

令和2年度 入学者選抜学力検査問題

英 語

注 意 事 項

- 1 試験開始の合図があるまで、問題冊子及び解答用紙の中を見てはいけません。
- 2 解答用紙は3枚あります。4枚目の用紙は解答用紙ではなく、提出する必要はありません。使い方は自由です。
- 3 試験中に問題冊子の印刷不鮮明、ページの落丁・乱丁及び解答用紙の枚数の過不足や汚れ等に気がついた場合は、手を挙げて監督者に知らせてください。
- 4 試験開始後、すべての解答用紙に受験番号、志望学部及び氏名を記入してください。受験番号の記入欄は各解答用紙に2箇所あります。
- 5 解答はすべて解答用紙の指定された解答欄に記入してください。
- 6 問題冊子の余白は適宜使用してください。
- 7 各問題の配点は200点満点としたときのものです。
- 8 試験終了後、問題冊子は持ち帰ってください。

I Read the following passage and answer the questions in English. (配点 72)

The maximization* of resources is one of the greatest advantages of bike sharing. A public bicycle system (PBS) utilizes* the bicycle to its fullest (1), averaging six to nine trips per day in most systems. The advantages of sharing a bicycle over owning one and using it for the same function are plenty. Ideally the shared bicycle is where you need it, when you need it, and is not your responsibility when you don't need it. The responsibility of purchase, storage and maintenance, considerable factors in the decision to cycle or not, are assumed by the system rather than the individual.

Many trips, especially in dense* urban environments, are relatively short. A user might have to pop out to get a liter of milk or have a meeting a few blocks away, or might want to have lunch in another (2). A bicycle caters* to distances considered just a bit far to walk but not far enough to really justify driving or taking other forms of public transport — usually around one to five kilometers. If a bicycle is waiting outside, it is easier just to hop on it and travel the few blocks than to walk, drive or wait for a scheduled bus or other form of public transport.

The flexibility offered by shared bicycles is enormous. This form of transport is available for trips in which the routes, starting points and ending points can be changed at any moment without penalty. One can have multiple stops in a trip, running errands* or seeing people, with very good assurance a bicycle will be waiting at a nearby location to be used at will*.

In contrast with the use of private bicycles, shared bicycles benefit the community by their organized and efficient use of space. Many cycling enthusiasts hold Amsterdam up as a wonderful example of a cycling Mecca*, but others point out its significant bicycle parking problems — while preferable* to car parking problems, bike-cluttered* sidewalks* are still hardly a solution. When cities provide parking facilities for their private bicycles, the same conundrum* arises that the provision of car parking for private cars creates: a public space (an asset) is monopolized for private gain. To charge for such spaces is one solution, but parking is a policy issue, not a technical one — it is politically contentious* to charge for parking, which is why so many cities either undercharge or do not charge at all. A PBS, in contrast, dictates* where they are parked and how many are parked at each location.

Public transport systems, by their nature, cannot provide a door-to-door service. A PBS can make public transport more attractive and more user-friendly by providing access to and from public transport stops, and in this respect it solves what has become known as the “last mile” problem: how to make the short trip from your house or place of work to the major trunk* or feeder station* in a large transportation network, or from the closest public transport station in the network to your personal final destination*. In many cases, the answer pre-PBS would have been to walk or to take another transport mode, such as taxi or rickshaw*, or to be dependent on others for a lift. With access to a bicycle through a PBS, this “last mile” is resolved.

Bicycle sharing can ease the (3) on existing public transport systems that are running at or above

capacity by replacing short trips made by other forms of public transport, thus easing the congestion* and improving the service the public transport provides its users.

The majority of users of a PBS are not people who currently incorporate* cycling into their commutes*, but are users who find bike sharing more convenient than their previous modes of transport. By attracting this latent* group of cyclists, a PBS draws all the indirect benefits associated with increased cycling in a city or region. Chief of these are health advantages, for both the cyclist and the planet. With so many societies battling obesity*, and with the average trip being less than 30 minutes, the use of a PBS is an excellent solution for including a little exercise into a person's day while contributing to a demonstrable* reduction in carbon dioxide emissions*.

