

2021 年度 入学試験問題

外国語 (英語)

受験についての注意

1. 試験開始の合図があるまで問題冊子を開いてはならない。
2. この問題冊子は 16 ページまでである。試験開始後、問題冊子の印刷不鮮明、ページの抜け落ち、ページ順序の誤りまたは解答用紙の汚れ等に気づいた場合は、手を挙げて監督者に知らせること。
3. 出願した学部により、下表のとおり試験時間、問題及び解答用紙が異なるので、注意すること。

学 部	試験時間	解答する問題番号	解答用紙の種類
文系学部	80分	1 2 3 4 5 を解答すること。	記述式解答用紙 A マーク式解答用紙 B
理系学部	70分	1 2 3 4 を解答すること。 ※ 1 には理系学部受験者が解答する必要のない設問がある。	マーク式解答用紙 B

4. 監督者の指示に従って、解答用紙の所定欄に受験番号と氏名及びフリガナを正しく丁寧に記入すること（下の「解答用紙 記入上の注意」を参照）。
5. 解答は解答用紙の所定欄に記入し、その他の部分には何も書かないこと。
6. 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さないこと。
7. 問題冊子は必ず持ち帰ること。

解答用紙 記入上の注意

1. 受験番号の記入について

- (1) 受験番号（英字と算用数字）は、次の記入例のように正しく丁寧に記入すること。

(記入例)

A	B	C	D	E	F	G	H	I	J	K	L	M
0	1	2	3	4	5	6	7	8	9			

- (2) マーク式解答用紙Bの受験番号マーク欄は次の記入例のようにマークすること。



(記入例) 受験番号がA 0 0 0 5 8の場合

	受	験	番	号
A	0	0	0	5
B	1	1	1	1
C	2	2	2	2
D	3	3	3	3
E	4	4	4	4
F	5	5	5	5
G	6	6	6	6
H	7	7	7	7
I	8	8	8	8
J	9	9	9	9
K				
L				
M				

2. マーク式解答用紙Bにおける解答の記入について

- (1) 解答は、所定欄にH、F、HBの黒鉛筆またはシャープペンシルで正しくマークすること。

良い例

- ① 解答が一つの場合、たとえば「5」と解答したいとき、

 のように⑤のマーク枠の中を濃くぬりつぶすこと。
- ② 解答が二つ以上の場合、たとえば「1」「6」と解答したいとき、

 のように①⑥のマーク枠の中を濃くぬりつぶすこと。

悪い例

1	①	②	③	④	○印でかこむ	} このような記入をしてはいけない。
2	①	②	③	④	✓印をつける	
3	①	②	③	④	線を引く	
4	①	②	③	④	ぬりつぶし方が不完全	

- (2) 誤って解答したマークを訂正する場合は、消しゴムで完全に消してからマークしなおすこと。
- (3) マーク式解答用紙Bは、折りまげたり、破ったりしないこと。

〔注意〕 記述式で解答する場合は解答用紙Aを、マーク式で解答する場合は解答用紙Bを使用せよ。

1 次の英文を読んで、後の問いに答えよ。

In 2014 researchers at the MIT Media Lab designed an experiment called *Moral Machine*. The idea was to create a game-like platform that would find out about people's decisions on how self-driving cars should prioritize lives in different variations of the "trolley problem." In the process, the data generated would provide an understanding of the collective ethical priorities of different cultures.

The classic trolley problem goes like this: you see an unstoppable trolley speeding down the tracks, about to hit and kill five people. You have access to a lever that could switch the trolley to a different track, where a different person would meet an unfortunate end. Should you pull the lever and end one life to spare five? The *Moral Machine* took that idea to test nine different situations: should a self-driving car prioritize humans over pets, passengers over pedestrians, more lives over fewer, women over men, young over old, healthy over ill, higher social status over lower, people who obey the law over people who break it? And finally, should the car swerve (take action) or stay on course (inaction)? Rather than presenting direct comparisons, however, the experiment offered participants various combinations of options, such as whether a self-driving car should continue straight ahead to kill three elderly pedestrians or swerve into a barrier to kill three youthful passengers.

The researchers found that countries' preferences differ widely, but they also correlate highly with culture and economics. For example, participants from collectivist cultures like China and Japan are less likely to spare the young over the old — perhaps, the researchers theorize, because of a greater emphasis on respecting the elderly. Similarly, participants from poorer countries with weaker regulations are more accepting of jaywalkers versus pedestrians who cross legally. And participants from countries with a high level of economic inequality show greater gaps between the treatment of individuals with high and low social status. And, in what reduces to the essential question of the trolley problem, the researchers found that, by itself, the number of people affected in harm's way wasn't always the dominant factor in choosing which group should be spared. The results showed that participants from individualistic cultures, like

the UK and US, placed greater importance on sparing more lives given all the other choices — perhaps, in the authors' views, because of the greater stress on the value of each individual.⁽³⁾

The study has interesting implications for countries currently testing self-driving cars, since these preferences could play a role in shaping the design and regulation of such vehicles.^(□) Carmakers may find, for example, that Chinese consumers would more readily enter a car that protected themselves over pedestrians. (4), the authors of the study emphasized that the results are not meant to instruct different countries as to how they should act. In fact, in some cases, the authors felt that technologists and policymakers should ignore the collective public opinion. Edmond Awad, an author of the paper, brought up the social status comparison as an example. “It seems worrying that people found it okay to a significant degree to spare higher status over lower status,” he said. “It’s important to say, ‘Hey, we could measure that,’ instead of saying, ‘Oh, maybe we should use that.’” The results, he said, should be used by industry and government as a foundation for understanding how the public would react to the ethics of different design and policy decisions.

Awad hopes the results will also help technologists think more deeply about the ethics of AI beyond self-driving cars. “We used the trolley problem because it’s a very good way to collect this data, but we hope the discussion of ethics don’t stay within that theme,” he said. “The discussion should move to risk analysis — about who is at more risk or less risk — instead of saying who’s going to die or not, and also about where people’s preferences are coming from.” How these results could translate into the more ethical design and regulation of AI is something he hopes to study more in the future.

注 prioritize 優先する > priorities 優先順位 trolley トロッコ, 手押し車
ethics 倫理 > ethical swerve 道をそれる collectivist 集団主義の
jaywalker 信号を無視して渡る人 technologist 科学技術者

1. 下線部 (1), (2), (3) に代わる語句として最も適切なものを選択肢から選び, その記号をマークせよ (解答用紙B)。

(1) spare

A. reserve B. save C. substitute D. waste

(2) dominant

A. chief B. minor C. particular D. sole

(3) stress on

A. emphasis on B. love of C. need for D. strength of

2. 空所 (4) に入る最も適切なものを選択肢から選び, その記号をマークせよ (解答用紙B)。

A. Accordingly B. Moreover C. Nevertheless D. Subsequently

3. 第1, 2パラグラフの内容と一致するものを選択肢から二つ選び, その記号をマークせよ (解答用紙B)。

- A. The MIT Media Lab invented a new consumer video game *Moral Machine* based on the logic of the trolley problem.
- B. The data collected by MIT through their experiment was intended to be useful in understanding how people from different cultures deal with ethical problems.
- C. In the classic trolley problem, you can decide, by pulling a lever, whether to let the trolley go or to stop.
- D. The *Moral Machine* did not test what portion of participants choose to sacrifice the lives of people over those of their pets.
- E. In the *Moral Machine* participants are given a choice between saving people in the car or people in the way.

4. 第3パラグラフの内容と一致するものを選択肢から一つ選び, その記号をマークせよ (解答用紙B)。

- A. The researchers suppose that the difference in the results between Japan and China show the contrast of their level of respect toward elderly people.
- B. There is virtually no difference among participants from different countries in how people who ignore traffic signals are viewed.
- C. Economic inequality in the participants' country is a factor determining how drivers treat people of higher social status.
- D. People from the UK and the US turned out not to care so much about the number of lives they could save.

5. 第4パラグラフの内容と一致するものを選択肢から一つ選び、その記号をマークせよ（解答用紙B）。

- A. The story concluded that Chinese people prefer to purchase cars that can protect people inside the car, rather than the people outside who are injured by the car.
- B. The authors of the report insist that technologists had better not care so much about what policymakers have to say.
- C. The fact that people think it is OK to decide who to kill according to their social status is a matter of concern to one of the authors.
- D. The author proposes that industry and government regulations should be rules strictly based on the results of their experiment.

6. 第5パラグラフの内容と一致するものを選択肢から一つ選び、その記号をマークせよ（解答用紙B）。

- A. Awad excludes the possibility of their results being applicable to technologies other than self-driving cars.
- B. Awad confesses that he was against the use of trolley problems because it is too cruel to imagine situations where you have to kill somebody one way or the other.
- C. According to Awad, we should focus on the scale of risks each person is exposed to and the mechanisms determining people's decisions.
- D. Awad believes that, by studying good translations, he will be able to improve AI design in the future.

7. この問題は文系学部に出願した者のみ解答すること。

下線部 (イ), (ロ) を和訳せよ（解答用紙A）。

2 次の英文を読んで、後の問いに答えよ。

The classic English breakfast is part of our national culture. Sometimes also called a ‘fry-up’, it consists of fried eggs, sausages, bacon, tomatoes, mushrooms, fried bread and often a slice of ‘black pudding’ (blood sausage). It is ⁽¹⁾accompanied by tea or coffee and hot, buttered toast. These days, breakfast may also include other items such as baked beans and fried potatoes.

The tradition of breakfast dates back to the Middle Ages. At this time, there were usually only two meals a day: breakfast and dinner. Breakfast was served mid or late morning, and usually consisted of just weak beer and bread, with perhaps some cheese or cold meat. A generous breakfast was often served by the upper classes at social or ceremonial occasions such as weddings. A wedding ceremony had to take place before noon, so all weddings took place in the mornings. The first meal the newly married couple ate together would therefore be breakfast and became known as the ‘wedding breakfast’.

By the mid-18th century, breakfast had become an important part of aristocratic life. Breakfasts were ⁽²⁾unhurried affairs with plenty of silver and glassware on show to impress the host’s guests. Newspapers were available for the family and guests to catch up on the day’s news. Indeed, it is still socially acceptable today to read newspapers at the breakfast table (a definite taboo at any other meal).

The Victorian era saw a wealthy middle class begin to ⁽³⁾emerge in British society: as the middle classes went out to work, breakfast began to be served earlier, typically before 9am. Surprisingly, the full English breakfast was also enjoyed by many of the working classes during this period. The hard physical labour and long hours of work in the factories of the Industrial Revolution meant that a healthy, filling meal first thing in the morning was necessary. Even as late as the 1950s, almost half the adult population began their day with a good old English fry-up.

For some working people nowadays, breakfast midweek is skipped altogether; for many other people, it often consists of just a piece of toast and a cup of instant coffee taken on the move. But at weekends, what could be better than a leisurely full English breakfast with the morning papers?

注 aristocratic 貴族の

1. 下線部 (1), (2), (3) に代わる語句として最も適切なものを選択肢から選び, その記号をマークせよ (解答用紙B)。

(1) accompanied by

A. drunk with B. followed by C. replaced by D. served with

(2) unhurried

A. complicated B. relaxed C. rushed D. simple

(3) emerge

A. appear B. grow up C. succeed D. work out

2. 第1, 2パラグラフの内容と一致するものを選択肢から二つ選び, その記号をマークせよ (解答用紙B)。

- A. Black pudding and baked beans are essential ingredients of a traditional English ‘fry-up’.
- B. During the Middle Ages, poorer people had a choice between eating breakfast later in the morning, perhaps with some cheese, or taking their meal at dinner time.
- C. At larger social events, it was common for members of the upper classes to provide their guests with a morning meal.
- D. Once one couple had decided to hold a wedding at noon, everyone else followed their example.
- E. The ‘wedding breakfast’ was so named as it was the first meal two people would share together as a married couple.

