomorrow?

B : The most () place would be near the fountain.

- a . searchable
- b . suitable
- c . approachable
- d . able

問13 A : How () away is the closest town from here?

B : About five kilometers. It's best to take a bus there.

- a . much b . apart c . long d . far

問14 A : Do you have any () for where to eat lunch?

B : Let's try the new restaurant near the station.

- a . confirmations b . reservations
c . estimations d . suggestions

問15 A : How are your new neighbors?

B : One is nice, but the other is a pain in the ().

- a . face b . neck c . head d . back

[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。

Valentine's Day

Valentine's Day, February 14, is a holiday that celebrates love and

〈例〉

a. friendship
b. health
c. money
d. future

 in the United States.

Most people think of it

〈 1 〉	a. such
	b. as
	c. so
	d. quite

 a romantic day for showing the

〈 2 〉

a. everyone
b. other
c. anybody
d. one

 you love how deeply you

〈 3 〉	a. feel
	b. get
	c. look
	d. explain

 by giving cards and

gifts. Valentine's Day is an extremely

〈 4 〉	a. funny
	b. rural
	c. commercial
	d. religious

 holiday. People

〈 5 〉

a. gain
b. spend
c. save
d. take

 money on flowers, chocolate, stuffed animals, and jewelry.

People also

〈 6 〉	a. cook out
	b. eat out
	c. go out
	d. take out

 for expensive dinners.

Valentine's Day is

〈 7 〉	a. even
	b. actually
	c. while
	d. simultaneously

 enjoyed by school children

who give thank-you cards to their teachers. Classmates exchange little

< 8 > a. every
b. one
c. an
d. only
cards with another. These cards with famous cartoon

< 9 > a. characters
b. roles
c. pairs
d. collectors
on them can be
< 10 > a. earned
b. purchased
c. received
d. required
at any store.

< 11 > a. better
b. far
c. more
d. most
Nevertheless, it is considered much thoughtful to have kids

< 12 > a. its
b. her
c. our
d. their
make own cards to give to friends and teachers.

< 13 > a. announce
b. recognize
c. start
d. find
Valentine's Day is also a great day to your love to

< 14 > a. marry
b. married
c. marriage
d. marrying
someone who doesn't know you care. Some people even get

< 15 > a. Therefore,
b. First,
c. Likewise,
d. However,
on Valentine's Day. you don't have to be in love to

< 16 > a. praise
b. agree
c. share
d. entertain
in the festivities. You can say "Happy Valentine's Day" to

friends and co-workers.

Valentine's Day is not an official holiday though in the United States,

<17> a. hoping
b. saying
c. meaning
d. recommending

government offices and schools are open

<18> a. at last.
b. as often.
c. at ease.
d. as usual.

The date

<19> a. use
b. used
c. was
d. is used

to be the celebration day of a

<20> a. named
b. naming
c. namely
d. name

saint

Valentine, who

<21> a. admittedly
b. allegedly
c. quickly
d. lately

saved a young girl's

<22> a. by
b. after
c. until
d. during

life. It wasn't

the Middle Ages that lovers began to send

<23> a. one
b. friend
c. visitor
d. other

each

handwritten love notes. Back

<24> a. then
b. there
c. when
d. where

you couldn't

<25> a. place
b. way
c. same
d. style

just go to the store and buy a card the

you can now.

<26> a. town
b. stretch
c. corner
d. street

You know Valentine's Day is around the

when stores

<27> a. decorate
b. sell
c. display
d. make

begin to

with red and pink hearts and Cupid, the symbol of

<28> a. he
b. that
c. it
d. she

love. Now

seems Cupid goes straight after your

<29> a. wallet
b. home
c. partners
d. parties

<30>

because you will also see many more jewelry advertisements

- | |
|---------|
| a. than |
| b. so |
| c. from |
| d. as |

Valentine's Day approaches.

