

英 語

注 意

1. 問題は全部で16ページ、解答用紙は全部で3枚である。
2. 解答用紙に氏名・受験番号を忘れずに記入すること。(ただし、マーク・シートにはあらかじめ受験番号がプリントされている。)
3. 解答はすべて解答用紙に記入すること。(裏面に記入しても採点の対象とはならない。)
4. 問題冊子の余白等は適宜利用してよいが、どのページも切り離してはいけない。
5. 解答用紙は必ず提出のこと。この問題冊子は提出する必要はない。

マーク・シート記入上の注意

1. 解答用紙(その1)はマーク・シートになっている。HBの黒鉛筆またはシャープペンシルを用いて記入すること。
2. 解答用紙にあらかじめプリントされた受験番号を確認すること。
3. 解答する記号・番号の○を塗りつぶしなさい。○で囲んだり×をつけたりしてはいけない。

解答記入例(解答が1のとき)

1	●	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩
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4. 一度記入したマークを消す場合は、消しゴムでよく消すこと。×をつけても消したことになる。
5. 解答用紙をよごしたり、折り曲げたりしないこと。

問題 I 次の英文を読んで、設問に答えなさい。

From the perspective of almost everyone else in the world, the Japanese have a rich food culture. Japanese food — with its focus on fresh vegetables, even fresher fish, and delicate soups — has a global reputation for healthiness. Japan has somehow managed to achieve the ideal attitude to eating: an enjoyment of food that is actually good for your health. The Japanese must be doing something right in the way they eat, given that they live longer on average than people from any other nation. There are more award-winning restaurants in Tokyo than in Paris or New York or London. In Japan, food extends to every aspect of the culture. There are theme parks devoted to sushi, and songs are sung to noodles.

Yet at the same time, for a rich nation, Japan has an amazingly low number of people who have health problems because they are overweight. Granted, far more people — especially men — are overweight than twenty years ago and Japanese teenagers eat more junk food and have more eating problems than the previous generation. But figures from 2013 suggested that just 3.3 per cent of Japanese women were overweight, compared with 20.9 per cent of women in Poland, 33.9 per cent of women in the US, and 48.4 per cent of women in Egypt. Almost the only places in the world that have lower numbers of overweight people than Japan are countries such as Ethiopia and North Korea where there is widespread hunger and food shortages.

It's easy to look at Japan and think that there must be something essential in the culture that makes the nation eat so well. In China many women regard eating 'Japanese food' — meaning rice, vegetables, and miso soup — as the secret to health and beauty. There are signs that the Japanese themselves consider their excellent food as an important part of what it means to be Japanese. The Japanese Ministry that sets guidelines for healthy eating sells

the idea that Japanese food has always been desired the world over.

Those of us who don't live in Japan might feel disappointed. How easy, we think, it would be to eat healthily if only we were in Tokyo! Perhaps we too might breakfast on miso soup and fish and dine on greens, rice, and tofu. What tiny waists we would have, and such healthy hearts. Our happiest childhood memories would be of our mother's soba noodles and wakame, rather than cereal milk and junk foods. We would find a way to enjoy food without eating too much. But for those not in Japan, some think, there may be no choice but to eat badly. We could never eat like they do in Osaka or Tokyo.

This path of thinking misses the fact that the Japanese themselves have only been eating the way they do for a very short time. We often think our patterns of eating are unchangeable. We are also negative about the possibility of changing the diets of whole populations, assuming that once an unhealthy 'Western diet', high in refined sugars, has been adopted, there is no going back. Indeed, when even quite modest efforts at reform to the food system are made — such as Mayor Bloomberg's failed law to limit the size of sodas sold in New York City — they are attacked as revolutionary. There is a deep resistance to the idea of dietary change, at both a cultural and an individual level.

Yet Japan itself is a model for how whole food environments can change in positive and unexpected ways. Until the twentieth century, Japanese food had a reputation far inferior to that of China. Japan borrowed many aspects of eating from China — including noodles and chopsticks. Food in Japan was neither varied nor appealing and there was never enough of it. From the seventh century AD to the twentieth century most of the Japanese population was in a state of hunger and cut off from world food culture. During the Tokugawa era (1603-1868), Japanese visitors to China were shocked by the Chinese habit of conversing while eating. As late as the 1930s, it was the custom at family meals in Japan to sit in silence while eating rice and pickles.

Barak Kushner of the University of Cambridge suggests that until recently Japanese cooking was just 'not very good'. The fundamental technique of stewing, for example, was only adopted as late as the 1920s. The traditional diet was low on protein, often dangerously so. The Japanese ate far less fresh fish than we might expect. Kushner says that when he first arrived in Japan in the 1990s, he hated much of the food, particularly the raw fish. But he was hungry, so he kept trying the food. Now, twenty years on, he says he would rather eat Japanese food than any other kind.