3. 第3パラグラフの内容と一致するものを選択肢から一つ選び, その記号をマークせよ (解答用紙B)。

- A. It wasn’t until around 1850 that breakfast was a matter of any significance to members of the upper classes.
- B. Setting out plenty of expensive items on the breakfast table was a way for a host to show off to his or her guests.
- C. Special family newspapers were published to allow guests to read about that day’s events in the house.
- D. Even today it is still considered quite impolite to look at newspapers over breakfast, in contrast to other times of the day.

4. 第4, 5パラグラフの内容と一致するものを選択肢から二つ選び, その記号をマークせよ (解答用紙B)。

- A. Social changes in the Victorian period, including changes in many people's working patterns, meant that breakfast was eaten earlier than before.
- B. Given the tough working conditions in factories leading up to the Industrial Revolution, working men found it surprising to have time for a full breakfast.
- C. A traditional breakfast was enjoyed by a clear majority of the British population, well into the latter half of the 20th century.
- D. These days, at least some people have given up eating breakfast in the middle of the week at all.
- E. Working people often wait until they can sit down at work, to enjoy their toast and coffee.

英語の試験問題は次に続く。

3 次の英文を読んで、後の問いに答えよ。

Young sunflowers are sun worshippers. They grow best when they track the sun as it moves from east to west across the sky. However, the sun doesn't provide their only signals on where or when to turn: they are also guided by an internal biological clock, like the one that controls human sleep-wake cycles.

New research shows that depending on the time of day, different sides of a young sunflower's stem will grow at varying rates. Genes that control growth on one side of the stem — the east side — are more active during the morning and afternoon. Growth genes on the opposite side are more active overnight. This helps the plant bend from east to west so that the young sunflower can track⁽¹⁾ the sun as it moves across the sky. Because the west side's growth speeds up at night, this positions the plant to face the next day's rising sun.

“At dawn, they're already facing east again,” notes Stacey Harmer, a plant biologist at the University of California. Harmer and her team found that chasing the sun like this allows young sunflowers to grow bigger.

The researchers wanted to better understand what was prompting sunflowers to bend back and forth. To this end they grew some plants indoors with a light source in a fixed position. It was discovered that even though the direction of the light remained constant, the flowers continued to move, bending toward the west during the day, then turning back toward the east in the nighttime. Harmer and her colleagues concluded that the stem was responding not just to light, but also to directions⁽²⁾ from an internal clock.

This regular, daily pattern is called a circadian rhythm, and it is similar to the one that controls our own sleep-wake cycles. Having such a system can be very useful to the plants, Harmer says. It helps young sunflowers run on schedule even if something in their environment changes temporarily. A (3) morning, or even a solar eclipse, won't prevent them from tracking the sun.

Once they mature, the plants stop following the sun back and forth across the sky. Their growth slows and eventually stops with the flower's head always facing east.

注 gene 遺伝子 circadian 24時間周期の eclipse 日食

1. 下線部 (1), (2) に代わる語句として最も適切なものを選択肢から選び, その記号をマークせよ (解答用紙B)。

(1) track

A. catch B. follow C. see D. watch

(2) directions

A. answers B. effects C. influences D. instructions

2. 空所 (3) に入る最も適切なものを選択肢から選び, その記号をマークせよ (解答用紙B)。

A. cloudy B. cold C. sunny D. windy

3. 第1, 2 パラグラフの内容と一致するものを選択肢から二つ選び, その記号をマークせよ (解答用紙B)。

- A. Chasing the sun from east to west enables young sunflowers to work out the best time for growth.
- B. It turns out that the sun does not determine the sunflower's motion at all; instead, sunflowers are guided exclusively by an internal, genetic program.
- C. Internal biological factors, rather than simply external ones, appear to play an important role in explaining the behavior of sunflowers, just as they do in the case of human sleep patterns.
- D. The sunflowers' variation in behavior over the course of the day is shown to be caused by genes controlling the rate of growth on opposite sides of the stem.
- E. In order for sunflowers to be facing the sun at dawn, the plants' eastside and westside growth must be balanced by evening time.

4. 第3, 4パラグラフの内容と一致するものを選択肢から一つ選び, その記号をマークせよ (解答用紙B)。

- A. According to Stacey Harmer and her team, the sunflowers' tendency to face east in the early morning was caused by increased growth in younger plants.
- B. The researchers would have come to a clear understanding of plant growth somewhat earlier, if they had displayed some regular pattern of twisting movements, back and forth.
- C. The researchers' goal in conducting their experiment indoors was to determine whether the sunflowers only turned in response to the movement of an external light source.
- D. Through their research, Harmer and her team managed to develop sunflowers that would turn to face an artificial light source, even if it was unmoving.

5. 第5, 6パラグラフの内容と一致するものを選択肢から一つ選び, その記号をマークせよ (解答用紙B)。

- A. According to Harmer, sunflowers and human beings share an identical circadian rhythm, when it comes to sleep-wake cycles.
- B. It is suggested that without an internal circadian clock, the sunflowers would be negatively affected by irregular or unexpected changes in their local environment.
- C. Following the sun until it has fully grown up allows the sunflowers to reach their full potential at one time.
- D. The sunflowers grow in such a slow fashion that they inevitably end up heading towards the east.

英語の試験問題は次に続く。

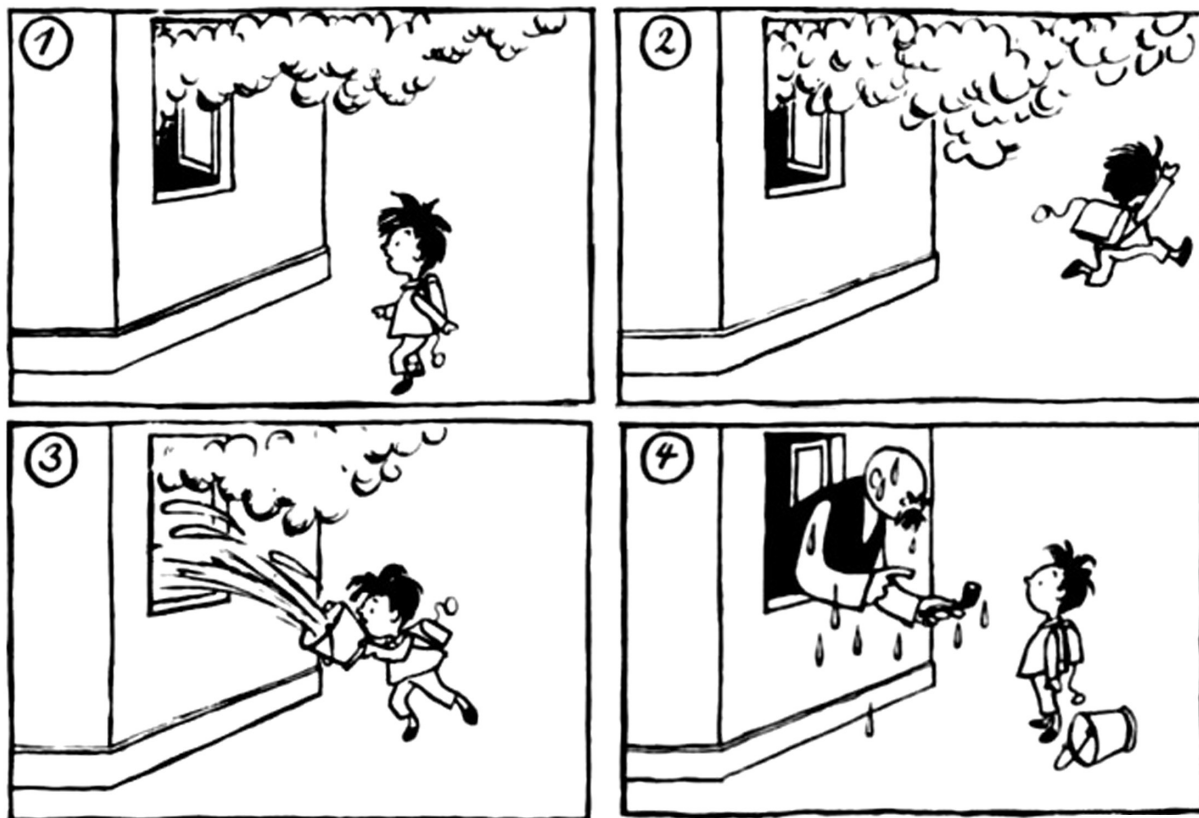
- 4 次の会話文を読み、空所に入る最も適切なものを選択肢から選び、その記号をマークせよ（解答用紙B）。

著作権者の同意が得られないため、掲載していません。

- | | | | |
|-------------------|--------------|--------------|----------------|
| (1) A. ages | B. long | C. much | D. times |
| (2) A. accepted | B. applied | C. attempted | D. attended |
| (3) A. do over | B. leave off | C. make up | D. think about |
| (4) A. become | B. doing | C. on | D. up |
| (5) A. around | B. by | C. since | D. until |
| (6) A. as | B. at | C. in | D. to |
| (7) A. first | B. last | C. start | D. time |
| (8) A. certainly | B. had | C. must | D. probably |
| (9) A. blown over | B. come down | C. gone away | D. taken off |
| (10) A. ask | B. count | C. remember | D. request |

5 この問題は文系学部に出願した者のみ解答すること。

下の絵が表していると思うことを、50語程度の英語で書け（解答用紙A）。



2021 年度 入学試験問題

外国語 (英語)

(80 分)

受験についての注意

1. 試験開始の合図があるまで問題冊子を開いてはならない。
2. この問題冊子は 14 ページまでである。試験開始後、問題冊子の印刷不鮮明、ページの抜け落ち、ページ順序の誤りまたは解答用紙の汚れ等に気づいた場合は、手を挙げて監督者に知らせること。
3. 解答用紙は**記述式解答用紙 A**、**マーク式解答用紙 B** 各 1 枚である。
4. 監督者の指示に従って、解答用紙の所定欄に受験番号と氏名及びフリガナを正しく丁寧に記入すること（下の「解答用紙 記入上の注意」を参照）。
5. 解答は解答用紙の所定欄に記入し、その他の部分には何も書かないこと。
6. 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さないこと。
7. 問題冊子は必ず持ち帰ること。

解答用紙 記入上の注意

1. 受験番号の記入について

- (1) 受験番号（英字と算用数字）は、次の記入例のように正しく丁寧に記入すること。

(記入例)

A	B	C	D	E	F	G	H	I	J	K	L	M
0	1	2	3	4	5	6	7	8	9			

- (2) マーク式解答用紙Bの受験番号マーク欄は次の記入例のようにマークすること。



(記入例) 受験番号がA 0 0 0 5 8の場合

	受	験	番	号
A	0	0	0	58
B	1	1	1	1
C	2	2	2	2
D	3	3	3	3
E	4	4	4	4
F	5	5	5	5
G	6	6	6	6
H	7	7	7	7
I	8	8	8	8
J	9	9	9	9
K				
L				
M				

2. マーク式解答用紙Bにおける解答の記入について

- (1) 解答は、所定欄にH、F、HBの黒鉛筆またはシャープペンシルで正しくマークすること。

良い例

- ① 解答が一つの場合、たとえば「5」と解答したいとき、

 のように⑤のマーク枠の中を濃くぬりつぶすこと。
- ② 解答が二つ以上の場合、たとえば「1」「6」と解答したいとき、

 のように①⑥のマーク枠の中を濃くぬりつぶすこと。

悪い例

1	①	②	③	④	○印でかこむ
2	①	②	③	④	✓印をつける
3	①	②	③	④	線を引く
4	①	②	③	④	ぬりつぶし方が不完全

このような記入をしてはいけません。

- (2) 誤って解答したマークを訂正する場合は、消しゴムで完全に消してからマークしなおすこと。
- (3) マーク式解答用紙Bは、折りまげたり、破ったりしないこと。