〔Ⅲ〕 つぎの英文を読んで下の問いに答えなさい。

Have you ever been out with friends and your partner, and looked at that person and asked yourself: Why can't he/she be like that with me? Perhaps they are friendlier, more thoughtful, livelier, funnier. Or perhaps the opposite is true — your partner is reserved in social situations.

But it is unrealistic to expect a person to always be the same — since a *couple relationship* that develops between two adults living together as a couple is quite different from a *life relationship* in the wider world.

We like to think we are always ourselves — but not, and else. Some people motivate you, others have the opposite effect — to limit or close your personality down. We are, at least partially, a product of the people we are surrounded by at any given time.

Inside the boundaries of the couple relationship, these effects are multiplied and can become completely different things. Its privacy, its everyday closeness, its bareness, its longevity, all give it a special quality, which can operate in a number of ways. Obviously, in simple mathematical terms, you spend far more time with your partner than with any other adult in the world. you don't, the kind of time you spend with them is very different from the kind of time you spend in other environments.

In the privacy of family relationships, certain forces — which are also to some extent at play in the larger world — become emphasized and concentrated. Your partner will, in the early years of your relationship, form a picture of you that will be difficult to remove once it has set into an attitude. This might be that you are mean/generous, lazy/hardworking, kind/ — anything at all, really. Given that we have a lot of trouble accepting the changes of the human personality, we tend to ignore or disregard any information that differs from the original pattern.

At the heart of the couple relationship, therefore, is an act of creation in the head of each partner. This has a real world effect — that of partly creating the person that the observer/partner has imagined. Because once it is insisted that you are a certain way, as any schoolteacher will tell you about their pupils, you may easily become convinced that it is pointless to try to behave in any other way. Thus we create our own monsters — or heroes. ^(*)

After the battle to define or be defined has been fought and won or lost (a process that usually takes place most intensely in the early years of a couple relationship) a new version of the person can emerge — the “relationship identity” which may be quite different from the one that your partner is accustomed to.

A couple relationship, therefore, is a mirror, but a very strange mirror. ^(*) It may reflect you accurately, if such a thing is possible. Or it may make you appear differently — magnify or diminish you, darken you or lighten you. This depends on the force and preferences of the person you share it with, and also the flexibility of your own personality and powers of self-definition.

It may be true that some people are mostly themselves when they are behind family walls. For others, it may be that their selves have been largely created and shaped within those walls. The family home is not merely a theater, albeit one with a very small audience — it may also be a place that causes people to change, where personalities are melted and re-shaped — for good or ill.

問1 下線部(ア) reserved の意味に最も近いものをつぎの a ~ e から一つ選び、その記号を解答欄にマークしなさい。

- a. quiet b. dull c. kept
d. taken e. confident

問2 下線部(イ)が意味の通る最適な表現となるように ~ に以下の語を当てはめ、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。

- a. is b. we c. neither
d. anybody e. are

問3 下線部(ウ) a product of the people we are surrounded by at any given time の内容を表す例として、最も適切なものをつぎの a ~ e から一つ選び、その記号を解答欄にマークしなさい。

- a. We can become more motivated by working alone than in a group.
b. People around us always make us more thoughtful.
c. Our personalities are shaped by those we are with.
d. Being around negative people will not influence a happy person's thinking.
e. Our character forms when we are young and cannot be changed.

問4 空欄 に入る最も適切なものをつぎの a ~ e から一つ選び、その記号を解答欄にマークしなさい。

- a. Although b. Even if c. In case
d. As though e. Because

問5 空欄 に入る最も適切なものをつぎの a ~ e から一つ選び、その記号を解答欄にマークしなさい。

- a. serious b. trusted c. accurate
d. miserable e. cruel

問6 下線部(カ) we tend to ignore or disregard any information that differs from the original pattern の理由として、最も適切なものをつぎの a～e から一つ選び、その記号を解答欄にマークしなさい。

- a. We often forget ourselves when we concentrate on our relationships.
- b. It is difficult to escape from a family relationship.
- c. Many memorable pictures are often taken by a partner.
- d. It is not easy for us to change our impressions of others.
- e. We need to make a lot of effort to improve our nature.