At Kushner's workshop in London an assembled company of food writers eagerly ate steaming bowlfuls of freshly made ramen: a *shio* soup, seasoned with seafood flakes, topped with a mound of slippery noodles, a slice of tasty pork, half a soft-boiled egg, and some dark green vegetables. This fine dish — ramen noodles — has become one of Japan's many food attractions. It is far from the packaged instant kind known in the West as a cheap option. Though it is inexpensive compared to sushi, 'good ramen is difficult', as Kushner writes in his superb book on the history of ramen in Japan. The soup, which Kushner notes varies from region to region in Japan, needs to be carefully cooked and the flavourings on top should be arranged with care.

Kushner's research has taught him that the true story about the current Japanese diet is that it came about due to many factors. The concept of 'delicious' was born in Japan in the early twentieth century when a scientist named Ikeda discovered a 'fifth taste' called *umami* that was neither bitter nor salty nor sweet nor sour, but something more wonderful than any of these. Umami is the flavour in miso and soy sauce. It enables Japanese food to be healthy and attractive at the same time. In the West the word 'delicious' is connected with foods that have sugar, fat, and salt, whereas in Japan the word delicious or *oishii* signifies a flavour found in mushrooms, grilled fish, and light soups.

Yet current Japanese food, including ramen, for instance, goes against most of what the Japanese traditionally believed about food. For centuries, the

wheat that now goes into ramen noodles was seen as an alien grain. A meal was only 'Japanese' if it contained rice, though most people were forced to supplement their rice with rough grains or, in really hungry times, with ground-up nuts. Noodles arrived in Japan with Buddhist monks from China in the Middle Ages, but until the twentieth century, noodles tended to be made from a mix of wheat and rice. The Japanese were also against eating pork, which was seen as foreign and rather unclean. Yet over time, the Japanese came to enjoy pork soup with wheat noodles so much that, as Kushner observes, 'Japan almost floats on a sea of noodle soup.'

設問 本文の内容から考えて、下線部の空欄を埋めるのに、または問いへの答えとして最も適当なものを①から④の中から一つ選び、解答欄1から10にマークしなさい。解答用紙(その1)を使用。

1. The article says the Japanese are doing something with their food that is making it _____.
 - ① too rich
 - ② widely known for being healthy
 - ③ more attractive than healthy
 - ④ impossible to open food-related theme parks

2. The article says that _____.
 - ① Japanese teenagers eat too much junk food
 - ② the percentage of overweight Japanese men is roughly equal to the percentage of overweight men in other countries
 - ③ the percentage of overweight women in Japan is far lower than the percentage of overweight women in Poland, the US, and Egypt
 - ④ Japanese people are typically slim because of food shortages

3. The article states that Japanese food is _____.
- ① not very fashionable in China
 - ② often mistaken for Chinese food
 - ③ not promoted effectively in Japan
 - ④ promoted by the Japanese government
4. The article says that some people who do not live in Japan _____.
- ① wish they could eat Japanese foods that are available only in Osaka or Tokyo
 - ② cannot remember the bad foods they ate during childhood
 - ③ think that they could not possibly eat as well as the Japanese
 - ④ would eat too much cereal and junk food even if they lived in Japan
5. The article points out that _____.
- ① there is something in the path of Western thinking that seeks dietary change
 - ② Western foods without refined sugar are basically unhealthy
 - ③ even Mayor Bloomberg's modest attempt to change the law was criticized as being too radical
 - ④ Western people are unable to adapt to Japanese food
6. The article proposes that Japan is a model for what?
- ① The use of chopsticks for eating.
 - ② The ability to enjoy eating without showing it.
 - ③ How entire food cultures can be transformed.
 - ④ How to develop an enjoyable food culture without foreign influence.

7. Barak Kushner says that _____.
- ① Japanese food at Cambridge is not very good
 - ② the Japanese diet failed in the past to meet basic nutrition standards
 - ③ Japanese people survived periods of food shortage because they ate fish daily
 - ④ he originally traveled to Japan because he loved Japanese food
8. Regarding ramen soup, Barak Kushner _____.
- ① adjusts the amount of *shio* in ramen to suit Western tastes
 - ② adds delicious ingredients to packaged ramen to make it taste good
 - ③ conducts ramen workshops for Western noodle companies
 - ④ does research on the history of Japanese ramen soup
9. What did Ikeda discover?
- ① An entire culture is able to alter its eating habits.
 - ② Japanese eat the way they do basically because they were born Japanese.
 - ③ A wonderful taste that had not previously been described.
 - ④ Japanese food lost *umami* because of Western influence.
10. Japanese were once against eating pork because _____.
- ① eating pork and wheat was part of Buddhist worship
 - ② it did not go well with rough grains
 - ③ it was seen as foreign and dirty
 - ④ it did not float in the soup

問題Ⅱ 次の英文を読んで、下線部(1)、(2)を日本語に訳しなさい。解答用紙(その2)を使用。

Taking the concept in its most general sense, gestures can be roughly divided into two major types. One type consists of conventional body movements or limited actions, such as pointing with the hand and the index finger, or shaking hands. These movements have a firmly established, "timeless" meaning. They are consciously performed, and since their meaning is instantly and clearly understood, they play a significant part in everyday communication, and have a role in the arts.