〔注意〕 記述式で解答する場合は解答用紙 A を，マーク式で解答する場合は解答用紙 B を使用せよ。

1 次の英文を読んで，後の問いに答えよ。

著作権者の同意が得られないため、掲載していません。

著作権者の同意が得られないため、掲載していません。

1. 下線部 (1), (3), (4) に代わる語句として最も適切なものを選択肢から選び、その記号をマークせよ (解答用紙 B)。

(1) income

A. amount B. arrival C. earnings D. savings

(3) second-hand

A. afterwards B. instantly C. online D. used

(4) impact on

A. effect on B. feature of C. growth in D. need for

2. 空所 (2) に入る最も適切なものを選択肢から選び、その記号をマークせよ (解答用紙 B)。

A. First B. Fortunately C. However D. Therefore

3. 第1, 2パラグラフの内容と一致するものを選択肢から二つ選び, その記号をマークせよ (解答用紙B)。
- A. British shoppers used to make more fashion-related purchases before than they do now.
 - B. With the rise of online shopping, customers are finding it more difficult to think about doing their shopping.
 - C. People tend to dispose of clothing after wearing it a few times because of its low cost.
 - D. Many people in British society are worried about hiding their figures with oversized clothing.
 - E. The average British adult's credit card debt amounts to more than half of their clothing budget.
4. 第3パラグラフの内容と一致するものを選択肢から一つ選び, その記号をマークせよ (解答用紙B)。
- A. The term 'fast fashion' refers to clothing that becomes popular very quickly, and then remains popular for a considerable time.
 - B. Various problems result from the large amounts of clothing that are sent overseas because they can't be sold.
 - C. Julie Leslie argues that consumers should consider participating in auctions in which they bid on unused textiles.
 - D. According to Julie Leslie, British consumers are buying more than they did a decade and a half ago, but half of these clothes are kept longer.
5. 第4, 5パラグラフの内容と一致するものを選択肢から一つ選び, その記号をマークせよ (解答用紙B)。
- A. Buy Nothing groups started a trend of moving to the United States towards the end of the 20th century.
 - B. After the Thanksgiving holiday, Americans are able to buy products at lowered prices at many stores.
 - C. On Buy Nothing Day, people are encouraged to destroy other people's credit cards as a form of protest.
 - D. Buy Nothing groups have been criticized for wasting too much of their time on producing undesirable goods.

6. 第6, 7パラグラフの内容と一致するものを選択肢から一つ選び, その記号をマークせよ (解答用紙B)。

- A. YouTube influencers typically tell their viewers to avoid buying anything for a minimum of one year.
- B. Two Canadians restricted their purchases for a year to essential services such as haircuts and restaurant food.
- C. There are simpler ways to make a positive contribution to anti-consumerism other than by going without shopping for an entire year.
- D. The Buy Nothing movement has made it clear that humans are being consumed at a much greater rate than in the past.

7. 下線部 (イ), (ロ) を和訳せよ (解答用紙A)。

2 次の英文を読んで、後の問いに答えよ。

Social media is fuelling an eating disorder in which people focus so closely on eating “healthy” food that they become unwell. Diet experts say that orthorexia, a constant need to eat food that sufferers consider to be “healthy” or “correct” for them, is a growing problem thanks to the promotion of clean eating and wellness on sites such as Instagram. Rather than becoming a picture of health, many people are restricting their diets so much that they become unhealthy and starved of vital substances needed for health and growth, resulting in weight loss, weakness and decreasing bone strength.

Orthorexia is not officially recognised but was coined in 1997 by the American doctor and author Steven Bratman. Research by Cristina Bresch of the University of Science, Philadelphia, shows that most sufferers follow Instagram users showing an idealised lifestyle based on eating an exclusively healthy diet. “People have always tried to eat healthily, that’s nothing new,” Dr Bresch said. “But what we are seeing now is people becoming concerned with clean eating to the point where it affects both their physical and mental health, and that’s something we’ve never seen before.” She said that the combination of the “wellness trend” and the speed and reach of social media had helped to produce orthorexia. “Seeing images on social media of unrealistically attractive people looking happy, who claim that they got there through so-called ‘healthy’ eating, then makes these more easily-led people buy into that lifestyle too.”

Evidence is due to be submitted to the *Diagnostic and Statistical Manual of Mental Disorders* to make the case for orthorexia to be recognised officially. Renee McGregor, a British registered diet expert, said that the present process for identifying the illness was loosely based and rested largely on the extent to which the patient’s eating habits had an impact on the person’s health. “It’s very difficult to recognise as it is not always linked to weight or body image,” she said. “It’s more a psychological urge and an inability to moderate their diet. They just physically can’t eat something like a pizza or cake. More and more, I’m seeing people come forward realising they have a problem. Typically, these people follow unqualified Insta-stars, who in actual fact are promoting a very dangerous way of eating. It’s almost like a religion.”

注 *Diagnostic and Statistical Manual of Mental Disorders* アメリカ精神医学会が発行する『精神疾患の診断・統計マニュアル』

1. 下線部 (1), (2), (3), (4) に代わる語句として最も適切なものを選択肢から選び、その記号をマークせよ (解答用紙 B)。

(1) restricting

A. consuming B. expanding C. limiting D. purchasing

(2) starved of

A. conscious of B. lacking in C. made of D. uninterested in

(3) claim

A. assert B. complain C. deny D. doubt

(4) due

A. allowed B. expected C. likely D. recently

2. 第1, 2パラグラフの内容と一致するものを選択肢から二つ選び、その記号をマークせよ (解答用紙 B)。

A. In contrast to most people's wish to eat healthily, they are encouraged by social media to eat foods that are essentially bad for them.

B. According to diet experts, people are becoming more and more aware of what kinds of health problems are due to viewing posts on Instagram.

C. Cristina Bresch found that people with orthorexia are often influenced by the images in which a focus on eating only healthy foods is at the centre of an ideal lifestyle.

D. According to Bresch, a new phenomenon is emerging in which, paradoxically, people are so worried about having a healthy lifestyle that they run into difficulties, both physical and mental.

E. Bresch argues that thanks to the rapid spread of social media, the number of people suffering from orthorexia has been reduced.

3. 第3パラグラフの内容と一致するものを選択肢から一つ選び、その記号をマークせよ（解答用紙B）。

- A. Renee McGregor argues that when it comes to identifying orthorexia, there is no correlation between a patient's daily diet and the person's mental or physical condition.
- B. McGregor argues that the cause of orthorexia often lies in mental states and cannot necessarily be judged by a patient's outward appearance.
- C. According to McGregor, Insta-stars have begun to be aware that their way of encouraging people to eat a larger quantity of junk food than they can consume is highly problematic.
- D. McGregor argues that people who admire Insta-stars are really recommending a harmful diet as a symbol of their faith.

英語の試験問題は次に続く。

3 次の英文を読んで、後の問いに答えよ。

著作権者の同意が得られないため、掲載していません。

1. 下線部 (1), (2), (3) に代わる語句として最も適切なものを選択肢から選び, その記号をマークせよ (解答用紙B)。

(1) besides

A. in addition to B. in favor of C. on account of D. on top of

(2) manner

A. grades B. kinds C. sets D. sizes

(3) proceed

A. advance B. exit C. reverse D. rush

2. 第1, 2パラグラフの内容と一致するものを選択肢から二つ選び, その記号をマークせよ (解答用紙B)。

- A. It was in London that Garrett Morgan invented the first traffic signal in human history, in the early 20th century.
- B. Garrett Morgan's invention of the new traffic signal contributed significantly to traffic safety by better controlling the flow of vehicles through intersections.
- C. Morgan's early dreams of becoming a sewing-machine repairman came true as soon as he moved to Cincinnati from Kentucky.
- D. Morgan's early commercial interests soon included a clothing business, whose success allowed him to establish a newspaper.
- E. Until 1920 Morgan was the owner of the most widely-read newspaper in the United States.

3. 第3, 4パラグラフの内容と一致するものを選択肢から二つ選び, その記号をマークせよ (解答用紙B)。

- A. The fact that the streets of Cleveland were so packed with vehicles put Morgan off buying a car all his life.
- B. Traffic signals in those days were not automated or electrically operated but controlled by hand.
- C. Although they had only Stop and Go signs, before Morgan's invention, drivers had sufficient time to operate these signals.
- D. Morgan's invention involved a third position between Go and Stop in the traffic signals to provide traffic with the time to clear the intersection.
- E. What was special about Morgan's invention was that it was in the shape of T and lighter than previous signals with a yellow light at the top.

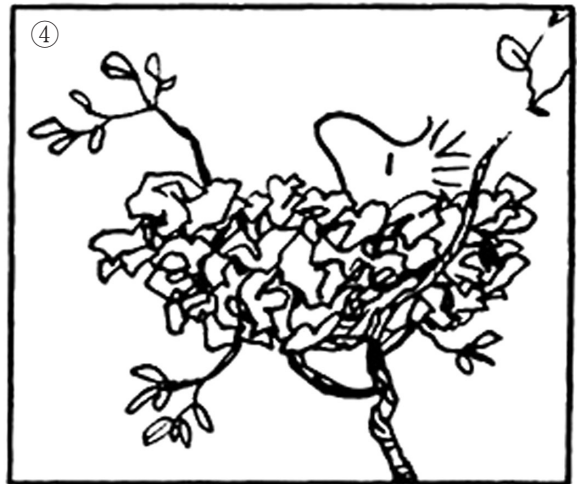
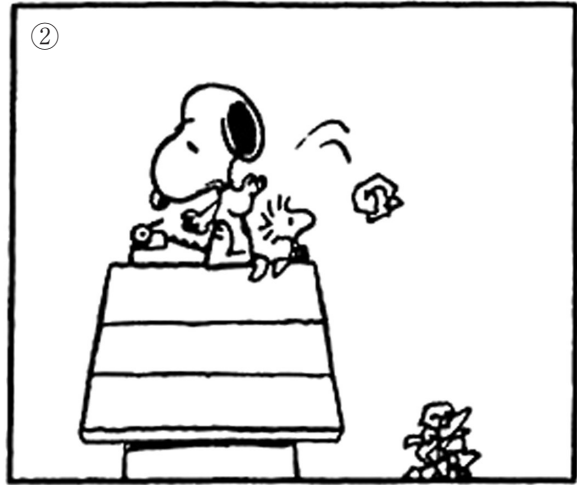
4 次の会話文を読み、空所に入る最も適切なものを選択肢から選び、その記号をマークせよ（解答用紙B）。

- Dad: What would you like to do in the summer holidays? It's June already — about time that we (1) some plans.
- Son: I don't mind: anything is good, just as (2) as we don't have to spend too much time in the car.
- Dad: What about going camping in the countryside, like last year? We would have to drive there, but it shouldn't take that long.
- Mum: Camping again? I know you guys like it, but it's really not my (3) of fun. It's much too quiet...
- Dad: So what would you prefer?
- Mum: I want to go somewhere we (4) to before: somewhere more interesting, with shops and restaurants, and sightseeing...
- Son: ...and a phone signal! Or preferably Wi-Fi. Last year, I couldn't talk to my friends for five whole days! And David complained that he couldn't watch YouTube, in the woods.
- Dad: That was part of the plan: we all spend too much time staring into small screens. Where *is* your brother, anyway? Is he in his bedroom?
- Son: I've no idea where he might be: I haven't seen him since I got in.
- Mum: He's not (5) yet: on Mondays he goes straight to *juku* after school. He should be home by eight. If you are hungry, we can eat without him.
- Son: What's for dinner? I'm (6)!
- Mum: There's *hamburg* with rice and salad: there's also some curry (7) over from last night. As well as the sandwiches I packed for you, which you forgot (8).
- Son: Sorry, I was in a real rush this morning: I only remembered the sandwiches when I was on the platform, about to get on the train. (9) then, it was too late to come back.
- Mum: So what did you have for lunch?
- Son: I (10) up some *onigiri* and a drink at a convenience store.
- Dad: So let's eat. We can talk about the summer again later...