問7 下線部(キ) we create our own monsters — or heroes の過程で行われることとして、最も適切なものをつぎの a～e から一つ選び、その記号を解答欄にマークしなさい。

- a. We develop our individuality while competing with others.
- b. We make a friendship stronger through shared hardships.
- c. We follow the instructions of our schoolteachers.
- d. We hide our true selves in the classroom.
- e. We mold a fixed image of ourselves or others in our mind.

問8 下線部(ク) a mirror, but a very strange mirror が意味するものについて最も適切なものをつぎの a～e から一つ選び、その記号を解答欄にマークしなさい。

- a. Your relationship is happier when you and your partner are together.
- b. You are more influential in solving problems that develop in your relationship.
- c. You can appear as you really are to your partner or as someone else.
- d. Your personality becomes stronger in your relationship with your partner and to others.
- e. Your partner respects you less after being with you for so many years.

問9 本文の内容に最も合うものをつぎの a ~ g から二つ選び、その記号を解答欄にマークしなさい。なお、二つの解答とも同じ解答欄にマークすること。

- a. The writer thinks that many of us have had the same experience: Friends are nicer to our partners than to us when we go out together.
- b. The writer believes that it is natural for us to change our behavior according to the people we go out with.
- c. The writer compares the time a couple spends together and the time they spend with other family members.
- d. According to the writer, many find it difficult to remove a picture after it has been fixed tightly onto the wall.
- e. The writer believes that the image of a person's character is formed in the partner's mind over a very long period of time.
- f. The writer defines a "relationship identity" as an old and familiar image that a person has created of his/her rivals.
- g. The writer regards a home as a place where some can be as they truly are while others become the person that their partner imagines.

[IV] つぎの英文を読んで、問1～問10に対す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。

Here's some advice for parents. If your kids must take a standardized test* it's best to do so either first thing in the morning or right after a break. Why? It's because they suffer from *cognitive fatigue*. In other words, test-takers' brains get tired. According to a study published last year by Sievertsen, Gino, and Piovesan, having breaks before tests is especially important in schools with poor performers.

Their findings provide food for thought as US policy-makers debate the effectiveness and fairness of education initiatives. Two such initiatives include "No Child Left Behind," which requires public schools to administer standardized tests annually, and "Race to the Top" that depends largely on student test scores to measure teacher effectiveness. "There is much discussion about how schools can ensure the most supportive conditions possible for students to learn and perform well on tests," Gino says. "Often these debates do not consider the influence of external factors that teachers or parents can't control."

The research team met when Gino was working on a project about how the time of day affects job interviews. "As it turns out, the later one is interviewed in the day, the lower the score one gets on the interview, as the interviewers become more tired and unenthusiastic throughout the day," Gino says. Familiar with Gino's time-of-day research, Sievertsen and Piovesan approached her with an enormous data set from Denmark, which has a nationwide student-testing program. Appropriately called the *National Tests*, the program requires that all Danish students take standardized tests annually from age eight through age 15. Students are randomly assigned to take their tests at different times, some in the morning and others in the afternoon.

“This was a great opportunity to test the effects of fatigue in a different context,” Gino says. Most Danish students start school at 8:00 and have scheduled breaks during the school day, just before 10 a.m. and noon, which last around 25 minutes. This enabled the researchers to check whether breaks lessened the effects of cognitive fatigue. Like Gino, Piovesan wondered whether related research on workers would apply to young students. “I was interested in studying the effect of breaks and their recharging power,” Piovesan says. “We found that a break to satisfy our needs — coffee, chocolate, chatting, etc. — can increase output and lessen cognitive fatigue.” The data showed the biggest difference in average scores for tests taken between 8 a.m. and 1 p.m. The average scores were highest at 8 a.m., slowly decreasing, as the day progressed, to the lowest average scores at 1 p.m. Of note is a slight rise in the scores for tests taken after 10 a.m. and noon — the times immediately following a break. The results also revealed that the breaks and time of day affected the lowest-performing students much more than the highest. “This finding is significant. It suggests that having breaks prior to testing is important especially in schools where students are doing poorly,” Gino says.

