



英 語

(90分)

環 境 科 学 部

(環境政策・計画学科)

(環境建築デザイン学科)

工 学 部

(電子システム工学科)

人 間 文 化 学 部

人 間 看 護 学 部

注意事項

1. 解答開始の合図があるまで、この問題冊子および解答冊子の中を見てはいけません。
2. 問題は3題で、9ページありますが、志望する学科によって解答する問題が異なるので注意ください。指定されていない問題を解答しても採点しません。
3. 国際コミュニケーション学科を受験する者は□□Q11において(A)を、それ以外の学科を受験する者は(B)を解答ください。
4. 解答開始後、解答冊子の表紙所定欄に受験番号、氏名をはっきり記入ください。表紙にはこれら以外のことを書いてはいけません。
5. 解答は、すべて解答冊子の指定された箇所に記入ください。解答に関係のないことを書いた答案は無効にすることがあります。
6. 解答冊子は、どのページも切り離してはいけません。
7. 試験終了後、問題冊子は持ち帰りください。解答冊子を持ち帰ってはいけません。

I Read the text and answer the questions below. Write your answers on the answer sheet.

(次の英文を読んで、後の問いに答えよ。答えは解答用紙に記入せよ。)

The cacao tree is a slender evergreen which is native to tropical rainforests in South America. Cacao seeds – referred to as “beans” – are harvested, fermented, dried, and further processed into chocolate. The earliest known cacao cultivation was carried out by people living in the upper reaches of the Amazon River almost 5,500 years ago. These people used their cacao to make fresh and fermented drinks. Chocolate was especially important in the Maya (from 1500 BC) and Aztec (from 1300 AD) cultures, highly regarded as both a medicinal and a sacred drink. The Aztecs, in fact, valued chocolate so highly that they used cacao beans as currency, and chocolate could be consumed regularly only by the nobility and highest classes.

Spanish explorers in the Americas recognized the commercial potential of chocolate and took cacao beans back to Europe in the late 16th century. In an innovation, sugar was added to the bitter cacao to make a sweet drink, and chocolate readily gained popularity. However, it remained relatively expensive for quite some time in Europe, available only to royalty and the wealthy. European countries made colonies and established cacao and sugar plantations in Central America and the Caribbean (1) to meet a growing demand for chocolate at home. With the establishment of these large farms, production of cacao and chocolate increased, and the food became available and affordable to a greater number of ordinary Europeans, while delivering huge profits to plantation owners and traders. However, such accomplishments were achieved by crimes against humanity. In order to keep production costs on plantations low, local people were forced to work in terrible conditions, and Africans were bought and brought across the Atlantic Ocean to work as slaves.

Chocolate in solid form was first manufactured in 1847, in England, and mass production followed soon after. It was in the 19th century that chocolate came to be something that was commonly eaten as well as drunk. Consumption and sales of chocolate products in wealthy, industrialized countries rapidly increased over the

course of the 20th century. Chocolate production today continues to take place primarily in Europe and North America. Meanwhile, by the early 20th century, cacao production on plantations in Central America and the Caribbean had decreased dramatically due to crop diseases, and cultivation of cacao had moved mainly to West Africa, (2) the plant is characteristically grown on small family farms. Africa now produces 75% of the cacao for the world.

Although global production of cacao has doubled over the past 25 years, the price paid for it to farmers has actually decreased, and small-scale cacao farmers in West Africa remain some of the poorest in the world. Extremely poor farmers often see little choice but to have their children work on the farms. Over the past ten years, child labor on cacao farms in West Africa has increased. There are now two million child laborers in the region doing demanding, time-consuming, hazardous labor. Moreover, these children are deprived of the opportunity to receive an education, which makes it even more difficult for them to escape poverty.

(3)There may be no single solution to the complex problem of economic inequality. Progress is likely to require a combination of approaches and cooperation between the governments of cacao-growing countries, businesses, and responsible consumers. For example, some producing countries are currently trying to set minimum price agreements for cacao purchases from farmers. Furthermore, the fair trade movement, dedicated to greater equality in international trade, continues to grow in strength and recognition among consumers globally. In combination, agreements and movements such as these hold the most promise for achieving progress in decreasing child labor and reducing its root cause, poverty. These kinds of initiatives could help ensure that the benefits of chocolate are shared someday not only by consumers and manufacturers, but also by cacao producers.

Q1. According to the first paragraph, which statement is true? Choose the best answer.

- ① Chocolate has been processed and drunk for thousands of years.
- ② Chocolate has long been grown as a fruit in Amazon rainforests.
- ③ The Aztecs used chocolate exclusively to improve their health condition.
- ④ The Maya were the first people to cultivate cacao and make chocolate.

Q2. Translate underlined section (1) into Japanese.

Q3. Choose the best word to fill blank (2).

- ① before ② until ③ where ④ which

Q4. According to the second and third paragraphs, which statement is true? Choose the best answer.