- | | | | |
|-------------------|-----------------|-----------------|------------------|
| (1) A. are making | B. have made | C. made | D. will make |
| (2) A. long | B. far | C. soon | D. well |
| (3) A. idea | B. invention | C. need | D. wish |
| (4) A. didn't go | B. haven't seen | C. haven't been | D. didn't see |
| (5) A. away | B. back | C. out | D. over |
| (6) A. sinking | B. starving | C. wasting | D. hoping |
| (7) A. cooked | B. left | C. made | D. uneaten |
| (8) A. taking | B. to take | C. to be taken | D. to have taken |
| (9) A. At | B. By | C. Since | D. Until |
| (10) A. ate | B. bought | C. picked | D. took |

5

下の絵が表していると思うことを，50語程度の英語で書け（解答用紙A）。



PEANUTS Comic Strip: © 1975 Peanuts Worldwide LLC

2021 年度 入学試験問題

外国語 (英語)

(80 分)

受験についての注意

1. 試験開始の合図があるまで問題冊子を開いてはならない。
2. この問題冊子は 15 ページまでである。試験開始後、問題冊子の印刷不鮮明、ページの抜け落ち、ページ順序の誤りまたは解答用紙の汚れ等に気づいた場合は、手を挙げて監督者に知らせること。
3. 出願した学部により、下表のとおり問題及び解答用紙が異なるので、注意すること。

学 部	解答する問題番号	解答用紙の種類
文系学部	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> を解答すること。	記述式解答用紙A マーク式解答用紙B
理系学部	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>6</div> </div> を解答すること。 ※ <div>1</div> には理系学部受験者が解答する必要のない設問がある。	マーク式解答用紙B

4. 監督者の指示に従って、解答用紙の所定欄に受験番号と氏名及びフリガナを正しく丁寧に記入すること（下の「解答用紙 記入上の注意」を参照）。
5. 解答は解答用紙の所定欄に記入し、その他の部分には何も書かないこと。
6. 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さないこと。
7. 問題冊子は必ず持ち帰ること。

解答用紙 記入上の注意

1. 受験番号の記入について

- (1) 受験番号（英字と算用数字）は、次の記入例のように正しく丁寧に記入すること。

(記入例)

A	B	C	D	E	F	G	H	I	J	K	L	M
0	1	2	3	4	5	6	7	8	9			

- (2) マーク式解答用紙Bの受験番号マーク欄は次の記入例のようにマークすること。



(記入例) 受験番号がA 0 0 0 5 8の場合

	受	験	番	号
A	0	0	0	5
B	1	1	1	1
C	2	2	2	2
D	3	3	3	3
E	4	4	4	4
F	5	5	5	5
G	6	6	6	6
H	7	7	7	7
I	8	8	8	8
J	9	9	9	9
K				
L				
M				

2. マーク式解答用紙Bにおける解答の記入について

- (1) 解答は、所定欄にH、F、HBの黒鉛筆またはシャープペンシルで正しくマークすること。

良い例

- ① 解答が一つの場合、たとえば「5」と解答したいとき、

 のように⑤のマーク枠の中を濃くぬりつぶすこと。
- ② 解答が二つ以上の場合、たとえば「1」「6」と解答したいとき、

 のように①⑥のマーク枠の中を濃くぬりつぶすこと。

悪い例

1	①	②	③	④	○印でかこむ	} このような記入をしてはいけない。
2	①	②	③	④	✓印をつける	
3	①	②	③	④	線を引く	
4	①	②	③	④	ぬりつぶし方が不完全	

- (2) 誤って解答したマークを訂正する場合は、消しゴムで完全に消してからマークしなおすこと。
- (3) マーク式解答用紙Bは、折りまげたり、破ったりしないこと。

〔注意〕 記述式で解答する場合は解答用紙Aを、マーク式で解答する場合は解答用紙Bを使用せよ。

1 次の英文を読んで、後の問いに答えよ。

Dust, traffic exhaust and smoke from Europe may be filling up London's air at present, and causing alarm in the newspapers, but in the world's most polluted city, London's air would be considered unusually clean. That city is Delhi, the Indian capital, where air quality reports are now essential reading for anxious residents.

In London last week, the most dangerous particles, PM 2.5, hit a high of 57 — that's nearly six times recommended limits. Residents of Delhi, however, can only dream of such clean air. There, the level of these tiny, cancer-causing particles, which enter the lungs, going straight into the blood stream, is an astonishing 215 to 221 times recommended limits. And that's better than it's been all winter. Until a few weeks ago, PM 2.5 levels rarely dropped below 300, which some have described as a disaster.

Like the rest of the world, people living in Delhi believed for years that Beijing was the world's most polluted city. But last May, the World Health Organization announced that Delhi's air is nearly twice as poisonous. The result, we're told, is permanent lung damage, and 1.3 million deaths annually. That makes air pollution, after heart disease, India's second biggest killer. And yet, it's only in the past two months that residents have begun to feel panic, after India's newspapers and television stations began to report the situation in detail.

At first, people simply shut all their doors and windows and sealed up numerous gaps. No more cool Delhi air could be allowed in. Anu Anand's family began checking the air quality index constantly. She and her husband rushed out to buy pollution masks, even though their children were (3) to wear them. Anu's three-year-old daughter wouldn't allow one anywhere near her face, and her son only wore his because Anu told him he looked like Spider-Man.

Despite their alarm, many Delhi residents reacted with a lack of concern. "It's just dust from the desert," some insisted. But Anu wasn't convinced. When she heard that certain plants improve indoor air quality, she rushed to the store to snap up a rather ugly plant with the unpleasant name "mother-in-law's tongue." But on arrival, the shop owner informed her that every last one had already been purchased. In any case, she calculated that to make a difference, she needed a minimum of 50 plants. "We could get rid of the sofa to make room for them," her husband suggested.

Instead, they borrowed an air pollution monitor from a friend to work out what progress they'd made. Switching it on, their PM 2.5 levels registered an off-the-charts 44,000. Anu's husband scratched his head, consulting the manual. "This says 3,000 is dangerous."

“It must be broken,” said Anu. But it wasn’t, so they had to call in the experts. One afternoon, a young man arrived with a small air filter, specially modified for Delhi’s dust. He pressed a button, which turned on something called a “plasma cluster.” After 20 minutes, the numbers on their air monitor began to drop ⁽⁴⁾dramatically. Anu and her husband watched as the level went down from 44,000, to 20,000, then 11,000. Eventually, the monitor settled around the 1,000 mark.

That’s still worryingly high by global standards, and that’s only the air inside their home. There’s nothing they can do about the air outside. In the past few months, at least a dozen of Anu’s friends have moved away, either to cleaner towns and cities, or outside of India. Although many long-time residents don’t think there is anything to worry about, Anu is beginning to wonder if it is time to think about moving too. Compared to Delhi ^(□) right now, London, and even Beijing, are looking like pretty good options.

1. 下線部 (1), (2), (4) に代わる語句として最も適切なものを選択肢から選び, その記号をマークせよ (解答用紙B)。

(1) essential

A. available B. necessary C. optional D. recommended

(2) an astonishing

A. an average B. an expected C. an incredible D. a rising

(4) dramatically

A. dangerously B. gradually C. sharply D. unsurprisingly

2. 空所 (3) に入る最も適切なものを選択肢から選び, その記号をマークせよ (解答用紙B)。

A. allowed B. anxious C. eager D. reluctant

3. 第1～3パラグラフの内容と一致するものを選択肢から二つ選び, その記号をマークせよ (解答用紙B)。

- A. Although London’s air was quite polluted in the past, in recent years newspapers have reported that it has become much cleaner.
- B. The number of PM 2.5 particles in London air exceeded recommended limits six times in one week.
- C. Even though the pollution levels in Delhi are extremely high, they are actually an improvement over levels recorded earlier.
- D. The air pollution in Delhi is worse than that of Beijing, making Delhi the world’s most polluted city.
- E. Air pollution in Delhi causes more deaths than any other cause, including heart disease.

4. 第4, 5パラグラフの内容と一致するものを選択肢から一つ選び, その記号をマークせよ (解答用紙B)。

- A. Anu's son didn't want to wear a mask because he was worried he would look like Spider-Man.
- B. Many people in Delhi didn't seem to be worried about air pollution.
- C. Anu tried to buy an air pollution monitor in order to measure the air quality in her apartment, but they were all sold out.
- D. The plant known as "mother-in-law's tongue" did not sell well because of its unpleasant name.

5. 第6～8パラグラフの内容と一致するものを選択肢から二つ選び, その記号をマークせよ (解答用紙B)。

- A. Anu borrowed a plasma cluster from a friend in order to measure the pollution in her home.
- B. When Anu measured the PM 2.5 levels in her home, she found that they were far above safe levels.
- C. The high levels of pollution caused Anu's pollution monitor to stop working, so she had to call an expert to fix it.
- D. In the end, the air filter was only powerful enough to reduce the pollution in Anu's home by half.
- E. Some of Anu's friends have moved elsewhere in India, while others have left India altogether.

6. この問題は文系学部に出願した者のみ解答すること。

下線部 (イ), (ロ) を和訳せよ (解答用紙A)。

英語の試験問題は次に続く。

2

次の英文を読んで、後の問いに答えよ。

著作権者の同意が得られないため、掲載していません。

1. 下線部 (1) が表す具体的な内容として最も適切なものを選択肢から選び、その記号をマークせよ (解答用紙 B)。

A. government debt B. locking up gold bars C. the high demand D. the world

2. 下線部 (2), (4), (5) に代わる語句として最も適切なものを選択肢から選び、その記号をマークせよ (解答用紙 B)。

(2) definitely

A. certainly

B. mostly

C. probably

D. uniquely

(4) fatal

A. complex

B. deadly

C. strict

D. useless

(5) struggle

A. continue

B. find it difficult

C. make it easy

D. refuse

3. 空所（ 3 ）に入る最も適切なものを選択肢から選び、その記号をマークせよ（解答用紙B）。

- A. Accordingly B. As a result C. Fortunately D. However

4. 第1パラグラフの内容と一致するものを選択肢から一つ選び、その記号をマークせよ（解答用紙B）。

- A. The reason that governments store gold in banks and vaults is that it is much in demand.
B. Gold does not lead to the advancement of technology or to progress in scientific research.
C. A very significant amount of the world's gold is processed into jewelry.
D. Ecologists in the gold producing countries don't fully understand the real cost of gold to the consumer.

5. 第2, 3パラグラフの内容と一致するものを選択肢から一つ選び、その記号をマークせよ（解答用紙B）。

- A. Strip-mining is a technique by which gold is mixed into piles of rocks.
B. The mountain of crushed rocks naturally contains a cyanide liquid.
C. Mining companies are now developing mines in less developed countries where production costs are lower.
D. The bombs used in the production of gold pollute the soil and rivers in the area.

3 次の英文を読んで、後の問いに答えよ。

Standing before an audience that included her parents, Malala Yousafzai, the youngest person in history to receive a Nobel Prize, stated, “Let this be the last time that a girl gets forced into early child marriage. Let this be the last time a child remains out of school. Let us begin this ending.”

Born in Pakistan in 1997, Malala grew up in an area controlled by the Taliban, who often used violence to prevent girls from going to school. When she was only eleven years old, she gave a speech titled “How dare the Taliban take away my basic right to education?”

Malala continued to speak out about her right, and the right of all women, to an education. When she was 14, Malala and her family learned that the Taliban had issued a death threat against her. Though Malala was ⁽¹⁾concerned about the safety of her father, she and her family at first felt that the terrorist group would not actually harm a child. However, on October 9, 2012, on her way home from school, a man ⁽²⁾boarded the bus Malala was riding in and demanded to know which girl was Malala. When her friends looked toward Malala, her location was given away. The man fired at her, hitting Malala in the left side of her head; the bullet then traveled down her neck. Two other girls were also injured in the attack.

