

2021 年度 前期

# 個別学力検査

## 英 語

### 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. 問題冊子は 18 ページあります。解答冊子には解答用紙 6 枚が綴じられています。
3. 試験時間は 90 分間です。
4. すべての解答用紙の所定の欄に受験番号を記入してください(氏名は記入しないでください)。
5. 問題冊子と解答冊子に印刷不鮮明や落丁などがある場合は、手を挙げて監督者に知らせてください。
6. 試験中に気分が悪くなったときは、手を挙げて監督者の指示に従ってください。
7. 問題冊子は試験終了後に持ち帰ってください。ただし、無断で複写、複製、転載などを行うことはできません。

個別学力検査

英 語

## 第1問 (配点28点)

次の英文を読んで、以下の設問に答えなさい。

The stages of evolution of complex lifeforms from simpler lifeforms over time, can be compared to the development and advancement of technology. In the distant past, about a century ago, our current technological capacity would have been inconceivable and fiction-like to our ancestors, however it is no less the reality that we do live in a technological age, and one that continues to advance at an extraordinary rate. That said, perhaps, in the year 3020, a thousand years from now, we will look back at our present cutting-edge technologies and think <sup>(1)</sup> how crude they are. Currently, thanks to science fiction movies and our own imaginations, we have begun visualizing what the future might look like. We may eventually be able to develop flying cars, spaceships that can travel at the speed of light or faster even, at warp speed. For now though, they ( ア ) a product of our imagination and science fiction.

Around one hundred years ago, prior to the rise in technological <sup>(2)</sup> advancement, most of the work was completed by manual labor or by human-operated machines and equipment. Although machines existed at the time, they were very simple and basic. Nevertheless, they were considered indispensable in households and businesses that could ( イ ) them. Initial public reaction to these machines was positive due to their benefits in completing tasks more quickly than a human could. Over time, these machines, still simple as they were, in comparison to modern standards, became more efficient and affordable so that more households and companies could purchase them for use for various tasks.

As technology advanced and the machines became better, people began to be replaced by machines on factory floors, such that there were widespread job losses, particularly in the manufacturing sector including mining, construction,

food processing, textile, forestry, and agriculture. Mass protests and strike actions took place in the mid-20th century across industrialized countries and regions around the world as shown in Figure 1. People demanded protection against what they called the “attack of the machines” and the consequent loss of their livelihoods. At this point, to the general public, the disadvantages of technology and by extension, the machines now outweighed any benefits that they might have had. Europe and North America saw widespread public unrest for a period of time before the respective governments intervened. This involvement led to the return of social order. Furthermore, businesses were required by law to first prioritize human workers over machines (ウ) in extreme situations such as high-risk jobs where machines are judged to be necessary as not to endanger human life.

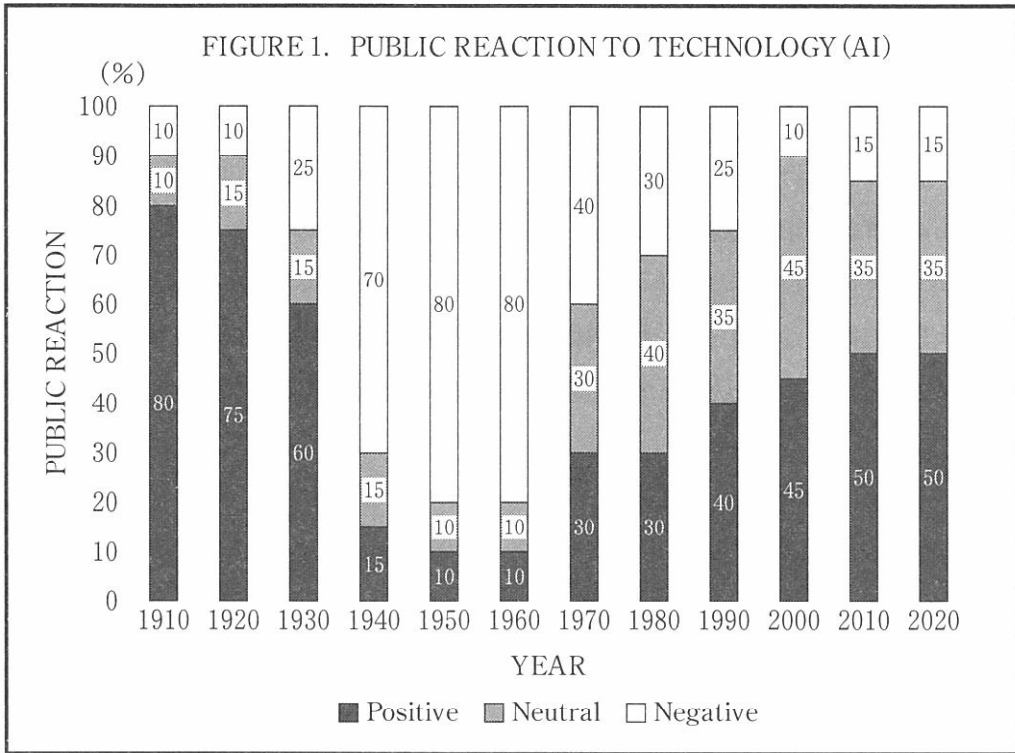
Fast-forward 90 years to the present, and automation is nearly almost the norm in manufacturing. Machines can be programmed to perform a number of tasks, and although some still require a degree of human supervision, they are nevertheless a very common sight in our factories today. More interesting however is that the public now no longer views machines as a threat to their livelihoods as they once did in the past, although a new threat may be emerging. Further advancements in technology have seen the development of machines with the capacity to learn and adapt; these are referred to as “Artificial Intelligence” (AI) or “Machine Intelligence.” Generally, machines are constructed to take various forms according to the purposes for which they are developed. Very few have taken human forms, and in those cases, they were not built for commercial services but to showcase technology.