- ① Crop diseases severely damaged the cacao farming in West Africa.
② Exploitation of workers and slaves enabled lower prices for chocolate.
③ Since the 20th century, cacao and chocolate have been produced mainly in Africa.
④ Throughout history, people have enjoyed the sweet flavor of chocolate.

Q5. According to the fourth paragraph, which statement is true? Choose the best answer.

- ① Cacao farmers increasingly choose to send their children to demanding schools.
② Cacao farmers make their children work so that they can become very rich.
③ Children are forced by circumstances to work and cannot attend school.
④ Children help their poor families by studying better ways to grow cacao.

Q6. Translate underlined sentence (3) into Japanese.

Q7. According to the fifth paragraph, which statement is true? Choose the best answer.

- ① A recent approach to tackling poverty among cacao farmers involves establishing minimum prices for their crops.
② As the global free market economy continues to grow, chocolate will soon be enjoyed by everyone, everywhere.
③ Child labor in the cacao industry can be decreased simply by each government making a sincere commitment.
④ Fair trade movements alone can make significant progress in ending poverty among cacao farmers.

Q8. Choose the best title for the reading.

- ① Chocolate: A Delicious, Fascinating Food
② Processing Bitter Cacao into Sweet Chocolate
③ The Bittersweet History of Chocolate
④ The Universal Appeal of Chocolate Today

II Read the text and answer the questions below. Write your answers on the answer sheet.

(次の英文を読んで、後の問いに答えよ。答えは解答用紙に記入せよ。)

Adapted from Ziauddin Yousafzai, "What Being Malala's Father Taught Me About Feminism," *Time* website, June 14, 2019.

Notes:

- *¹ patriarchy: a society, system, or country that is ruled or controlled by men
- *² misogyny: feeling of hating women, or the belief that men are much better than women

Q1. In underlined section (1), the writer says "I made a decision." What is the decision that he made? Choose the best answer.

- ① to bring the world's attention to Malala's story after the Taliban attack
- ② to create a different kind of family from the one he grew up in
- ③ to grow up in a village in Shangla in northern Pakistan
- ④ to marry his wife, Toor Pekai, whom he fell in love with

Q2. According to the second paragraph, what did the writer feel concerned about as he grew up? Choose the best answer.

- ① He felt sorry that his sisters were denied the opportunity for education.
- ② He thought that he had too many sisters and wished he had more brothers.
- ③ He was annoyed that his mother was too busy with housework to go out.
- ④ He wished that he and other boys could have better clothes and food.

Q3. According to the third paragraph, which statement is true? Choose the best answer.

- ① He actually had been a feminist even before knowing the term feminism.
- ② It took him 45 years to realize that he should respect feminism.
- ③ It was the brutal attack on his daughter that made him a feminist.
- ④ Through having both sons and a daughter, he became a feminist.

Q4. Choose the closest meaning for underlined word (2).

- ① bring about ② fight against ③ look after ④ take place

Q5. According to the fourth paragraph, what does the writer believe fathers should do in patriarchal societies? Choose the best answer.

- ① They must actively promote gender equality in the family and society.
- ② They must protect their daughters until they get married.
- ③ They need to be responsible for challenging their daughters.
- ④ They need to become the most important people for making situations better.

Q6. According to the fifth paragraph, what is a possible reason that the writer became a feminist? Choose the best answer.

- ① because he accepted traditional values like many other men
- ② because he acted angrily and was mean to other boys
- ③ because he always wanted to travel far away when he was a child
- ④ because he experienced unfair and unkind treatment as a child

Q7. Choose the closest meaning for underlined word (3).

- ① destroys ② discourages ③ reproduces ④ resembles

Q8. What does underlined word (4) refer to? Choose the best answer.

- ① daughters ② fathers ③ potentials ④ rights

Q9. Translate underlined section (5) into Japanese.

Q10. Which of the problems related to life in patriarchy are NOT mentioned in the reading? Choose the two best answers.

- ① A woman must marry a man chosen by her father.
- ② Even educated women suffer unfair treatment.
- ③ Girls are not given sufficient opportunities for education.
- ④ Only men carry the burden of supporting their household budget.
- ⑤ When a woman gets married, she has to use her husband's surname.
- ⑥ Women have few options in life other than getting married.