Surviving the attack, Malala brought an important symbol with her to the Nobel Prize Award Ceremony in Oslo: the bloody uniform she was wearing when she was shot on the school bus. “Education went from being a right to being a crime,” she said. “But when my world suddenly changed, my priorities changed, too. I had two ⁽³⁾alternatives. One was to remain silent and wait to be killed. And the second was to speak up and then be killed. I chose the second one. I decided to speak up.”

Malala is committed to an issue that needs attention. (4) research by UNICEF, over 60 million girls worldwide did not attend school in 2011. Although there are many reasons for this, including limited resources, a lack of teachers, and family priorities, much of it is still caused by discrimination. And as Malala’s story shows, girls too often face physical violence when they attempt to gain access to education.

注 Taliban パキスタンやアフガニスタンで活動する組織

UNICEF ユニセフ、国連児童基金 priorities 優先順位

1. 下線部 (1), (2), (3) に代わる語句として最も適切なものを選択肢から選び, その記号をマークせよ (解答用紙B)。

(1) concerned

A. annoyed B. excited C. surprised D. worried

(2) boarded

A. blocked B. got on C. got off D. saw

(3) alternatives

A. answers B. opportunities C. options D. requirements

2. 空所 (4) に入る最も適切なものを選択肢から選び, その記号をマークせよ (解答用紙B)。

A. According to B. Because of C. In addition to D. In spite of

3. 第1, 2パラグラフの内容と一致するものを選択肢から一つ選び, その記号をマークせよ (解答用紙B)。

A. After receiving a Nobel Prize, Malala Yousafzai gave a speech for the first time in her life.

B. Malala spoke against situations in which young girls are made to get married against their will.

C. Malala would like to see the last time when young children skipped school and stayed home.

D. In the area where Malala was raised, girls were prevented from using violence at school.

4. 第3パラグラフの内容と一致するものを選択肢から一つ選び, その記号をマークせよ (解答用紙B)。

A. By demanding women's right to education, Malala and her family threatened to harm Taliban members.

B. Although Malala received a threat from the Taliban, at the beginning she thought she was too young to be a target.

C. When a man demanded to know Malala's location on the bus, she gave away her seat to her friends.

D. The man hit Malala on her head, and then moved down to attack her friends.

5. 第4, 5パラグラフの内容と一致するものを選択肢から一つ選び, その記号をマークせよ (解答用紙B)。

- A. Soon after the Nobel Prize Award Ceremony, the traditional uniform Malala was wearing during her speech became an important symbol of her survival from the bloody incident.
- B. After Malala experienced violence, she realized that it was not right to educate criminals.
- C. After the sudden attack, Malala began to think that keeping silent was as important as speaking up in order to protect oneself from violence.
- D. Discrimination is one of the reasons that over 60 million girls remain out of school.

英語の試験問題は次に続く。

4 次の会話文を読み、空所に入る最も適切なものを選択肢から選び、その記号をマークせよ（解答用紙B）。

[David has arrived for a job interview.]

Interviewer: Please have a seat.

David: Thank you.

Interviewer: Let's get started. Why don't you tell us a little bit about yourself?

David: Sure. My name is David Wilson. I graduated (1) the University of California three years ago with a degree in business. Since then, I've been working in the sales department at a company that manufactures car parts. My current job involves selling our parts to factories around the country.

Interviewer: I see. How do you see yourself (2) in to our organization?

David: Well, with my background in sales, I think I (3) great at bringing in new customers. Also, because of my training in business, I'm comfortable working with money.

Interviewer: Not many of our applicants (4) an answer like that. Although to be honest, I'm not sure how much you will need to deal with money.

David: Really? So this job doesn't (5) working with money?

Interviewer: No, it doesn't. Do you have a lot of experience working with children?

David: Children? Uh... not really. I mean, I have two small nieces, and I play with them occasionally. But I've never worked with children.

Interviewer: Is that so? That's unusual, but I suppose everyone has to start somewhere. Maybe you could tell us why you want to work (6) us?

David: Of course. Although I'm in sales now, I would really like to work in finance someday. Buying and selling stocks, making investments, helping people plan for their futures, that sort of (7). I've been interested in the economy and how it works since I was a kid, and I've always pictured (8) doing a job that makes use of that interest.

Interviewer: I'm sorry, I'm a little confused. If you're interested in finance, why are you (9) for a job at our school?

David: Excuse me? Did you say "school"?

Interviewer: Yes, the Happy Sunshine Kindergarten. We're hiring a new teacher.

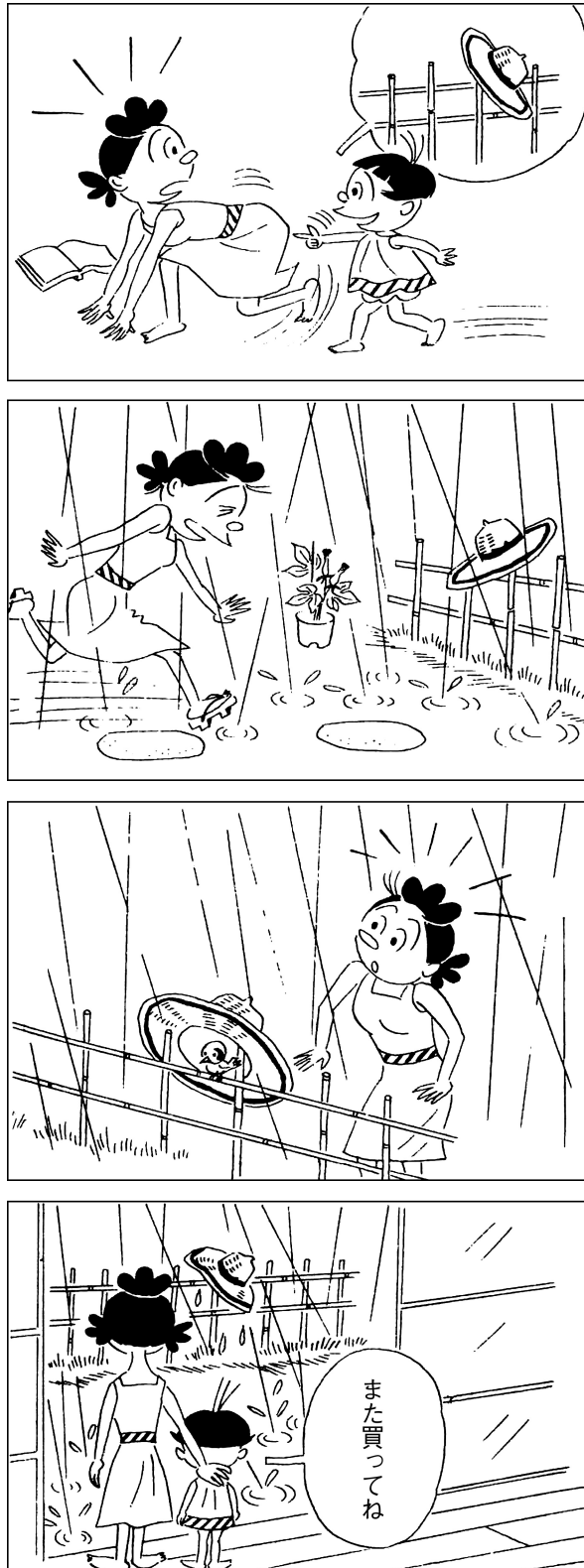
David: What? I thought this was an interview for a position at Mitsutomo Bank! I (10) told to come to room 1324.

Interviewer: I'm sorry, this is room 1342. I think your interview is down the hall.

- | | | | |
|-------------------|---------------|---------------|---------------|
| (1) A. at | B. by | C. from | D. of |
| (2) A. fitting | B. looking | C. sitting | D. working |
| (3) A. might have | B. might | C. will | D. would be |
| (4) A. are given | B. have given | C. is giving | D. were given |
| (5) A. involve | B. refer | C. relate | D. use |
| (6) A. about | B. for | C. from | D. to |
| (7) A. kind | B. object | C. thing | D. way |
| (8) A. him | B. me | C. myself | D. oneself |
| (9) A. agreeing | B. allowing | C. announcing | D. applying |
| (10) A. am | B. had | C. have | D. was |

5 この問題は文系学部に出願した者のみ解答すること。

下の絵が表していると思うことを、50語程度の英語で書け（解答用紙A）。



6 この問題は理系学部に出願した者のみ解答すること。

次の英文の空所に入る最も適切なものを選択肢から選び、その記号をマークせよ（解答用紙B）。

1. There are two doors in this room: one leads to the dining room and (1) leads to the garden.
A. other B. others C. the other D. the others
2. What is the best way to get (2) of this ache?
A. along B. on C. over D. rid
3. To my surprise, Paul gave me all the books (3) he had.
A. of B. of which C. that D. what
4. If I (4) you I wouldn't count too much on his promise.
A. am B. and C. be D. were
5. This is one of the few major zoos in Europe to keep the (5) its animals in the open air.
A. almost B. almost all of C. majority of D. most of
6. (6) you submit the application, you cannot change its contents.
A. During B. Once C. Though D. While
7. Unfortunately, Mr. Yamada has (7) knowledge of Spanish culture.
A. few B. large C. little D. many
8. The final decision is postponed (8) Tom returns from his trip.
A. by B. though C. until D. while

2021 年度 入学試験問題

外国語 (英語)

受験についての注意

1. 試験開始の合図があるまで問題冊子を開いてはならない。
2. この問題冊子は 14 ページまでである。試験開始後、問題冊子の印刷不鮮明、ページの抜け落ち、ページ順序の誤りまたは解答用紙の汚れ等に気づいた場合は、手を挙げて監督者に知らせること。
3. 出願した学部により、下表のとおり試験時間、問題及び解答用紙が異なるので、注意すること。

学 部	試験時間	解答する問題番号	解答用紙の種類
文系学部	80分	1 2 3 4 5 を解答すること。	記述式解答用紙 A マーク式解答用紙 B
理系学部	70分	1 2 3 4 を解答すること。 ※ 1 には理系学部受験者が解答する必要のない設問がある。	マーク式解答用紙 B

4. 監督者の指示に従って、解答用紙の所定欄に受験番号と氏名及びフリガナを正しく丁寧に記入すること（下の「解答用紙 記入上の注意」を参照）。
5. 解答は解答用紙の所定欄に記入し、その他の部分には何も書かないこと。
6. 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さないこと。
7. 問題冊子は必ず持ち帰ること。

解答用紙 記入上の注意

1. 受験番号の記入について

- (1) 受験番号（英字と算用数字）は、次の記入例のように正しく丁寧に記入すること。

(記入例)

A	B	C	D	E	F	G	H	I	J	K	L	M
0	1	2	3	4	5	6	7	8	9			

- (2) マーク式解答用紙Bの受験番号マーク欄は次の記入例のようにマークすること。



(記入例) 受験番号がA00058の場合

	受	験	番	号
A	0	0	0	5
B	1	1	1	1
C	2	2	2	2
D	3	3	3	3
E	4	4	4	4
F	5	5	5	5
G	6	6	6	6
H	7	7	7	7
I	8	8	8	8
J	9	9	9	9
K				
L				
M				

2. マーク式解答用紙Bにおける解答の記入について

- (1) 解答は、所定欄にH、F、HBの黒鉛筆またはシャープペンシルで正しくマークすること。

良い例

- ① 解答が一つの場合、たとえば「5」と解答したいとき、

 のように⑤のマーク枠の中を濃くぬりつぶすこと。
- ② 解答が二つ以上の場合、たとえば「1」「6」と解答したいとき、

 のように①⑥のマーク枠の中を濃くぬりつぶすこと。

悪い例

1	(1) (2) (3) (4)
2	(1) (2) (3) (4)
3	(1) (2) (3) (4)
4	(1) (2) (3) (4)

○印でかこむ

✓印をつける

線を引く

ぬりつぶし方が不完全

このような記入をしてはいけません。

- (2) 誤って解答したマークを訂正する場合は、消しゴムで完全に消してからマークしなおすこと。
- (3) マーク式解答用紙Bは、折りまげたり、破つたりしないこと。

〔注意〕 記述式で解答する場合は解答用紙Aを，マーク式で解答する場合は解答用紙Bを使用せよ。

1 次の英文を読んで，後の問いに答えよ。

With one exception, Kaminegori in central Japan has everything you'd expect of a mountain village. A dozen old wooden houses line a steep and ⁽¹⁾winding road, planted with plum and cherry trees. Above the Buddhist temple and Shinto shrine are rice fields, and the mountains are home to deer, monkeys and wild pigs. Only one thing is missing from this peaceful rural picture: (2). The last inhabitants moved out six years ago to modern homes in a nearby town, but rather than let the village fall into decay they have maintained it in near-perfect condition. Every house has water and electricity and the roofs and outside walls are carefully maintained.

