

2021年度一般入試C入学試験問題

英 語

(2月8日)

開始時刻 午前10時30分

終了時刻 午前11時30分

注 意 事 項

1. 試験開始の合図があるまで、この問題冊子の中を見てはいけません。
2. この冊子は12ページです。落丁、乱丁、印刷の不鮮明及び解答用紙の汚れなどがあった場合には申し出てください。
3. 解答用紙には解答欄以外に次の記入欄があるので、監督者の指示に従って、それぞれ正しく記入し、マークしてください。
 - ① 受験番号欄
受験番号を記入し、さらにその下のマーク欄にマークしてください。正しくマークされていない場合は、採点できないことがあります。
 - ② 氏名欄
氏名とフリガナを記入してください。
4. 解答は解答用紙の解答欄にマークしてください。例えば、

10

と表示のある問いに対して③と解答する場合は、次の(例)のように解答番号10の解答欄の③にマークしてください。

(例)

10	①	②	③	④
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5. 問題冊子の余白等は適宜利用してもかまいません。
6. 試験終了後、問題冊子は持ち帰ってください。

1 次の A のお知らせと B のウェブサイトを読み、次の問いの 1 ~ 5 に入れるのに最も適当なものを、それぞれ下の①~④のうちから一つずつ選べ。

A. You are planning to study in the U.S. and are looking at a notice.

Study Abroad Programs: SEA Semester

For students who want to spend a semester away from their campus, the SEA Semester is a wonderful opportunity. Thirty-five students spend six weeks in Massachusetts, USA, taking courses about biology and the sea—and then use what they learn on a six-week trip on a small sailing ship, doing research with professional scientists. Each year, SEA Semester ships travel around the Atlantic and the Pacific. Students from colleges and universities in many countries enroll in the program. The tuition is not cheap—about \$25,000—but scholarships are available. You don't have to have a science major, and sailing experience is not a requirement. You do have to apply very early, though—the deadline is six months before the program starts.

問 1 After taking courses about biology and the sea, you will probably 1 .

- ① spend a semester sailing around the Atlantic
- ② study about sailing ships with other students
- ③ prepare for another course to major in biology
- ④ do research with scientists during the sailing trip

問 2 If you would like to apply for the program, you need to 2 .

- ① do so very early
- ② major in biology
- ③ apply for scholarships
- ④ have sailing experience

B. の問題については、著作者より作品の二次使用について、許諾が下りていないため掲載していません。

2 次の記事を読み、次の問いの 6 ~ 10 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

You are going to have a debate about a system at college. In order to prepare for the debate, your group is reading the article below.

The Buddy System

As an undergraduate science professor in a large university, I see students from all around the world in my classes. I've noticed that most of the foreign students stick with other students from their countries, and few make friends with the American students in my classes. However, when I talk to my students individually, the majority of both foreign students and American students say that they would like to get to know each other. Therefore, I've established a "buddy" system in my classes in which I pair up each foreign student with an American or sometimes two. I propose that this system be adopted university-wide.

Of course, some of my colleagues will object to my buddy student program. Some will say that they don't want to force students to become friends with someone. Others will say that it's a waste of class time and that it's my job to teach science, not to facilitate friendships. Still others will object on the basis that some students may take advantage of their buddy in any number of ways.

There are, however, many benefits to this program, the most obvious of which is the cross-cultural experience that both students have. I match the American students with someone from a country that they are interested in. Since the foreign students are already here, I assume that they want to be paired up with an American student, but I have had a few cases where two foreign students from different countries wanted to be paired up. The biggest benefit is that sometimes lifelong friendships are formed. I believe that these types of friendships are the ones that will keep us all working for world peace.

In conclusion, I strongly urge my colleagues to adopt the buddy system in their undergraduate lecture classes. It can enrich both foreign and American students by gaining an appreciation of another culture, by trading information, and by establishing long-lasting friendships.

(注)

undergraduate = a student studying for their first degree at college

buddy = a friend

facilitate = make something possible or easier

問 1 American students the writer teaches would like to .

- ① make friends with more American students
- ② stay in their group of American students
- ③ get to know foreign students in their college
- ④ study in foreign countries they have never visited

問 2 According to the buddy system the writer suggests, students from other countries .

- ① are in the same group of students from their country
- ② are paired up with another student from other countries
- ③ are always in the same group of an American student
- ④ are paired up with one or more American students

問 3 Your group wants to collect opinions opposing the system mentioned in the article. One such opinion in the passage is that if this system is adopted, .

- ① some professors will feel that they are not responsible for helping students make new friends
- ② some professors will think that it will be difficult for them to get to know students
- ③ some professors will believe that they will be taken advantage of by some students
- ④ some professors will suppose that students will lack cross-cultural experience

問 4 Your group wants to collect opinions supporting the system mentioned in the article. One such opinion in the passage is that if this system is adopted, .

- ① American students will be able to know more about the U.S.
- ② world peace will be realized through cross-cultural experience
- ③ students will sometimes be able to have lifelong friendships
- ④ foreign students will have more opportunities to work in the U.S.