Our awareness of AI technology is equivalent to the backstage of a movie theater. That is, we are aware of their existence, functions, and importance in the society, however, we have no direct interaction with them. For instance, AIs are packaged in a variety of shapes and sizes in our mobile phones, computers, vehicles, airplanes, medical equipment, satellites, ships etc., and while we are

able to indirectly interact with AI by issuing commands, responses do not come in the same manner as they do when we interact with a fellow human.

With the pace of advancement in AI technology, it is anticipated that in a decade or thereabout, there will be further integration of AI into the workforce such that we, the public, will begin to have direct interactions with them as we do with fellow humans. This will involve the use of robots in various forms, including the bipedal (using two legs) form, in public places such as hospitals, restaurants, companies, banks, post offices, entertainment centers etc. Here, they will either ( 工 ) or work alongside doctors and nurses in hospitals, waiters/waitresses in restaurants, receptionists in companies, security personnel, cashiers in banks, shops and in other roles, and public facilities. such / for and against / needless / prospects / are / there / say, / to / arguments /<sup>(3)</sup>

People are anxious about the implications because it ( 才 ) back memories of the past where the adoption of machines replaced human workers leading to job losses and so on. Those that support the use of AI in public places argue that AI is already present in every part of our lives. They will eliminate human errors, work efficiently without distractions, immune to bias and impartiality etc. Those that oppose the use of AI argue that they are likely to malfunction, and pose a serious security risk should they be hacked. Furthermore, who will take responsibility for accidents caused by malfunctioning or hacked AIs while in service? Presently, we continue to debate the positive and negative impacts of AI in the society but to a lesser degree relative to the past. あなたは社会の一員として、AIの影響はどうなっていくと思いますか。<sup>(4)</sup> I suppose that only time will tell. What remains certain in this faceoff is that technology will continue to advance.



問題 1 下線部(1) cutting-edge technologies とは本文中ではどのような意味か、以下の選択肢(a)~(d)の中から選びなさい。

- (a) Most advanced technology                      (b) Pointing-edge technology  
(c) The cutting technology                              (d) Experimental technology