It is an extreme example of an increasingly ⁽³⁾common phenomenon: the abandoned community. Hundreds of once-crowded villages across Japan have emptied thanks to the flight of young people to the cities. "It's a sad thing, but we have to accept it as the trend of the times," said Chozo Kishimoto, the driving force behind the maintenance of Kaminegori. He returns to his family house, built 170 years ago, at least once a week, even in winter. "It was sad to move out but I could move back here any time. I feel calm, I feel comfortable here," he said. "The reason that I take this much trouble is that I like ⁽¹⁾it here so much."

Japan's population peaked in 2008 at 128.1 million, but it is falling fast. Statistics experts say it will be down to 100 million by 2048, and 87 million by 2060. Communities such as Kaminegori, whose history can be traced back to the 7th century, have been especially hard hit. It sits on the "Mackerel Highway", the route along which fish were transported from the Sea of Japan to Kyoto, the ancient capital.

⁽⁴⁾Until the authorities began sending snow-clearing trucks 35 years ago, the village was cut off for the winter. This meant that children from the village had to live in the town of Obama in order to attend high school. The villagers farmed and made silk and charcoal. They lived close together with nature: Mr Kishimoto, 72, remembers bears and wild pigs, and a fox that stole his shoes from the house. "When I was growing up here, there were 30 children," he said. "We all played together. The sound of the village was the sound of children."

In part, Japan's accelerating depopulation can be attributed to its record longevity and low birth rate. Japanese commonly live into their eighties or older but are less inclined to have children. It is also a result of economics and, in the case of Kaminegori, over-specialised production. The village's wealth was based on silk-worm cultivation and charcoal making, industries that were dying out as early as the 1950s.

On the road leading up the mountain are other communities that have been abandoned over the years, their roofs falling in, a territory for wild pigs and wild cats. "In those villages, every year one household left," Mr Kishimoto said. "Because people left one by one, the villages just collapsed. But because we left in a group the village could be saved."

His house is a magnificent, mid-19th-century structure of wooden timbers and tatami matting. A household shrine still holds the Buddhist funeral tablets of his ancestors. A big television stands in the living room. He visits every day in the summer and at least once a week in winter. "I could move back here any time," he says. "But I don't sleep here. I'm a bit scared to, somehow." It cannot go on forever; already one of the villagers is no longer willing to send the amount needed to repair and secure his decaying roof. "You can't hold back the tide of history," Mr Kishimoto said. "I sense that this village is approaching the limit of its existence." Until that day, however, the old villagers will return regularly to open up the deserted Buddhist temple and pray for the spirits of their ancestors.

注 Buddhist > Buddhism 仏教 Shinto 神道 Mackerel Highway 鯖街道
charcoal 木炭 longevity 長寿

1. 下線部 (1), (3), (4) に代わる語句として最も適切なものを選択肢から選び、その記号をマークせよ (解答用紙B)。

(1) winding

A. dangerous B. descending C. stormy D. twisting

(3) common

A. average B. frequent C. remarkable D. unique

(4) transported

A. brought B. caught C. traded D. purchased

2. 文脈から判断して、空所（ 2 ）に入る最も適切なものを選択肢から選び、その記号をマークせよ（解答用紙 B）。

- A. electrical equipment B. houses
C. people D. wild animals

3. 第1, 2パラグラフの内容と一致するものを選択肢から一つ選び, その記号をマークせよ (解答用紙B)。

- A. Although the houses in Kaminegori are nearly perfectly preserved, the village has been allowed to go to ruin.
- B. Young people living in large towns owe a great deal of gratitude to those who maintain the rural village.
- C. Chozo Kishimoto regrets the present situation in Kaminegori, but is ready to face the sad reality with which the village is now confronted.
- D. Chozo Kishimoto decided to come back to live in his ancestors' house in Kaminegori on weekdays because it helps him relax and gives him comfort.

4. 第3, 4, 5 パラグラフの内容と一致するものを選択肢から二つ選び, その記号をマークせよ (解答用紙B)。

- A. Among the many towns in Japan that have suffered from population decline, Kaminegori has been affected particularly badly stretching back to the 7th century.
- B. It was not until the authorities began to supply snow-clearing trucks that high school students could commute from Kaminegori to school in winter.
- C. Chozo Kishimoto recalls that in his childhood his village was filled with the noises of children and animals, all playing together.
- D. The current rapid decrease in the number of people in Japan is considered to have contributed to Japanese people living longer and a tendency to have fewer children.
- E. More than half a century has passed since people in Kaminegori began to give up silk-worm cultivation and charcoal making, which used to be the village's main sources of income.

5. 第6, 7パラグラフの内容と一致するものを選択肢から二つ選び, その記号をマークせよ (解答用紙B)。

- A. Chozo Kishimoto believes that villages cannot be preserved unless their residents leave them one family at a time.
- B. Chozo Kishimoto says that the main reason that he does not stay overnight is because daily goods are in rather short supply.
- C. Chozo Kishimoto says that it is almost impossible now to investigate the past events which took place in the village.
- D. Chozo Kishimoto feels that the village where he grew up will soon no longer be maintained in its present condition.
- E. For the time being, it is expected that the villagers will continue to come back to pay their respects to the dead.

6. この問題は文系学部に出願した者のみ解答すること。

下線部 (イ), (ロ) を和訳せよ (解答用紙A)。

2 次の英文を読んで、後の問いに答えよ。

When most of us hear the word chocolate, we ⁽¹⁾picture a candy bar, a piece of cake, or a scoop of ice cream. The word that comes to mind is probably “eat,” not “drink,” and most people would describe the taste as sweet. But for the majority of chocolate’s long history, it was ⁽²⁾strictly a kind of drink, and sugar didn’t have anything to do with it.

Experts trace the origin of the word “chocolate” to the ancient Aztec word “xocoatl,” which referred to a bitter drink brewed from cacao beans. The Aztecs drank it flavoured with chilli, corn and fruit during religious ceremonies and festivals. Its medical properties were also well known: cocoa was considered to increase stamina, while cocoa butter was used to treat burns and injuries. The beans were used as a kind of money to buy food, clothes and slaves.

The explorer Hernán Cortés and his men landed in Mexico in 1519. They discovered this strange-looking drink with its surprising bitterness; it tasted better when honey was added. Cortés realised the benefits he could gain with this remarkable drink and returned to Spain in 1528 with some cacao beans and the equipment necessary for its preparation.

Drinking chocolate received a mixed welcome at the court of Carlos I of Spain and it took a few more decades before it was really accepted. This was helped by the fact that, in the meantime, a group of nuns living in Mexico had ⁽³⁾the brilliant idea of sweetening it with sugar. By the end of the century, chocolate had become a highly-valued drink in Spain. It was consumed everywhere, even in the street, and at any time of day.

Following in the footsteps of Spain, the other European countries discovered chocolate during the 17th century and became fascinated by this completely new drink. Chocolate was more expensive than tea or coffee and remained a luxury product for a long time. It became very fashionable among the privileged classes and was enjoyed for breakfast, throughout the day or offered as a refreshment during society events and informally between friends.

注 Aztec アステカの, アステカ人 nuns 修道女

1. 下線部 (1), (2), (3) に代わる語句として最も適切なものを選択肢から選び, その記号をマークせよ (解答用紙B)。

(1) picture

A. draw B. imagine C. photograph D. show

(2) strictly

A. barely B. largely C. originally D. purely

(3) brilliant

A. curious B. outstanding C. surprising D. unlikely

2. 第1, 2パラグラフの内容と一致するものを選択肢から二つ選び, その記号をマークせよ (解答用紙B)。

- A. A sweet drink is the first thing that comes to mind when we hear the word “chocolate.”
- B. From the beginning, sugar has played a significant role in the long and complicated history of chocolate.
- C. The ancient Aztec word from which “chocolate” is derived originally referred to a quite different product.
- D. Products made from cacao beans were considered among Aztecs to be good for health and for helping to heal injuries.
- E. Slaves were used as a medium of exchange when Aztec people wanted to obtain cacao beans or clothes.

3. 第3, 4, 5パラグラフの内容と一致するものを選択肢から二つ選び, その記号をマークせよ (解答用紙B)。

- A. Hernán Cortés was shocked by the bitterness of chocolate, especially after he found out that even honey could not improve its taste, when eaten.
- B. When he returned to Spain in 1528, Hernán Cortés brought some cacao beans along with the equipment to make drinks from them.
- C. Even at the end of the 16th century, chocolate was such a precious treat in Spain that only rich and upper class people could afford to enjoy it.
- D. In the 17th century, after it was introduced into European countries outside of Spain, chocolate was costly and beyond the reach of ordinary people.
- E. In other European countries in the 17th century, chocolate was only available at important public events, despite its great popularity.

3 次の英文を読んで、後の問いに答えよ。

Biologists have long tried to understand why birds' eggs come in so many shapes and colors. There could be many reasons. One idea, for example, is that color can help conceal eggs from predators. An alternative is that egg shape or color somehow protects eggs against bacteria, or signals their quality. Shape or color might even help keep an egg warm. Scientists have turned up⁽¹⁾ various pieces of evidence to support all of these speculations, says Phillip Wisocki.

Indeed, adds Daniel Hanley — a biologist who advised Wisocki on his research — scientists have never been sure whether *any* of these factors are important in explaining egg variation.

Hanley, Wisocki and their colleagues turned to collections of birds' eggs in museums. They gathered data from 634 species, which included all but four of the 40 main kinds of birds. Then they represented these data on a global map. They demonstrated that the brightness and color of eggshells closely correlated with regional temperature. That was true even after it was taken into consideration that closely-related species are likely to have similarly colored eggs.

"Birds in the far north — which tends to be colder — had darker, browner eggs," Hanley says. Eggs became lighter and slightly bluer for birds closer to the equator. In addition, egg colors tended to be more varied in tropical regions.

Darker eggs may be an evolutionary response to the cold, the research now suggests. Like a dark car parked in the sun, a dark egg should absorb more heat from the sun than a lighter egg. To test this theory, Hanley's group exposed chicken eggs to direct sunlight and tracked how well they kept their heat. Some of the eggs were white. Others were brown or blue. Sure enough, the brown eggs warmed faster and cooled more slowly than the lighter colored eggs.

"In the Arctic, parents have to go out to look for food and get back to their eggs quickly," Hanley says. "If you can buy them five extra minutes, that can actually be really beneficial."⁽²⁾

The conclusion that Wisocki draws from the study is that climate is a major driver⁽³⁾ in egg color variation. The research also expands the notion of what color is for. "We usually think about color through the lens of perception," he says. "In some cases, it plays a role in mating displays, or in signaling. In this case, (4), color matters but the observer isn't important."