問 5 The writer of this article the buddy system.

- ① does not have any particular opinion about
- ② partly agrees with
- ③ strongly agrees with
- ④ strongly disagrees with

- 3 次のブログを読み、次の問いの 11 ~ 15 に入れるのに最も適当なものを、それぞれ下の①~④のうちから一つずつ選べ。

You want to visit Paris, France, and you found the following blog.

My Holiday in Paris

Friday, January 10

My first visit to Paris was a remarkable experience, which I will never forget. I booked the Dover-Calais ferry and drove with my wife from London in the cold Christmas weather. We intended to stay until the New Year in a hotel located in a suburb of Paris and visit the city every day.

It was a great feeling to arrive in Paris and see the city of light—a modern city with a very deep sense of history. I will never forget when I first drove through, passing the canals and seeing the monuments. It was like a huge open-air museum. It was love at first sight.

It was dark in the evening, Christmas lights illuminating the whole city. It was bright, almost like daytime. The streets were very busy, full of shoppers marching from one shop to another. I was fascinated seeing The Palais Garnier, which is the Paris Opera House. I parked my car in a small one-way street nearby. When we reached the main road, there was an underground station with a big, lit-up sign displaying the word ‘Métropolitain.’ I did not make a note of the road name, as I thought that the name of the station would be sufficient for finding my car again. We visited the Opera House and walked towards Place de la Concorde. We then walked back to find our car. I located what looked like exactly the same ‘Métropolitain’ sign that I had noted in my head, but it was not the right street.

I became anxious and confused. I approached people who were passing by. Some just ignored me. I told a French man in English that we were looking for ‘Métropolitain’ station. He pointed towards the station. I asked an American couple who were tourists. The guy said, ‘Why don’t you go inside the station and find out?’ I approached the woman behind the counter and asked her the same question. She said, “All ... Métropolitain.”

I finally realised my mistake and understood that the ‘Métropolitain’ sign was the symbol for all metro stations in Paris, not the name of one station! This was just the beginning of our nightmare. How were we going to find the car? It took us nearly over two hours walking through many streets that all looked the same. I wondered whether to call the police. It was a miracle that I finally managed to find my car.

(注)

nightmare = an extremely unpleasant event or experience

問 1 According to the story, the writer's feelings changed in the following order: .

- ① happy → confused → sorry → excited
- ② happy → worried → relieved → confused
- ③ happy → excited → worried → relieved
- ④ happy → relieved → confused → sorry

問 2 The writer and his wife went to Paris from .

- ① Calais by sea
- ② Calais by air
- ③ London by sea and road
- ④ London by air and road

問 3 From this blog, you can see that .

- ① the writer and his wife had traveled to Paris a few times
- ② the writer and his wife visited Paris around the end of the year
- ③ the writer and his wife preferred historic cities to modern ones
- ④ the writer and his wife planned to go back home in a couple of days

問 4 The writer did not make a note of the name of the road where he parked his car, because .

- ① there were only a few cars around his
- ② he was very familiar with the place around
- ③ he remembered the station name near the road
- ④ his wife would remember the road name

問 5 From this story, you learned that the 'Métropolitain' sign was .

- ① the symbol for the station near which the writer parked his car
- ② the sign for all subway stations in the city
- ③ the symbol for the station which the writer and his wife were looking for
- ④ the sign for all metro stations in France

4 次の記事を読み、次の問いの 16 ~ 20 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

You are doing research on world-wide problems. You found the following article.

In 2006, Blake Mycoskie was traveling in South America and noticed that many children there had no shoes. A few months later, TOMS shoes was born. Mycoskie founded TOMS as a for-profit company that donates shoes to people around the world. The approach he uses is simple. He calls it “One for One.” This means that for every pair of shoes that you buy, TOMS will donate a pair of shoes to someone in need. His company has done very well, and as of 2013, TOMS had given away over 10 million pairs of shoes. Owning a pair of new shoes may not seem like a really big deal to most of us. However, in many poor parts of the world, it *is* a big deal. Owning shoes can have a great impact on people’s health, education, and well-being.

In many parts of the world, it is fairly common to see people, especially children, walking without shoes. However, there are many dangers to children when they do not wear shoes. In different parts of the world, many diseases, such as hookworm, can be contracted through the feet. Additionally, you can cut your feet on rough terrain or broken glass in some cases, which can lead to infection and risk of death. Finally, some climates are quite cold and the lack of footwear can lead to illness. So, simply owning a pair of shoes helps to maintain a child’s health.

A second, and perhaps more important effect of owning a pair of shoes involves education. In many countries around the world, schools are not free. Parents must pay school fees and provide their children with uniforms, including shoes, in order for them to attend school. In some countries, children are not permitted to go to school if they don’t have shoes. An additional benefit to owning a pair of shoes is that a child will be able to go to school.

Finally, when children receive new pairs of shoes, it makes them feel better about themselves. In many cases, this may be the first pair of shoes that the child has ever owned. It may even be the first *new* clothing the child has ever owned. In either situation, this improves a child’s self-esteem. Children are thrilled to be able to walk through their villages in their new shoes. An increase in self-esteem is something that is not even measurable.