問題 2 下線部(2)を日本語に訳しなさい。

**問題 3** 下線部(3)を「言うまでもなく、こういった見解には賛成論と反対論がある。」という意味になるように並べ替えなさい。ただし、文頭に来る語も小文字で記してあります。

**問題 4** 下線部(4)を英語に訳しなさい。

**問題 5** 空欄(ア)～(オ)に入る最も適切な語句を以下の(a)～(e)から選び、記号で答えなさい。ただし、同じ選択肢を2回以上選んではいけません。

- (a) except
- (b) brings
- (c) afford
- (d) remain
- (e) replace

**問題 6** Figure 1. の説明として最も適切と思う内容を以下の選択肢(a)~(d)から選び、記号で答えなさい。

- (a) Figure 1 shows that public reaction did not change over time; the public was not concerned about the advancement of technology; the public disliked technology or machines from the beginning; the public began to like technology in 1930; machines were affordable for households; public reaction did not change even after 30 years; public reaction is evenly divided between positive and negative in the last 100 years.
- (b) Figure 1 shows that public reaction changed slightly over time; the public was not concerned about the advancement of technology; the public liked technology or machines from the beginning, and both companies and households used them because they were always affordable; it took 30 years for public reaction to change; public reaction is not evenly divided between positive and negative in the last 100 years.
- (c) Figure 1 shows that public reaction did not change significantly over time; the public was interested in the advancement of technology; the public disliked technology or machines later, but were still able to use them despite their high cost; public reaction did not change significantly even after 30 years; public reaction is somewhat divided between positive and negative in the last 100 years.
- (d) Figure 1 shows that public reaction changed significantly over time; the public was very concerned about the advancement of technology; the public liked technology initially, although many were unable to use them at first, until they became affordable; public reaction did change significantly after 30 years; public reaction is not evenly divided between positive and negative in the last 100 years.



**問題 7** 本文と Figure 1. から、失業や大規模な抗議等が発生したのは西暦何年頃ですか。

**問題 8** Figure 1. から、過去 50 年間でどのようなことが言えるか、25 語から 35 語程度の英語で書きなさい。

## 第2問 (配点27点)

次の英文を読んで、以下の設問に答えなさい。

In April 2020, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) announced that about 312,000 international students had visited Japan in the 2018 academic year, up 4.4% from the previous year. This meant that the government's goal of attracting 300,000 international students annually by 2020 had been achieved. <sup>(1)</sup> Meanwhile, official figures indicate that <sup>(2)</sup> around 115,000 Japanese university students went abroad to study in 2018.

Of course, numbers for the following year are going to be much lower. Our university, like others across Japan and around the world, have had to put study abroad programs on hold in 2020. Our students have participated in a variety of study abroad programs each year since the (ア) of the university, and until this year, had every expectation of continuing to do so.

Indeed short-term (three months or less) study abroad for higher education has been increasing in popularity all over the globe, especially in developed countries. For example, the EU has the “Erasmus” (European Community Action Scheme for the Mobility of University Students) program, and Australia launched the “New Colombo Plan” to boost the mobility of young people. A few months overseas experiencing a different culture and language has become a common component of student life.

However, official “study abroad” is not only a recent phenomenon. In the case of Japan, it is a commonly held view that the first official overseas students were sent to China around the 6<sup>th</sup> century, a time when long-distance travel must have been extremely dangerous. The main purpose of such (イ) was to absorb new technologies, laws, or religious teachings, and only priests or nuns could take part — a very different pattern to 21<sup>st</sup> century trips. China continued to be the main destination into the 14<sup>th</sup> century, but throughout the 15<sup>th</sup> and 16<sup>th</sup>

centuries there was an increasing level of foreign trade and travel between Japan and other countries in Asia, and even with areas as far away as New Spain (now called Mexico) and Europe. This was almost completely halted in the early 17<sup>th</sup> century when the Tokugawa shogunate closed Japan to the world, allowing international trade in only a few small areas.

The situation changed radically again in the middle of the 19<sup>th</sup> century when the shogunate ended this period of international isolation. After over 200 years with very limited trade and cultural exchange, and of course no opportunities for study abroad, Japan realized that it needed to send official students overseas again. Indeed, almost as soon as the isolation ended, a handful of people were sent to Europe to study modern technologies and cultures. From the end of the 19<sup>th</sup> through to the beginning of the 20<sup>th</sup> century, Europe was the major ( ウ ) for Japanese students travelling overseas, because at the time Europe was seen as the “powerhouse” of science and technology, as well as an excellent example of modern culture — that is to say, a model of modern political, legal, economic, and educational institutions. Moving into the 1940s, the USA replaced Europe as the most popular destination for Japanese students, a position it still held in early 2020.

Through most of history, the general pattern of study abroad was almost unchanged. The government controlled the opportunity, carefully selecting a handful of people, and sending them overseas to a world “powerhouse” for a set duration, where the stated goals were gaining scientific, technological, and cultural information and knowledge to be brought back to help Japan develop. And sure enough, these select people returned to Japan, and became ( エ ) of industry, and the founders of new organizations, schools, and faculties.