注 predator 捕食者 equator 赤道 Arctic 北極

1. 下線部 (1), (2), (3) に代わる語句として最も適切なものを選択肢から選び, その記号をマークせよ (解答用紙 B)。

(1) turned up

A. analyzed B. gathered C. refused D. uncovered

(2) beneficial

A. expensive B. helpful C. kind D. useless

(3) driver

A. advance B. discovery C. factor D. result

2. 空所 (4) に入る最も適切なものを選択肢から選び, その記号をマークせよ (解答用紙 B)。

A. nevertheless B. moreover C. however D. therefore

3. 第 1, 2, 3 パラグラフの内容と一致するものを選択肢から一つ選び, その記号をマークせよ (解答用紙 B)。

- A. Of the several competing explanations for the wide variety in the shape and color of birds eggs, all are consistent with the data available to scientists.
- B. Phillip Wisocki was advised by Daniel Hanley to ensure that he could exclude all of these additional factors, when considering the variations in egg shape and color.
- C. The egg samples gathered by Hanley, Wisocki and their fellow researchers from museum collections throughout the world represented exactly 10% of all of main kinds of birds.
- D. The apparent correlation between brightness and color of eggs was shown to be more likely to cause local variations in temperature than to be due to relatedness within a particular species.

4. 第4, 5, 6, 7パラグラフの内容と一致するものを選択肢から二つ選び, その記号をマークせよ (解答用紙B)。

- A. Paler colored eggs were associated with birds nesting in colder temperature zones, particularly when compared to the deeply colored eggs found in most tropical regions.
- B. It was expected that light colored eggs should behave similarly to light colored vehicles in the heat of the day, staying cooler by reflecting sunlight.
- C. Hanley's group carried out an experiment with chicken eggs to investigate whether egg shells would change color in bright light, becoming darker as they absorbed more heat.
- D. Hanley points out how precious it is, for birds looking after their eggs in the freezing temperatures of the far north, if they can lose their heat for even a few additional minutes.
- E. Although people are generally used to thinking about color in terms of how it is perceived by others, Wisocki's study demonstrates that color can have an effect even in the absence of any observer.

英語の試験問題は次に続く。

4 次の会話文を読み、空所に入る最も適切なものを選択肢から選び、その記号をマークせよ（解答用紙B）。

Henry: Hi Tom! It's great to see you again. I've been away on business.

Tom: Really, where did you go?

Henry: Well, first I flew to New York for a (1) of meetings. After that, I flew to Atlanta, where I had to make a presentation at a company conference.

Tom: It sounds like you've been busy.

Henry: Yes, I've been really busy. It's good to be home again. What have you been doing lately?

Tom: Oh, nothing much. I've been working in the garden the past few days. Alice has been (2) for the past two weeks visiting her relatives in Chicago.

Henry: I didn't know she had family there.

Tom: Yes, that's right. She's from Chicago (3), but we met in college in California.

Henry: How long have you lived here in Colorado?

Tom: We've been here for over ten years. We moved here because I got a new job as a sales representative.

Henry: Have you lived in the same house the (4) time?

Tom: No, first we lived in a condo in downtown Denver. We moved here four years ago. These four years have been the happiest (5) our lives.

Henry: Yes, my wife and I love this neighborhood too.

Tom: And how long have you lived in your house?

Henry: Just about two years.

Tom: That's strange. It (6) like you have been here longer than that.

Henry: No, we moved here in 2019.

Tom: (7) time flies!

Henry: I have to agree with you (8) that. It seems like yesterday that I graduated from college. I can't believe I've been working for more than 10 years!

Tom: I've been working for more than 30 years! I'm thinking of retiring soon.

Henry: Really? You don't look a day (9) 40!

Tom: Thanks! That's nice of you to say.

Henry: Well, I have to get going. Work is waiting for me. Have a good day.

Tom: You, too. Glad to have you back in the (10)!

- | | | | |
|-----------------|--------------|-----------------|------------------|
| (1) A. couple | B. few | C. several | D. some |
| (2) A. against | B. alone | C. aloud | D. away |
| (3) A. finally | B. naturally | C. originally | D. traditionally |
| (4) A. complete | B. entire | C. full | D. total |
| (5) A. at | B. for | C. of | D. to |
| (6) A. believes | B. feels | C. reveals | D. thinks |
| (7) A. How | B. When | C. Which | D. Why |
| (8) A. by | B. in | C. on | D. with |
| (9) A. before | B. more | C. over | D. pass |
| (10) A. local | B. nearby | C. neighborhood | D. streets |

5 この問題は文系学部に出願した者のみ解答すること。

下の絵が表していると思うことを、50語程度の英語で書け（解答用紙A）。



2021 年度 入学試験問題

外国語 (英語)

(80 分)

受験についての注意

1. 試験開始の合図があるまで問題冊子を開いてはならない。
2. この問題冊子は 16 ページまでである。試験開始後、問題冊子の印刷不鮮明、ページの抜け落ち、ページ順序の誤りまたは解答用紙の汚れ等に気づいた場合は、手を挙げて監督者に知らせること。
3. 解答用紙は**記述式解答用紙 A**、**マーク式解答用紙 B** 各 1 枚である。
4. 監督者の指示に従って、解答用紙の所定欄に受験番号と氏名及びフリガナを正しく丁寧に記入すること（下の「解答用紙 記入上の注意」を参照）。
5. 解答は解答用紙の所定欄に記入し、その他の部分には何も書かないこと。
6. 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さないこと。
7. 問題冊子は必ず持ち帰ること。

解答用紙 記入上の注意

1. 受験番号の記入について

- (1) 受験番号（英字と算用数字）は、次の記入例のように正しく丁寧に記入すること。

(記入例)

A	B	C	D	E	F	G	H	I	J	K	L	M
0	1	2	3	4	5	6	7	8	9			

- (2) マーク式解答用紙Bの受験番号マーク欄は次の記入例のようにマークすること。



(記入例) 受験番号がA 0 0 0 5 8の場合

	受	験	番	号
A	0	0	0	5
B	1	1	1	1
C	2	2	2	2
D	3	3	3	3
E	4	4	4	4
F	5	5	5	5
G	6	6	6	6
H	7	7	7	7
I	8	8	8	8
J	9	9	9	9
K				
L				
M				

2. マーク式解答用紙Bにおける解答の記入について

- (1) 解答は、所定欄にH、F、HBの黒鉛筆またはシャープペンシルで正しくマークすること。

良い例

- ① 解答が一つの場合、たとえば「5」と解答したいとき、

 のように⑤のマーク枠の中を濃くぬりつぶすこと。
- ② 解答が二つ以上の場合、たとえば「1」「6」と解答したいとき、

 のように①⑥のマーク枠の中を濃くぬりつぶすこと。

悪い例

1	(1) (2) (3) (4)
2	(1) (2) (3) (4)
3	(1) (2) (3) (4)
4	(1) (2) (3) (4)

○印でかこむ

✓印をつける

線を引く

ぬりつぶし方が不完全

このような記入をしてはいけません。

- (2) 誤って解答したマークを訂正する場合は、消しゴムで完全に消してからマークしなおすこと。
- (3) マーク式解答用紙Bは、折りまげたり、破ったりしないこと。

〔注意〕 記述式で解答する場合は解答用紙Aを、マーク式で解答する場合は解答用紙Bを使用せよ。

1 次の英文を読んで、後の問いに答えよ。

On a windy winter day in 1913, Arthur Wynne sat in his office at the *New York World* and struggled with a problem. The Christmas edition of *Fun*, the jokes and puzzles supplement he managed, was being designed and Wynne felt readers needed a new challenge.

A Liverpool native, Wynne had left his country for the United States at age 19, but before he did he might have seen some elementary word-form puzzles, which were popular in late 19th-century England. Perhaps inspired by those, as well as the “Sator” square, an ancient, five-word Latin palindrome, Wynne designed a numbered, diamond-shaped grid with an empty center. He inserted “fun” at the top as the first “across” entry and called it “Word-Cross.” Some of the clues required readers to know ⁽¹⁾uncommon facts, but others were playful. An illustrator later accidentally changed “Word-Cross” to “Cross-Word,” with no objection from Wynne, and the name stuck.

(2) Arthur Wynne is credited as the inventor of what is probably the first mobile game — the American-style crossword puzzle, remarkable for its intellectual challenge and definitional yet amusing clues.

In 1924, Richard Simon and M. Lincoln Schuster, who had recently opened a publishing house in New York, honored the requests of Simon’s puzzle-loving aunt and printed a collection of crosswords, with a free pencil to attract more customers. The idea of publishing a crossword puzzle book worried the firm so much that their name did not appear on the book, which had a small printing of 3,600 copies.

⁽¹⁾The publisher needn’t have been concerned, as the book was an immediate success. The first run sold out quickly and the company ran additional printings. The book ⁽³⁾eventually sold more than 100,000 copies, perhaps encouraged by groups like the Amateur Cross Word Puzzle League of America, itself a creation of business experts Simon & Schuster.

The league began the process of creating a standard format for crosswords as early as 1924, instituting rules such as “all-over-interlock,” which meant that no part of the grid could be completely cut off by the black squares; only one-sixth of the squares could

be black; and the grid design had to be symmetrical. Other changes, like ⁽⁴⁾prohibiting two-letter words, came later.

Very quickly, crosswords became extremely popular with the general public. Less so, however, with librarians, who complained that puzzle “fans” were crowding around the reference desk, demanding dictionaries and encyclopedias to help find answers, and pushing aside more “proper” readers and students.

Crosswords were now being published almost everywhere — except in the *New York Times*, the last big city newspaper to offer the puzzle. A 1924 article in that paper called ⁽¹⁾crosswords “a primitive sort of mental exercise.” But the war that began for America in 1941 gave crossword puzzles an important new function: escaping the troubling reports in the news pages. This caused the *New York Times* to rethink its policy.

The first *New York Times* crossword ran on Sunday, February 15, 1942, and became a daily feature on September 11, 1950. Today the *Times*’ puzzle — whose clues famously get trickier and more clever from Monday to Saturday, with the Sunday puzzle being moderate in difficulty — is the one that most puzzle lovers long to master. Will Shortz, the *Times*’ crossword editor for more than 25 years, says the fact that the puzzle appears in the *Times*, the country’s newspaper of record, is significant.

The crossword world exploded in 2006 when the documentary film *Wordplay* was released. A love letter to the passionate puzzle solvers who religiously attend Shortz’s American Crossword Puzzle Tournament — with appearances by celebrities like Bill Clinton, who like to solve the *Times*’ crossword — it gave the grids a new and wider appeal. Soon solving crosswords was a cool thing for young people to do, much as they are embracing other old pastimes like knitting.

注 supplement 付録 Latin palindrome ローマ人が考案した回文 grid 格子
clue (パズルを解くための) 手がかりとなる問題文 symmetrical 対称的な

1. 下線部 (1), (3), (4) に代わる語句として最も適切なものを選択肢から選び, その記号をマークせよ (解答用紙B)。

(1) uncommon

A. incredible B. irregular C. rare D. surprising

(3) eventually

A. actually B. finally C. probably D. suddenly

(4) prohibiting

A. avoiding B. banning C. permitting D. removing

2. 空所（ 2 ）に入る最も適切なものを選択肢から選び、その記号をマークせよ（解答用紙B）。

- A. Although B. Since C. Thus D. While

3. 第1, 2, 3パラグラフの内容と一致するものを選択肢から二つ選び、その記号をマークせよ（解答用紙B）。

- A. In spite of his efforts to change the design of the Christmas edition, by adding jokes and puzzles, Arthur Wynne felt pressure from the readers of his newspaper.
- B. It is quite possible that Arthur Wynne had already come across some type of word-form puzzle before arriving in the United States, given their popularity in his home country at the time.
- C. In placing palindromes within a square, Wynne's original design combined ancient and modern elements that would inspire the reader.
- D. Wynne didn't disapprove when an illustrator reversed the order of elements in the name of the puzzle.
- E. Wynne is remembered as much for his invention of American-style crossword puzzles as for his amazing creative intelligence and humor.

4. 第4, 5, 6パラグラフの内容と一致するものを選択肢から一つ選び、その記号をマークせよ（解答用紙B）。

- A. The first collection of crosswords, published by Simon & Schuster in 1924, was intended to honor their creator, Schuster's aunt, who also suggested giving away a free pencil to encourage sales.
- B. Both the small print run, as well as the absence of the publisher's name on the cover, reflected Simon & Schuster's concern for the reputation of their company.
- C. The puzzle book owed its success to the support of groups such as the Amateur Cross Word Puzzle League of America, rather than to Simon & Schuster's business sense.
- D. The all-over-interlock rule regulated several aspects of design of crosswords after 1924, including the balance and color of the blank squares.