The introduction of a PBS also encourages investment into other bicycle infrastructure* and policies, which in turn increase cycling safety. Most cities and non-motorized transport (NMT) experts run up against the chicken-and-egg question of which comes first: the bicycle or the infrastructure to support cycling? A PBS provides a surge of use of the infrastructure, rather than the more gradual uptake* that would have been the case when waiting for private bicycles to adopt it.

(Adapted from Bradley Schroeder, *Bicycle Sharing 101: Getting the Wheels Turning*,

Moonshine Media, 2014)

*注

maximization: 最大化すること

dense: 密集した

errand: お使い

Mecca: メッカ (本場)

bike-cluttered: 自転車が散らかった

conundrum: 扱いにくいこと

dictate: 定める

feeder station: 出発駅

rickshaw: 人力タクシー

incorporate: 組み入れる

latent: 潜在の

demonstrable: 明白な

infrastructure: インフラ

utilize: 利用する

cater: 応じる

at will: 思いのままに, 自由に

preferable: 好ましい

sidewalk: 歩道

contentious: 議論を起こす

major trunk: (鉄道などの) 幹線

destination: 目的地

congestion: 混雑

commute: 通勤

obesity: 肥満

carbon dioxide emissions: 二酸化炭素排出量

uptake: 採用

Questions:

1. Choose the best word for blanks (1) - (3) in the passage from the box below. Write the letter (A) - (E) on your answer sheet.

(A) neighborhood	(B) strain	(C) subscription	(D) depression	(E) potential
------------------	------------	------------------	----------------	---------------

2. Why is a public bicycle system (PBS) better than using private bicycles? Fill in the blanks, using one or two words each.

A PBS encourages us to make (1) of resources because each bike will be used many times per day. It is also convenient because we can ride a bike when we (2) without having to (3) about ownership, maintenance or storage. The problem of using private bicycles in an urban area is that they occupy a lot of (4), but with a PBS, we can control the (5) of bicycles in each location within that area.

3. How does a PBS resolve the “last mile” problem? Fill in each blank with an appropriate word or phrase.

To deal with the “last mile” problem, a bike sharing system helps people (1) from the closest station in the network to the place (2) in the end without using a taxi or rickshaw or asking someone to (3). In this regard, a PBS ensures travelers have all parts of a trip covered.

4. According to the author, what is an indirect benefit of a PBS other than health advantages? Write your answer in a complete sentence using 10 words or less.

5. According to the author, are the following statements true or false? Circle either T (= True) or F (= False) on your answer sheet.

- (1) People should use shared bicycles instead of public transport.
- (2) A PBS is beneficial to both bike users and the community.
- (3) The PBS in Amsterdam is a successful example of bike sharing.
- (4) People are required to pay a parking fee to use a PBS.
- (5) A PBS can make public transport more convenient by improving access to and from transportation stops.

6. Which of the following is the most appropriate title for the passage?
- (A) How to Register for a Public Bicycle System
 - (B) Problems of Public Transport
 - (C) Benefits of Sharing Bicycles
 - (D) Financial Issues of Bicycle Parking
 - (E) Public Bicycle Systems of the World

Ⅱ 次の文章はある小説の一部です。本文中の私 (I) は両親と離れて、しばらく、祖母ミチ (Grandma Michi) とジャネットおばさん (Aunt Janet) と共に過ごすことになりました。以下の場面は、私 (I) が様々な折り紙作品の飾ってある部屋にいるところです。

文章を読み、以下の設問に日本語で答えなさい。(配点 50)

“You’ve done origami before?” Aunt Janet asks.

“In elementary school.” I did a few origami cranes* back then, but I never really got the hang of* it. I’ve also done my share of paper airplanes since then with my dad, but I don’t think that counts.

“Oh yeah, and fortune-tellers*,” I say, remembering. My friends in Mill Valley love origami, and in grade school we all made fortune-tellers out of blue-lined paper. You’d put your fingers in the slots, say a quick incantation*, and then have another girl make her selection. Underneath* the folded triangle would be her fortune. The good girls would write *You’re going to marry a really cute guy*, or *You’re super-nice*. But my friends and I created fortunes that read *You’re going to marry a geek**, and *You’re going to fall into a hole and die*.

“You’ll learn soon enough. Mom will teach you.”

I would prefer for Aunt Janet to teach me instead, but I don’t say anything. Aunt Janet holds out a booklet to me. I notice for the first time that her fingers are strangely shaped, splayed out*, with large flat nails shaped like mini clamshells*. “Here, you might want to take a look at this.”