しかしながら過去数十年間、留学はもはやそのようなパターンを受け継いではいなかった。 (5) Travel overseas has become much easier — there is much less government control, and countries that required special visas are increasingly allowing stays of a few months without a visa. In addition, overseas travel is

often very cheap—sometimes even cheaper than domestic travel—and as a result a large number and variety of Japanese students were able to go abroad each year. This increased diversity was reflected also by the purposes or goals of the students travelling: for instance, some aimed to learn a foreign language, to make local friends, or learn gardening, and others wished just to experience a homestay overseas. Indeed, while the official figure mentioned above (of around 115,000 Japanese university students going abroad to study in 2018) is impressive enough, the real number is probably much higher. That is, the ministry ( 省 ) are centered on students who travel overseas for higher education, generally to a university; but many other students travel overseas privately to language schools, or to primary and secondary schools.

With so many Japanese students studying overseas, we might wonder what impact these trips have on the students concerned. For several centuries, “overseas study” was a largely one-way process where Japanese people went overseas to learn and brought that knowledge back to Japan, but since the late 20<sup>th</sup> century this is no longer the case. Now, overseas study more obviously involves a two-way exchange of knowledge and culture, which is exactly why labels like “international exchange” have gained in popularity. As well as learning about life overseas, students studying abroad are representatives of their own culture, an experience which helps them learn about themselves and their own country.

Our university’s educational goal is to cultivate and nurture ( 力 ) individuals who will be able to help solve societal and global problems through the use of reason, discussion, and debate. The success of our study abroad program has been one measure of our success in achieving this larger goal. However, now, with massive changes in travel, lifestyles, work, and education around the globe over the past year, it seems that study abroad programs will have to change too. Of course, while physical international travel may be more difficult for a time, the technologies that people are using to work and study are

making virtual travel easier day by day. Even now, it is possible to attend a lecture given in a faraway country through the Internet, and even to ask the lecturer questions or interact with far-off classmates. Our ways of studying abroad, of accessing the “global world”, are changing.

**問題 1** 空欄(ア)～(オ)に入る最も適切な単語を(a)～(e)から選び、記号で答えなさい。ただし、同じ選択肢を2回以上選んではいけません。

- (a) destination
- (b) founding
- (c) figures
- (d) heads
- (e) missions

**問題 2** 空欄(カ)に入る最も適切な表現を(a)～(e)から選び、記号で答えなさい。

- (a) promised and talented
- (b) promising and talenting
- (c) promising and talented
- (d) promised and talenting
- (e) promises and talents

**問題 3** 下線部(1) previous year とは実際に何年度のことか、西暦で答えなさい。

**問題 4** 下線部(2)を日本語に訳しなさい。

**問題 5** 下線部(3) international isolation を日本語で簡潔に説明しなさい。

**問題 6** 下線部(4) “powerhouse” とは、この場合どのような状態を指すか、日本語で簡潔に答えなさい。

**問題 7** 下線部(5)を英語に訳しなさい。

**問題 8** 下線部(6)を日本語に訳しなさい。

**問題 9** 筆者によると、20 世紀半ばまでの留学とそれ以降の留学の形態にはどのような違いがみられるか、本文に即した例を挙げながら日本語で説明しなさい。

### 第3問 (配点30点)

問題 1 次の各英文を完成させるため、空欄に入れる最も適切な語句をそれぞれ (a)~(d)から選び、記号で答えなさい。

問 1 Our boss thinks Bob is as hardworking as \_\_\_\_\_ cook in his restaurant.

- (a) every            (b) only            (c) any            (d) best

問 2 We must discuss the problems \_\_\_\_\_ our company.

- (a) facing            (b) throwing        (c) spending        (d) passing

問 3 Horyuji Temple is thought \_\_\_\_\_ the oldest wooden building in the world.

- (a) to it            (b) that            (c) of            (d) to be

問 4 Our president was at the \_\_\_\_\_ of making his speech.

- (a) account        (b) point            (c) basis            (d) deal

問 5 “Can I take a video here?” “I’d rather you \_\_\_\_\_.”

- (a) won’t            (b) don’t            (c) didn’t            (d) haven’t

問 6 My mother chose the \_\_\_\_\_ of the two new bags.

- (a) cheap            (b) cheaper            (c) cheapest            (d) very cheap

問 7 Everybody there prayed for peace with their eyes \_\_\_\_\_.

- (a) to close        (b) to be closed    (c) closing            (d) closed

問 8 I eat out \_\_\_\_\_ with my friends.

- (a) every now and then                      (b) here and there  
(c) then and there                            (d) every bit

問 9 There \_\_\_\_\_ no pens, I had to memorize what the teacher said.