The other group of gestures consists of body movements made without conscious intention, often even without a person's being aware of performing them. Nevertheless, they can clearly communicate meaning, and are thus understood as delivering some message. Blushing is interpreted as a sign of shame; going pale is understood as a sign of sudden fear. Though in fact it is sometimes hard to tell such gestures from symptoms of a medical condition, ⁽¹⁾ the study of gestures must also consider such "natural" responses. Culturally specific body movements in particular play an important and often highly visible part in many areas of social life. Both their shapes and meanings have been preserved over the ages. One thinks, for example, of religious practice. The gestures in prayer are in no need of explanation in the Western world, nor are the movements of the priest at church service. In different parts of the world, with various religions and rituals, equivalent gestures, even if not exactly similar in their execution, have been developed for worship and are instantly understood. ⁽²⁾

13. Martin Luther King was a great speaker () ()
(*) () () support the Civil Rights Movement.

① inspired

② people

③ speeches

④ to

⑤ whose

14. In spite of five months of great effort, the () ()
() (*) () an arrangement.

① reach

② representatives

③ to

④ unable

⑤ were

15. It was fortunate () () (*) () ()
meeting in very good spirit.

① approached

② both

③ sides

④ that

⑤ the

問題IV 次の設問について、50語程度の英文を書きなさい。解答用紙(その3)を使用。

What is your image of an ideal city? (Feel free to use your imagination.)

次の **問題 V** は英米文学科 A 方式受験者のみ解答すること(フランス文学科 A 方式・日本文学科 B 方式・比較芸術学科受験者は 14 ページの **問題 V** を解答すること)。

問題 V リスニング問題

聞き取った内容から考えて、16 から 25 の問題の答えとして最も適切なものを①から④の中から一つ選び、それぞれマークしなさい。解答用紙(その 1)を使用。

16. According to research, the level of satisfaction experienced by young people _____.

- ① can affect how they function psychologically, socially, and educationally
- ② has no relation to how they perceive their lives
- ③ has no way of being measured
- ④ is used by the United Nations to measure the Satisfaction With Life Scale (SWLS)

17. Martin Seligman claimed that _____.

- ① a person's mood can be easily influenced by pioneers
- ② the young pioneer movement was a positive development
- ③ one's overall view of life cannot influence life satisfaction
- ④ when people are happy, they tend to be less negative

18. The bad news about American students is that _____.

- ① they are generally satisfied with their lives
- ② their overconfidence leads them to study less
- ③ many students in their same age group abroad tend to be happier
- ④ they do not live in countries that have a high opinion of Americans

19. American 15-year-olds, on average, gave themselves a score of _____ on life satisfaction.

- ① 7.3
- ② 7.4
- ③ 7.8
- ④ 7.9

20. On average, when it comes to the life satisfaction of young people, these countries can be ranked from lowest to highest satisfaction in the following order: _____.

- ① America, Mexico, Finland
- ② the Netherlands, Finland, Mexico
- ③ Iceland, America, Finland
- ④ Mexico, Finland, the Netherlands

21. Compared with young people their age in other countries, American students _____.

- ① usually feel that they belong at their school
- ② do not act their age
- ③ tend to get higher scores on examinations
- ④ are more anxious about examinations

22. According to the listening passage, in the countries that were investigated, young people who studied hard were _____.

- ① always miserable
- ② bullied by lazy students
- ③ not necessarily satisfied with life
- ④ less likely to be from China, Korea, or Japan

23. There were _____ students who were selected at random and questioned in the PISA study.

- ① 540,000
- ② 720,000
- ③ 54,000
- ④ 72,000

24. One of the reasons for criticism of the PISA study was that _____

- ① the results supported parents and teachers
- ② it placed too much emphasis on children's joy inside and outside of the classroom
- ③ the American government used the results as an excuse to provide more funds for after-school programs
- ④ the majority of students had not had enough time to adjust to high school life

25. The steps that Professor Smith claimed should be taken by parents to help their children have greater life satisfaction, include _____

- ① talking with their children's teachers
- ② having dinner together
- ③ studying toward an academic degree
- ④ spending hours of time with them each day

次の **問題 V** はフランス文学科 A 方式・日本文学科 B 方式・比較芸術
学科の受験者のみ解答すること。

問題 V 各文の括弧に入る最も適切なものを①から④の中から一つ選び、解答欄
16 から 25 にマークしなさい。解答用紙(その 1)を使用。

16. () children like to play.