MICHI’S 1001-CRANES FOLDING TIPS, the cover reads. The simple black-and-white booklet is photocopied and stapled*. It is typewritten, with a few hand-drawn diagrams* of how best to fold an origami crane.

I read the first tip: *Before you start, make sure your hands are clean.*

I start to feel scared. Grandma Michi and Aunt Janet take this all very seriously. What will happen if I mess up?

I return the booklet to the table and walk away, dragging my finger along the plastic sleeves* and the covers of photo albums stacked* there. In the corner, like a brilliant exotic* flower from Hawaii or a gigantic* flame, are strings of multicolored cranes, all open and in flight.

“Ooooh, I like this one,” I say, turning back to Aunt Janet. “All the colors. The cranes aren’t so smashed up like those in the frames. And the wings are open.”

“I made that for your parents. When they got married.”

“Mom said that she wasn’t into origami cranes.”

“She probably forgot. I mean, it was such a long time ago. I don’t think Japanese Americans were really even doing them much for weddings back then. Well, maybe in Hawaii.”

“It’s not even dusty.”

“I clean it every week. With a feather duster*.”

Somehow, hearing that makes me both happy and sad. Happy that someone cares about my mom and dad's being together. And sad because it seems like we are actually falling apart in three separate pieces.

"They're pretty, but you can't really see the cranes too well. It's like they disappear with all the other ones," she says, adjusting her glasses. "But this has a thousand and one cranes — exactly. Some people cheat*, you know. They use fewer than a thousand and one. But I keep an exact count."

"So what would happen if it wasn't exact?"

Aunt Janet hesitates*, and her lips part for a moment, so I know she is irritated*. "Well, it wouldn't be right," she says.

The back door of the 1001-cranes room opens, and there is Grandma, her hands full of paper bags and boxes. Aunt Janet rushes over to help her while I stay behind with the multicolored crane display.

Grandma looks the same as when I saw her at New Year's. Only now her hair is a uniform chestnut brown*. In December, she had patches* of gray, like a worn clapboard* whose paint was peeling. The entire barn* has now been repainted, yet it looks a bit odd, fake*. I almost prefer the worn clapboard.

Her mouth seems different, too. Grandma has heavy lines that extend below the two ends of her disappearing lips, making the bottom of her face look a little like a marionette's*. But today she has drawn fat lips onto her flat mouth, a crimson* butterfly.

"You're here," she says. "Hungry?"

(Adapted from Naomi Hirahara, *1001 Cranes*, Yearling, 2009)

*注

crane: 鶴

fortune-teller: 占い遊び

underneath: ~の下に

splay out: 外に広げる

staple: ホッチキスで止める

sleeve: ケース

exotic: めずらしい, 異国風の

feather duster: 羽製のほこり取り

hesitate: ためらう

chestnut brown: クリ色

clapboard: (板張りの) 建物

fake: にせもの

crimson: 深紅色

get the hang of: ~に慣れる

incantation: 呪文, まじない

geek: 変人, オタク

clamshell: 二枚貝

diagram: 図

stack: 積み重ねる

gigantic: 巨大な

cheat: ごまかす

irritate: イライラさせる

patch: (色が他と異なって見える) 部分

barn: 納屋, 家畜小屋

marionette: マリオネット, 操り人形

設 問

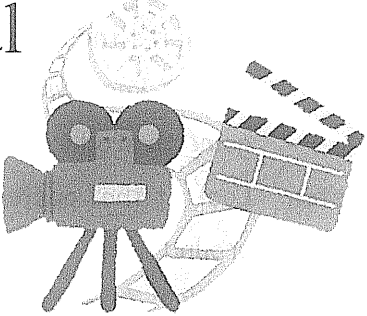
1. 下線部(1)について, that が指す内容がわかるように, 日本語に訳しなさい。
2. 下線部(2)を日本語に訳しなさい。
3. 下線部(3)について, なぜ私 (I) はこのような気持ちになっているのか説明しなさい。
4. 下線部(4)がどのようなものを指しているのか説明しなさい。
5. 下線部(5)について, 私 (I) がうれしいと同時に悲しいと感じている理由を説明しなさい。
6. 下線部(6)の it の指す内容を答えなさい。
7. 下線部(7)について, it が実際に指している内容がわかるように, 日本語に訳しなさい。

- Ⅲ-1 以下のポスターと会話の内容がつながるように、(1)~(9)の空所を適切な英語で埋めなさい。
(配点 54)

International Film Festival

August 10-12

Place: Springfield Hall



Featured films to be shown each day:

Journey to Somewhere — 10:00 a.m.–12:00 noon

Two best friends set out to see the world on a backpacking adventure. They find the value of traveling, not in what they see so much as what is left in their hearts.