- (a) been                      (b) be                      (c) being                      (d) to be

問10 \_\_\_\_\_ had he tasted such a sweet rice cracker.

- (a) Ever                      (b) Never                      (c) That                      (d) Whether

**問題 2** 次の各日本文に合うように、それぞれ①から⑦の語を並べ替えて英文を完成させなさい。ただし、解答欄には、アからエに入るものの番号のみを書きなさい。

問 1 そのドラマの結末は、視聴者の予想とは全く違っていた。

The ending of the drama (     ) ( ア ) (     ) (     ) ( イ )  
(     ) (     ) expected.

- ① from                      ② viewers                      ③ entirely                      ④ what  
⑤ had                      ⑥ was                      ⑦ different

問 2 キャンプ愛好家にとって、静かにたき火を囲むことほど癒やしになるものはない。

For camp lovers, ( ウ ) (     ) (     ) (     ) ( エ ) (     )  
(     ) a bonfire.

- ① around                      ② relaxing                      ③ is                      ④ more  
⑤ than                      ⑥ nothing                      ⑦ sitting



**問題 3** 次の日本語を英文に訳しなさい。

(\*を付した語句には注が示されています。)

少子化と人口減少は、21世紀の日本の喫緊の課題となっている。少子化と人口減少に歯止めが掛からなければ、日本経済は停滞してしまうだろう。しかしながら、地方創生\*の取り組みがうまくいけば、地方の人口減少を食い止め、日本社会に活気を取り戻すことができるだろう。

地方創生\* : regional revitalization

#### 第4問 (配点15点)

問題1 次の会話を読み、各設問の答えとして最も適切なものを(a)~(d)から選び、記号で答えなさい。

Tim : I wondered if you have any plans for the summer.

Amy : Well, I'd like to think that I will be going somewhere on holiday but.....

Tim : I would like to visit Denmark, but I do not understand the language very well. I thought that if you had no plans to travel, perhaps you could accompany me?

Amy : I see. Hmm... Well... I have never been to Denmark in the summer so perhaps I could.

Tim : Oh really! That would be wonderful!

Amy : Give me some time to think about it. I would also need to brush up on my Danish.

Tim : All right, looking forward.

Amy : No problem. I shall let you know as soon as I come to a decision.

Tim : All right, thank you very much.

Amy : By the way, why did you ask me and not the others?

Tim : Well... I asked but they turned me down. Also, none of them speaks Danish.

Amy : They did? If speaking the language is a problem, then you should not worry because people can speak English in Denmark.

Tim : Is that so? I did not know that. Maybe I will be fine travelling alone.

Amy : Yes, I think you will be fine.

Tim : But it would be nice to have company because it is more fun.

Amy : I suppose. Well, let me get back to you on that.

Tim : All right, I really do not want to travel alone.

Amy : Do not worry, I will be in touch.

問 1 Does Amy have plans for the summer?

- (a) Yes, she plans to travel to the Netherlands.
- (b) No, she does not have a specific plan.
- (c) Yes, she will go somewhere on holiday.
- (d) No, she has not made any plans.

問 2 In the passage, what does “brush up” mean?

- (a) To paint a picture.
- (b) To repaint a picture.
- (c) To improve something.
- (d) To make something.

問 3 What is Amy’s decision about visiting Denmark with Tim?

- (a) She will go to Denmark with Tim.
- (b) She would like to consider the proposal.
- (c) She will not go to Denmark with Tim.
- (d) She would like to ask for extra time.

問 4 Would Tim visit Denmark alone?

- (a) He will travel alone.
- (b) He will travel with a friend.
- (c) He does not know yet.
- (d) He will not travel alone.

問 5 What is the primary reason why Tim wants to travel with somebody?

- (a) He does not speak the language.
- (b) He is not familiar with the culture.
- (c) He thinks Danish is very difficult.
- (d) He does not want to be alone.

問題 2 以下のA～Eの英文を会話が成り立つように、正しい順に並べ替えなさい。ただし、最初と最後の文は示してあります。

Hi, Mr. Mathew.

Hi, Mr. Tanaka. What a big suitcase! Where are you going?

- A. Sounds nice. Can I ask which conference you are attending?
- B. I will introduce some brand-new types to you after my conference. I think you will love them.
- C. That's great. Actually, I would like to buy a new car that is environmentally friendly.
- D. It's a motor show. I will give a presentation there about our new hybrid SUV.
- E. I am travelling to Singapore, I have a big conference there in two days.

Thanks a lot. I'm looking forward to it. Bon voyage!