5. 第7, 8パラグラフの内容と一致するものを選択肢から一つ選び, その記号をマークせよ (解答用紙B)。

- A. The sudden enthusiasm for crossword puzzles among members of the public was hardly shared by librarians, who thought that puzzle fans got in the way of the proper business of libraries.
- B. Faced with large crowds of new library users, librarians demanded to be supplied with more reference materials, such as dictionaries and encyclopedias, in order to better assist “proper” readers and students.
- C. Whereas most large newspapers quickly adopted the crossword puzzle, none was quite as supportive as the *New York Times*.
- D. After America entered the Second World War, when newspapers were prevented from publishing any negative reports, the *New York Times* substituted the news pages with crossword puzzles.

6. 第9, 10パラグラフの内容と一致するものを選択肢から一つ選び, その記号をマークせよ (解答用紙B)。

- A. It wasn't until several years after its initial appearance in 1942 that the *New York Times* crossword was published on a daily basis.
- B. These days, the *New York Times* crossword clues increase in number and difficulty throughout the week, from one Monday to the next.
- C. The ever-growing popularity of crosswords, and the support of celebrities like Bill Clinton, ensured the dramatic success of the fictional movie *Wordplay*, when it was released in 2006.
- D. Unfortunately, young people's passion for solving crossword puzzles has been replaced by knitting, which they consider just as cool.

7. 下線部 (イ), (ロ) を和訳せよ (解答用紙A)。

2 次の英文を読んで、後の問いに答えよ。

著作権者の同意が得られないため、掲載していません。

1. 下線部 (1), (2), (4) に代わる語句として最も適切なものを選択肢から選び, その記号をマークせよ (解答用紙B)。

(1) typically

A. especially B. generally C. remarkably D. unusually

(2) significance

A. attraction B. honor C. importance D. resources

(4) willing

A. concerned B. exciting C. optimistic D. prepared

2. 空所 (3) に入る最も適切なものを, パラグラフ全体の内容から判断して選び, その記号をマークせよ (解答用紙B)。

A. for example B. however C. in addition D. moreover

3. 第1, 2パラグラフの内容と一致するものを選択肢から一つ選び, その記号をマークせよ (解答用紙B)。

A. Children's stories are full of fairies, as well as other creatures with wings, on which they shone their light.

B. Our present-day understanding of fairies is less due to Shakespeare and to other 19th-century writers than it is to the culture of the Ancient Greeks.

C. The source of the idea of fairies was an Ancient Greek notion that rivers and trees had spirits of their own.

D. In earlier religions, it was believed by some that the gods themselves worshipped these natural spirits.

4. 第3, 4パラグラフの内容と一致するものを選択肢から二つ選び, その記号をマークせよ (解答用紙B)。

- A. An alternative interpretation explains fairies in terms of memory problems, with people forgetting what they had really seen.
- B. In situations where people had to leave society for their safety, it became necessary for them to steal food from other villagers' homes.
- C. In past centuries, people believed in 'changelings', infants that had been taken from their mothers and magically changed into fairy babies, for the mothers to raise.
- D. Just over a hundred years ago, Arthur Conan Doyle was among those who were fooled by a photograph that seemed to show a nine-year-old girl in the company of fairies.
- E. In 1983, the two girls involved were finally able to prove that the original picture was a fake, by copying identical pictures of dancers from an old book that one of them had found.

英語の試験問題は次に続く。

3 次の英文を読んで、後の問いに答えよ。

The world's 2,153 billionaires, people who have more than 1 billion dollars in assets, have more combined wealth than the 4.6 billion people who make up 60 percent of the planet's population, reveals a new report from Oxfam today ahead of the World Economic Forum in Davos, Switzerland. Global inequality is shockingly widespread and the number of billionaires has doubled in the last decade. Oxfam India CEO Amitabh Behar said: "The gap between rich and poor can't be resolved without ⁽¹⁾deliberate inequality-reducing policies, and too few governments are committed to these."

Oxfam's report, *Time to Care*, also shows how our negative attitudes towards women are fuelling the inequality crisis — enabling a wealthy elite to accumulate vast fortunes (2) ordinary people, and particularly, poor women and girls. Women and girls are among those who ⁽³⁾benefit least from today's economic system. Women and girls put in 12.5 billion hours of unpaid work each and every day — a contribution to the global economy of at least 10.8 trillion (a thousand billion) dollars a year, more than three times the size of the global technology industry. "They spend billions of hours cooking, cleaning and caring for children and the elderly. Unpaid work in the home is the 'hidden engine' that keeps the wheels of our economies, businesses and societies moving. It is driven by women who often have little time to get an education or earn a decent living, and who are therefore ⁽⁴⁾stuck at the bottom of the economy," added Behar.

"Governments created the inequality crisis — they must act now to end it. They must ensure corporations and wealthy individuals pay their fair share of tax and increase investment in public services. They must pass laws to tackle the huge amount of housework done by women and girls, and ensure that people who do some of the most important jobs in our society — caring for our parents, our children and the most helpless — are paid a living wage. Governments must place equal emphasis on housework and social support as on all other work sectors in order to build more human economies that work for everyone, not just a fortunate few," said Behar.

注 Oxfam 1942年発足の貧困者救済機関

1. 下線部 (1), (3), (4) に代わる語句として最も適切なものを選択肢から選び, その記号をマークせよ (解答用紙 B)。

(1) deliberate

A. clear B. effective C. official D. planned

(3) benefit

A. learn B. lose C. profit D. suffer

(4) stuck

A. attached B. hurt C. included D. trapped

2. 空所 (2) に入る最も適切なものを選択肢から選び, その記号をマークせよ (解答用紙 B)。

A. at the expense of B. in addition to
C. in the manner of D. on equal terms with

3. 第 1, 2 パラグラフの内容と一致するものを選択肢から二つ選び, その記号をマークせよ (解答用紙 B)。

- A. Billionaires, who constitute the majority of the world's population, each earn a billion dollars more than 4.6 billion people.
- B. Amitabh Behar claims that the lack of action on the part of many governments makes it impossible to close the wealth gap.
- C. Women and girls actually earn a fairly large amount of money, which is far greater than the wealth created by the global technology industry.
- D. Behar argues that without unpaid work by women, our contemporary social and financial systems would not work properly.
- E. According to Behar, it happens that women without sufficient education or wealth often turn out to be skilled car drivers.

4. 第3パラグラフの内容と一致するものを選択肢から一つ選び、その記号をマークせよ（解答用紙B）。

- A. Behar insists that women and girls are the ones who should stand up and protest against the inequalities created by government.
- B. Behar suggests that companies and wealthy people should help impose more taxes on the poor and employ more staff for social welfare.
- C. Behar believes that the work done by women and girls in the home should be legally recognized and that a reasonable amount of money should be paid to those who support people in need of care.
- D. Behar argues that people who work at home and provide social support should be respected more than any other workers and that they should work not merely for rich people but for everyone in our society.

英語の試験問題は次に続く。

4 次の会話文を読み、空所に入る最も適切なものを選択肢から選び、その記号をマークせよ（解答用紙B）。

Dave: Peter, are you busy this lunchtime?

Peter: Not particularly: I just need to finish up this project, but I should be done by noon. What can I do for you?

Dave: You remember those (1) of office furniture I bought at IKEA last week? A book-case, desk and two chairs? Well, they'll be (2) between 12 and 2pm...

Peter: ...and you want me to wait in and sign for them? That shouldn't be a problem: I brought a packed lunch, so I don't need to go anywhere.

Dave: That's very kind of you. But actually, I'll be here all day, too. No, I wanted to ask you to give me a (3) putting it all together.

Peter: Sure, I enjoy that kind of thing. It's like doing a jigsaw puzzle, finding all the right pieces, and (4) sure they fit.

Dave: I'm just the (5): putting together flat-pack furniture just drives me crazy. I can never figure out the instructions, and when I do — more often than not — there's some important piece missing. I wish they would just bring it ready-made, and save me the stress.

Peter: You know, that *is* possible, well, kind of — you can (6) them come and set it up for you. You have to pay an additional charge, though.

Dave: I didn't know that, I'd certainly have gone for that option, if I (7). I suppose it's too late now, though, the delivery is on its way.

Peter: (8) mind. As I said, I like that kind of thing. In fact, I'll take care of it by myself, (9) there are heavy parts that require two people. You can relax, and think about where we'll go for the meal that you'll buy me, in return. By the way, where are you going to put this new furniture, once it's been set up? It doesn't look like there's any floor space (10) in this office.

Dave: I'm going to get rid of this stuff over here. Once that's gone, there'll be plenty of room.

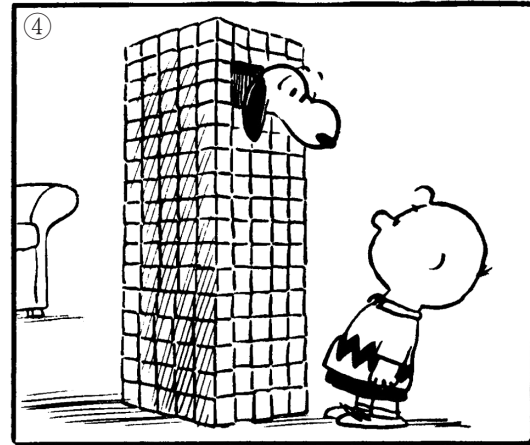
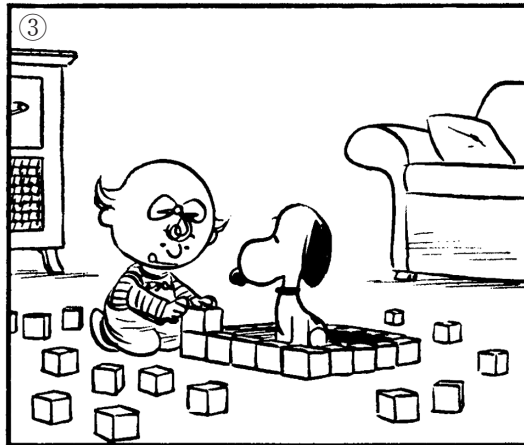
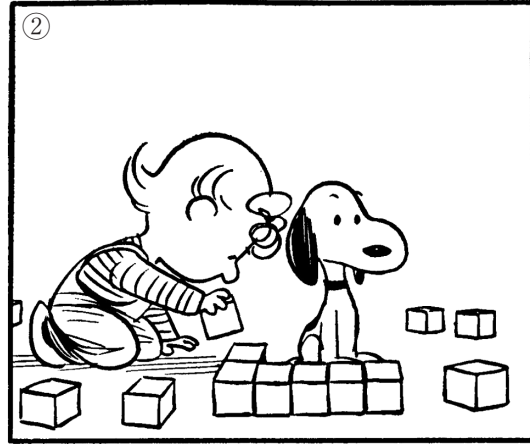
Peter: And how were you thinking of doing that, on your own?

Dave: I knew there was one other thing I meant to ask you!

- | | | | |
|------------------|--------------|------------|------------|
| (1) A. box | B. makers | C. pieces | D. sales |
| (2) A. arrive | B. delivered | C. ordered | D. sending |
| (3) A. break | B. hand | C. help | D. use |
| (4) A. be | B. know | C. making | D. taking |
| (5) A. different | B. opposite | C. other | D. same |
| (6) A. ask | B. get | C. have | D. see |
| (7) A. can | B. had | C. have | D. would |
| (8) A. Don't | B. Never | C. Too | D. Your |
| (9) A. because | B. except | C. if not | D. unless |
| (10) A. about | B. left | C. more | D. remain |

5

下の絵が表していると思うことを、50語程度の英語で書け（解答用紙A）。



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