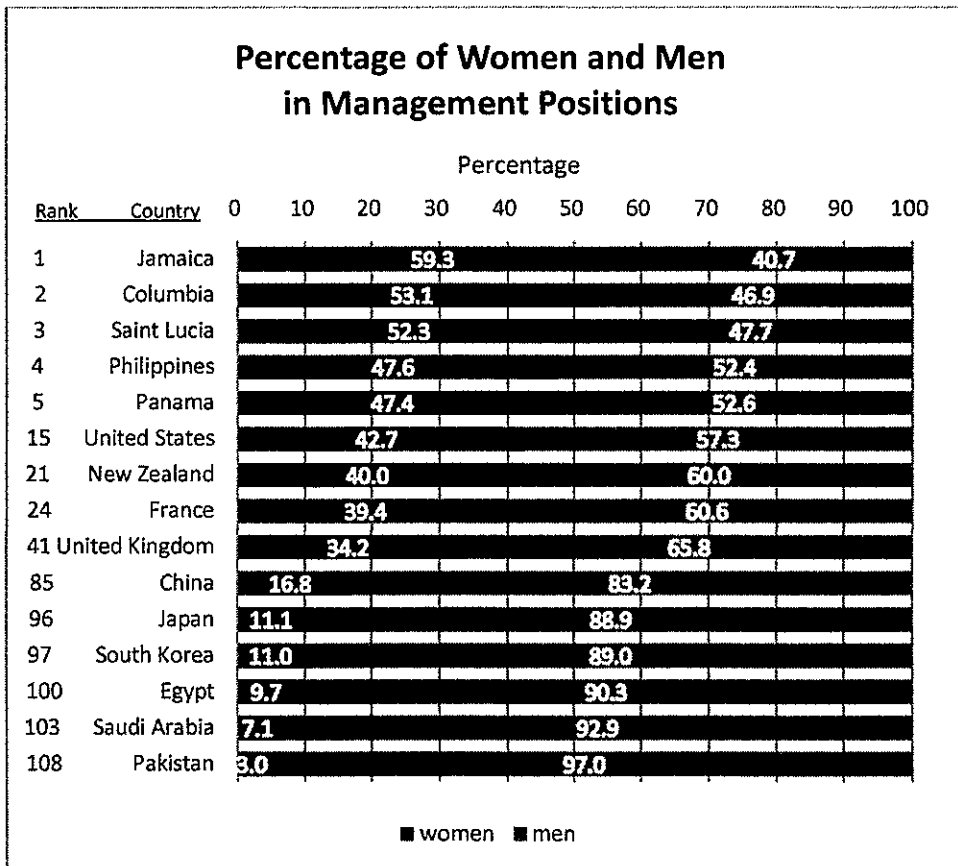
Q11. 国際コミュニケーション学科の受験者は(A)に、それ以外の受験者は(B)に答えよ。

(A) [Writing]

The graph below shows the percentage of women and men in management positions in businesses, based on a survey conducted in various countries. First, summarize the information in the graph, in about 70 words. Then, discuss one point in the graph which you find interesting or important, also in about 70 words.

(B) [Writing]

The graph below shows the percentage of women and men in management positions in businesses, based on a survey conducted in various countries. Discuss two points in the graph which you find interesting or important. Write about 80 words in total.



Adapted from *Women in Business and Management: Gaining Momentum*, ILO, 2015.

III

Read the following conversation. Choose the best expression to fill each blank and write the number on the answer sheet.

(以下の対話文を読み、会話の流れをふまえて、空所 [A] ~ [F] に入れるのに最も適切なものを①~④から選び、その番号を解答用紙に記入せよ。)

Jack: Hi, Yuko. What are you up to this afternoon?

Yuko: I'm off to windsurfing practice in a couple of hours. [A]

Jack: I'm going to start looking for a part-time job today. Seems like it would be a nice way to meet people. And hopefully good for my Japanese skills, too.

Yuko: Oh, have you heard about the World Conversation program here at the university?

Jack: [B]

Yuko: It's a program where exchange students work as conversation partners for Japanese students and help them practice speaking foreign languages. The sessions are held at the Communication Lounge. By coincidence, there's an opening for a new English conversation partner now.

Jack: What do you talk about in the conversations? I'm really interested in languages, but I've never done a job like that before. [C]

Yuko: You can talk about anything and everything, whatever you both are interested in. [D] After a session or two, you and your partner end up becoming friends naturally, I've found.

Jack: That sounds great. It wouldn't help my Japanese, but I can look for other opportunities to work on that.

Yuko: [E] There are World Conversation sessions held in Japanese, too. So, some days you could be an English conversation teacher. And other days you could be a Japanese conversation student! Oh, by the way, for students the sessions are free of charge.

Jack: Thanks so much for telling me about this. I'm definitely interested. [F]

Yuko: If you're free now, I can take you to the Communication Lounge and introduce you to the manager of the program. She's really nice.

Jack: That would be great. Thanks a lot.

- [A] ① How about you?
② Where were you going?
③ Why not?
④ Would you like to start?
- [B] ① No, what's that?
② No, what's the matter with you?
③ No. Where is it?
④ No. Who cares?
- [C] ① I really need some help if I have to speak Japanese.
② I wonder if I would meet their requirements.
③ I'm supposed to apply for the position right away.
④ I'm sure that I'll be a great conversational partner.
- [D] ① All you have to do is enjoy yourself!
② Everything you say is good job training, Jack!
③ You always inspire me, you know.
④ You know that you can always talk to me, Jack.
- [E] ① That's how it happens.
② That's the way it is!
③ That's what I was going to tell you.
④ That's why it's not attractive.
- [F] ① I really enjoyed having a World Conversation session with you, Yuko.
② I'll search for a good software program for language training.
③ What do you like to do in your free time, Yuko?
④ What's the next step to try to get involved?