In conclusion, Mycoskie saw a need and established a company that is giving as much as it’s getting in profits. So, when you purchase a pair of shoes from this company, you, too, are giving to the company. You’re also getting back the satisfaction of knowing that someone else is benefiting in many ways from your purchase.

(注)

contract = catch or become ill with a disease

terrain = an area of land

問 1 Blake Mycoskie established TOMS in order to .

- ① get donation from people around the world
- ② give free shoes to people all over the world
- ③ produce cheap shoes for people in poor countries
- ④ invent a new type of cheap, child shoes

問 2 When children do not wear shoes, they can be at risk, such as .

- ① having contracts with bad companies
- ② catching a cold and breaking their legs
- ③ maintaining health in extreme weather
- ④ getting diseases and cutting their feet

問 3 According to the article, children's self-esteem is improved when they .

- ① are given new shoes by their parents or grandparents
- ② receive new shoes as their first new shoes or clothing
- ③ attend school with their friends in new shoes
- ④ go to school in their village in new shoes

問 4 When you buy a pair of shoes from TOMS, you can .

- ① indirectly contribute to someone in need
- ② only give to the company selling the shoes
- ③ be satisfied with the purchase you make
- ④ get a large profit from the shoe company

問 5 Based on the information from the article, you are going to write a report for homework.

The best title for your report would be ".

- ① How to Make a Donation of Expensive Shoes
- ② Effects of Wearing Shoes on Children's Education
- ③ More and More Kids in TOMS Shoes Are at Risk
- ④ Giving TOMS Shoes: Shoes for Everybody

- 5 次の文章を読み、次の問いの 21 ~ 25 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

You found the following passage in a history textbook.

[1] Painting and power shovels, sonatas and submarines, dramas and dynamos—they all have one thing in common. They are fashioned by people. They are artificial, in contrast to everything that is natural—plants, animals, minerals. The average modern-day person would classify paintings, sonatas, and dramas as forms of art, while viewing power shovels, submarines, and dynamos as products of technology. This distinction, however, is a modern one that dates from an eighteenth-century point of view.

[2] In earlier times, the word *art* referred to any useful skill. Shoemaking, metalworking, medicine, agriculture, and even warfare were all once classified as arts. They were equated with what are today called the fine arts—painting, sculpture, music, architecture, literature, dance, and related fields. In that broader sense, art has been defined as a skill in making or doing, based on true and adequate reasoning.

[3] The earlier and more comprehensive understanding of art can be seen in the Latin and Greek words that were used to describe it. The Latin word *ars* was applied to any skill or knowledge that was needed to produce something. From it, the English word *art* is derived, as is the word *artificial*, which describes something produced by a human being. The Greek word is even more revealing. It is *techne*, the source for the term *technology*, which most people would never confuse with art.

[4] The liberal arts originated in ancient Greek and Roman attitudes toward different types of skills. The Greek philosophers, primarily Plato and Aristotle, did not separate the fine arts from the so-called useful arts, as is done today. They distinguished between the liberal arts and the servile arts. Fine arts were classified among the labors of the lower classes in ancient Greece or Rome. The word *liberal* comes from Latin and means “suitable for a freeman.” Studies that were taken up by free citizens were thus regarded as the liberal arts. They were arts that required superior mental ability—logic or astronomy, for example. Such arts were in contrast to skills that were basically labor.

[5] The Latin word for *servile* was used to describe the handiwork that was often done by slaves, or at least by members of the lower classes. The servile arts involved such skills as metalworking, painting, sculpture, or shoemaking. The products of these arts provided material comforts and conveniences. But such arts were not themselves considered to be beautiful or noble.

(注)

dynamo = a device that changes energy of movement into electrical energy

metalworking = making metal objects

warfare = the activity of fighting a war

equate = consider one thing to be the same as or equal to another thing

reasoning = the process of thinking about something in order to make a decision

fine arts = painting and sculpture

handiwork = work done skillfully with the hands

問 1 According to Paragraph [1], people in modern world would .

- ① view paintings and power shovels as different things
- ② regard dramas and dynamos as artificial
- ③ believe that art and technology are the same
- ④ think in the same way as people in the 18th century

問 2 According to Paragraph [2], agriculture .

- ① once had the same meaning as architecture
- ② was once called fine arts, as is today
- ③ was once one of the skills the word *art* referred to
- ④ had a broader sense than it does

問 3 The writer's intention in Paragraph [3] is probably to .

- ① describe the origins of two words in two languages
- ② discuss the differences between art and technology
- ③ express his or her interest in ancient languages
- ④ introduce a new way of understanding two ancient languages

問 4 According to Paragraph [4], in earlier times liberal arts included .

- ① lower classes
- ② astronomy
- ③ fine arts
- ④ labor

問 5 The title of this article would be “ 25 .”

- ① The Changing Definitions and Understanding of Art
- ② The Similarities and Differences between Art and Technology
- ③ The Origin of the Word *Liberal Arts* in Latin and Greek
- ④ The Contrast between Modern Art and Ancient Art