What can policy-makers learn? They should seriously consider standardizing the time of day that students take standardized tests. Sievertsen says, “As time of day has an effect, and for some more than others, they should consider whether the structure of the school day is ideal. Also, in societies where achievement is measured by test scores, test-givers should make sure that test-takers have the very best conditions for success.”

*standardized test=標準学力テスト

問1 Which of the following is true about education initiatives in the United States?

- a. They are effective in helping poor-performers to improve their test scores.
- b. They encourage schools to administer standardized tests to their students regularly.
- c. They allow schools to consider test scores as one measurement of student performance.
- d. They use test scores as a way of assessing whether teachers are doing a good job.

問2 Why does the writer criticize policy-makers' discussions on standardized testing in America's public schools?

- a. They do not take into consideration the research findings in other countries.
- b. They neglect the possible effects of problems that parents and teachers cannot change.
- c. They have ignored the problem of student fatigue during standardized tests.
- d. They forget about the conditions inside the classroom, which might have an effect on test scores.

問3 What is the aim of the researchers' study?

- a. To examine whether Danish students who took their tests late in the day performed well.
- b. To measure whether Danish students who did or did not take breaks before the test got the same results.
- c. To find out if taking a break could help to reduce the effects of cognitive fatigue.
- d. To try to understand why Danish students got higher scores than students in other countries.

問4 What do the results of the study tell us about job interviews?

- a. Interviewers are less likely to want to hire someone if the job interview is late in the day.
- b. Job hunters who are interviewed in the middle of the day are more likely to be hired.
- c. The time of a job interview has little influence on whether or not the job hunter gets hired.
- d. Scheduling a job interview in the morning is discouraged since the interviewer may be tired.

問5 According to the passage, which of the statements is false?

- a. All Danish 10-year-olds have to take the National Test even if they do not want to.
- b. Danish students who took their tests in the morning or after a break got the same scores.
- c. In Denmark, test scores increased for those who took them just after each break.
- d. Danish students who took their tests early in the morning generally performed well.

- 問6 How can we overcome cognitive fatigue?
- a. By having a break right after eating lunch.
 - b. By being better prepared for our tests.
 - c. By taking our tests immediately before classes.
 - d. By eating a piece of candy and talking with friends.
- 問7 According to the passage, what is one characteristic of low-performing students?
- a. They face more problems than average students in their daily life.
 - b. They often go to schools that have fewer breaks in the morning.
 - c. They need to have more frequent breaks due to health reasons.
 - d. They are more affected by the time of the test than high performers.
- 問8 Based on the results of the Danish study, how could schools around the world change to improve test scores?
- a. Increasing the number of breaks in schools with low-performing students.
 - b. Decreasing the number of tests given in the morning at low- and high-performing schools.
 - c. Randomly testing children at different times of the day to measure academic achievement.
 - d. Scheduling breaks after the tests so that all students can feel more energized.

問9 What message do the findings mentioned in this passage have for policy-makers in the United States?

- a. Teacher performance ratings and test scores might be higher if tests were given early in the school day.
- b. Introducing scheduled breaks like those in Denmark would have little impact on test scores.
- c. Standardizing the time of the day that students start their tests would not significantly improve scores.
- d. More funding for the schools could help teachers to better prepare students for their tests.

問10 Which of the following would make the best title for this passage?

- a. Why nationwide testing improves classroom conditions
- b. Why it's best to take tests early in the day
- c. How high-performers prepare for standardized tests
- d. How Danish students overcome cognitive fatigue