① Most

② Most of

③ The most

④ The most of

17. Are you sure it was me he was talking about? Did he mention me
() name?

① in

② about

③ with

④ by

18. Slowly he came down the staircase () time to the music.

① at

② for

③ in

④ to

19. She was deeply absorbed in the new book that had () the mail.

① come in

② come out

③ reached out

④ reached from

20. He was just about () out when she called.

① go

② gone

③ going

④ to go

21. Such beautiful songs have rarely, if (), been heard in this hall before.

① any

② ever

③ not

④ some

22. () with heat and thirst, I became completely exhausted.

① Since

② Because

③ What

④ As

23. The boy looked anything () happy in his dirty baseball uniform.

① such

② but

③ at

④ to

24. Conditions that would be perceived as a disease in one society might be considered perfectly normal in ().

① with

② any

③ other

④ another

25. Humans differ from other animals () they can use language.

① in which

② for which

③ in that

④ for that







2018年度 文学部 英米文学科A方式 リスニング

The field of positive psychology is growing. Positive psychology focuses on what makes people feel satisfied about their lives. Research demonstrates that life satisfaction among youths has important consequences for how they function psychologically, socially, and educationally. By measuring life satisfaction we can better understand how they see their lives. The measurement tool known as SWLS—Satisfaction With Life Scale—is used by the United Nations to measure how one feels about his or her self-respect and overall happiness with life.

Several studies found that self-respect plays an important role in influencing life satisfaction. A person's mood and overall view of life can also influence how they see their level of life satisfaction. According to Martin Seligman, a pioneer in the field of positive psychology, the happier people are, the less negative they tend to be. Happier people also have a greater tendency to like other people. This tendency promotes a happier environment and leads to a higher level of life satisfaction.

There is good news about American high school students. They are generally satisfied with their lives. But, the bad news for American students is that many students in their age group in other countries are happier.

Asked to score their life satisfaction on a scale from 0 to 10, American 15-year-olds gave an average mark of 7.4, according to a study conducted by the OECD—Organization for Economic Cooperation and Development—which is based in Paris.

American students scored close to the average of 7.3 among the 35 member countries of the OECD. But students in some member countries are doing much better: an average Mexican high school student scored 8.2 out of 10 in life satisfaction. Finland reached 7.9 while the Netherlands and Iceland both had a level of 7.8. American students also reported higher levels of anxiety over examinations, bullying, or a feeling of not belonging at their school, compared with students of the same age group living in other countries.

What makes students feel good? According to the study, support from parents and teachers, spending time with friends, and getting plenty of exercise may help students feel satisfied with life. On the other hand, feeling anxiety over exam scores and spending too much time on the Internet are signs of feeling dissatisfied. One of the authors of the report, Prof. Andy Smith, claimed that in happy schools, teacher support tends to be much greater.

Does studying hard make students miserable, while being lazy gives them more life satisfaction? Not always. Yes, it's true that in China, Korea and Japan students have high scores on reading and math, but are less satisfied with life.

However, according to the study, it is also true that in Turkey and Greece, where students did poorly on exams, they aren't very happy either.

But the authors highlight the cases of the Netherlands, Finland and Switzerland, where good grades and high spirits go together.

There are also some gender differences. In most countries and cultures boys tend to feel more satisfied with life than girls. The reasons for these results are not clear.

The study questioned 540,000 students and data were collected in 72 countries as part of the PISA Program—the Program for International Student Assessment. The results were based on written tests and questionnaires completed by students who were selected at random. It was a forward-looking international study that considered student outcomes with a focus on their social and emotional quality of life.

Tom Murphy, a researcher at the Brookings Institution, was critical of the methods of investigation that were used in the PISA study. He said that at the time of the study, most 15-year-old students would have spent less than a year in their current high school and thus their well-being could have been shaped by the fact they were still getting adjusted to their school.

Commenting on the study, Bernadette Sabbatini, the head of the American Association of Teachers, complained that American teenagers were found to be less happy than some of the students their own age from other countries and said the focus should be not on tests, but on building an environment in which they are supported by parents, teachers, and their fellow classmates. She criticized the American government for seeking to cut the funds for after-school programs for low-income families.

Countries and schools that do well fight the unhealthy focus on testing, emphasizing instead children's joy in and out of the classroom. They maintain a cooperative environment that has no bullying, forms partnerships with parents and community, and limits Internet use. This data supports continued government funding for programs like child nutrition and after-school activities and shows why these programs have been funded for decades.

On the bright side, Prof. Smith said there are a few easy steps parents can take to make their children more satisfied with life.

According to Prof. Smith, just talking with their children is something that relates positively to life outcomes. Having dinner together can help as well.

These things are really simple for parents to do. They don't require an academic degree, they don't require hours of time.