The Pear Tree — 1:00 p.m.–3:00 p.m.

Documentary about how our everyday acts lead to global warming and climate change, which affect us in the slightest of ways. We may only notice these changes when it's too late.

New Horizons — 3:30 p.m.–5:30 p.m.

An Afghan family runs away to Pakistan during a war in the 90s. They live their life in a new city, facing problems at work, school, and with their neighbors.

Tickets on sale from July 1

\$20 general admission

\$10 children up to 12 & senior citizens

Volunteers needed:

Must be over 18 years old

Free entry to films during breaks

Must be available from 8:00 a.m. to 6:00 p.m. August 10-12

No experience necessary

Contact Jan Weidenfeld for more information: weidenfeld@filmfestival2020.org

Conversation

Terry: How did you like today's movie?

Kristen: Well, the effects were interesting. The story was kind of the same as usual. I mean, it's the same pattern each time.

Terry: Yeah, I know what you mean. We need something more creative to watch if we're going to produce our own films in the future.

Kristen: Look at that poster! I didn't know we were going to (1) _____ around here.

Terry: Really? I wonder if we could go see any. "New Horizons" sounds like my kind of thing. I've been interested in (2) _____ issues since they've been on the news a lot lately. Surely, you've heard about the awful situation in Syria?

Kristen: I know. I would be so upset if I were (3) _____ home because of a conflict. Then there are the problems after arriving in a new place. If people don't know or follow the rules of a host country, it's hard to welcome them.

Terry: Right. How about you? Is there (4) _____?

Kristen: Yeah, I'm into environmental topics these days, so I'd like to see (5) "_____." Remember that lecture we had the other day about water resources? I was so shocked.

Terry: Which one? Sometimes I get so sleepy during class I don't remember.

Kristen: The one with Professor Jade, where we talked about what might happen 50 years from now. You know, how development has made the earth's (6) _____ go up, which leads to the ice caps melting, and eventually, we won't be able to survive on this planet. One thing leads to another.

Terry: I think I kind of remember.

Kristen: Of course you do. How could you forget? Anyway, how much is it?

Terry: It's \$20 to get in. Hmm. Isn't that a bit expensive? Don't they have a student discount or something? But hey, they're (7) _____.

Kristen: We could do that, and we're over 18.

Terry: It says we don't need any special experience, but we need to (8) _____. I'm not doing anything on those days. How about you?

Kristen: The only thing is that I'm not free on August 12. I promised I'd help Andy with a

project that day.

Terry: You mean for his documentary? (9) _____ until after the festival?

Kristen: I think he has some kind of set schedule. I could ask someone else to do it, but I feel like I owe him for helping me with a course project I did last term. On the other hand, it would be fun if you and I could volunteer together at this film festival.

Terry: Yeah. Besides that, I don't know what movies we'd be able to watch even though it says "free entry to films during breaks."

Kristen: Hmm... I'm not sure.

Terry: Well, it can't hurt to email them to ask.

Kristen: I'll do that as soon as I get home.

Ⅲ-2 Kristen は国際映画祭の主催者にメールを書いています。以下の①～④の内容が伝わるように、
解答用紙の所定の欄に適切な英語を記入し、メールを完成させなさい。(配点 24)

- ① 映画制作を専攻している学生であること
- ② 最初の2日間だけのボランティアは可能か
- ③ ボランティアをしながら見たい映画を観ることができるか
- ④ 応募方法を教えてほしい

Dear Jan Weidenfeld,

I am writing in response to the poster for the International Film Festival.

I was happy to see that it will be held in Springfield, and I am interested in volunteering.

① _____, so I think I would be perfect for the job.

However, I have other plans on August 12. ② _____?

Also, a friend and I were wondering if ③ _____.

Finally, ④ _____?

I look forward to hearing from you.

Sincerely yours,

Kristen Dostoevsky

