

令和2年度入学試験問題

外国語(英語)

コミュニケーション英語Ⅰ，コミュニケーション英語Ⅱ，
コミュニケーション英語Ⅲ，英語表現Ⅰ，英語表現Ⅱ

(5問)

令和2年2月25日

自15時20分

至17時20分

答案作成上の注意

- 1 この問題冊子には，コミュニケーション英語Ⅰ，コミュニケーション英語Ⅱ，コミュニケーション英語Ⅲ，英語表現Ⅰ，英語表現Ⅱの問題があります。総ページは16ページです。
- 2 解答用紙は2枚(計3ページ)です。解答はすべてその解答用紙に読みやすい文字で記入しなさい。
- 3 受験番号は，解答用紙の所定の箇所に，必ず記入しなさい。
- 4 配付した解答用紙は，持ち出してはいけません。
- 5 試験終了後，問題冊子は持ち帰ってください。
- 6 この問題冊子の裏表紙には，試験時間中に机の上に置いてよいものを記載しています。

[I] 次の英文を読んで、英文全体の内容を 220 字～ 240 字の日本語で要約しなさい。句読点も字数に含めます。

People who walk faster are more likely to live longer regardless of their weight. That's according to a study which suggests fitness levels might be a better indicator of health than an individual's body mass index (BMI).

Researchers in the U.K. looked at data on 474,919 people who took part in the U.K. Biobank study between March 13, 2006, and January 31, 2016. The participants answered whether their usual walking pace was slow, steady/average or brisk. Researchers also measured factors including the participants' BMI (calculated by dividing an adult's weight in kilograms by their height in meters squared), their waist circumference^(注 1), and body-fat percentage. On average, the participants were 58.2 years old and had a BMI of 26.7, landing them in the overweight category.

Participants who said they walked briskly had longer life expectancies than the others regardless of their BMI, at 86.7 to 87.8 years for women and 85.2 to 86.8 years for men. Meanwhile, those who walked slowly had shorter life expectancies, particularly those who said they moved slowly and had a BMI of less than 20, even though this was in the healthy range. Women in this group had an average life expectancy of 72.4 years, dropping to 64.8 years for men.

The authors of the study published in the journal *Mayo Clinic Proceedings* concluded: "Brisk walkers were found to have longer life expectancies, which was constant across different levels and indices of adiposity." Adiposity means being severely or morbidly^(注 2) overweight.

But more research must be done to look at whether the "high-risk" slowest paced low BMI group could improve their life expectancies by boosting their fitness, and whether walking pace could predict an individual's risk of disease, the authors noted.

Tom Yates, a lead author of the study and professor of physical activity, sedentary^(注 3) behavior and health at the University of Leicester, told *Newsweek* scientists have extensively investigated the role of excess body weight on a person's life

expectancy over the past few decades. Studies from several countries have shown the risk of an overweight or obese person dying is lower if their fitness is higher.

“Most of these studies reported the beneficial effect of fitness in terms of relative risk reduction, for example 20 percent reduction of risk of death. Relative estimates, though, are difficult to interpret,” he said.

To answer the “fit vs fat” question, the team opted for walking pace because it is a “good measure of general fitness and overall physical function,” according to Yates.

The team were surprised that the lowest life expectancy was seen in those who were underweight with a slow walking pace. “This is in contrast to assumption that is often made that obesity confers the most risk,” said Yates. “In fact, many other studies have also reported an elevated risk of mortality in those who are underweight, although ours is the first to investigate this in relation to walking pace.” However, he cautioned as the study was observational it didn’t show causation between walking and life expectancy.

“While there are likely to be multiple factors contributing to the strength of our findings, it is well established that increasing your fitness is one of the best things you can do for your health. Increasing your walking pace in everyday life is a good way to increase fitness levels, particularly in those who are slow walkers,” said Yates. “Therefore, a key message is that people should be conscious of their walking pace, and slow walkers should try and walk faster.”

(Adapted from “Walk Fast? Good News — You’re More Likely to Live Longer,” by Kashmira Gander, *Newsweek*, May 16, 2019)

(注 1) circumference : 周囲の長さ

(注 2) morbidly : 病的に

(注 3) sedentary : 座りがちな

〔Ⅱ〕 次の対話を読んで、下の問いに答えなさい。

A student (Naomi) knocks on the office door of a teacher (Mr. Jones).

Mr. Jones: Come in! Oh, hello Naomi. How can I help you?

Naomi: Good morning, Mr. Jones. Could I ask a (A)? I want to brush up my reading skills. Do you have any good books that I can borrow?

Mr. Jones: Let's look at the shelf over there. It's full of simplified books for students of English. How about *Frankenstein* by Mary Shelley?

Naomi: I'm not really into that stuff. It's a horror story, isn't it?

Mr. Jones: In a way, but the ideas in it are deep. You might find it (B).

Naomi: Um, I think I'll give it a miss. Do you have any other books by women?

Mr. Jones: Well, there are always the works of Jane Austen. Oh, how about something by George Eliot?

Naomi: No, I'd rather pick books by women this time.

Mr. Jones: Actually, George Eliot was a woman.

Naomi: Really? OK, then. Can I borrow one of her books?

Mr. Jones: (C). Here's *Middlemarch* for you. It was a pioneering book of its time.

Naomi: By the way, what's your favourite book?

Mr. Jones: *Travels with Charley*. It's an entertaining piece of travel writing about the author's experiences of crossing America.

Naomi: Is Charley a man or a woman?

Mr. Jones: Neither.

Naomi: You're winding me up, Mr. Jones!

Mr. Jones: No, no. Charley was the author's dog — John Steinbeck's French poodle.

Naomi: Next, you'll be (D) me Napoleon was a cat!

Mr. Jones: Well, if you read George Orwell's *Animal Farm* after *Middlemarch*, you'll find that Napoleon is a pig.

Naomi: Wow, that sounds far out! Is that a children's story?

Mr. Jones: Not really. Although it's about talking animals, it's actually quite a profound commentary on Russian communism. I have both *Animal Farm* and *Travels with Charley* on the shelf if you want to read them.

Naomi: Hmm, I think I'll go for the fable next. Thank you for the book, Mr. Jones.

問 1 空欄(A)～(D)を補うのもっともふさわしい単語を下の(1)～(4)の中から一つ選び、それぞれ番号で答えなさい。

- (A) (1) advice (2) favour
(3) help (4) recommend
- (B) (1) interested (2) interesting
(3) uninterested (4) uninteresting
- (C) (1) Exactly (2) Precisely
(3) Sure (4) True
- (D) (1) talking (2) saying
(3) speaking (4) telling

問 2 下線部(ア)～(エ)の語句の意味としてもっともふさわしいものを下の(1)～(4)の中から一つ選び、それぞれ番号で答えなさい。

- (ア) (1) boost (2) clean
(3) comb (4) skim
- (イ) (1) offer (2) lend
(3) choose (4) loan
- (ウ) (1) making me sleepy (2) making things clear to me
(3) playing a trick on me (4) promoting me
- (エ) (1) very flat (2) very selfish
(3) very sincere (4) very unusual

問 3 下線部(1)について “that stuff” の内容を明らかにしつつ、日本語で説明しなさい。

問 4 下線部(2)と同じ意味の単語を対話の中から抜き出して書きなさい。

問 5 次の(1)～(4)の英文について、対話の内容に一致するものには○を、一致しないものには×を書きなさい。

- (1) Mr. Jones does not encourage Naomi to read *Frankenstein*.
- (2) Mr. Jones has works by only two female authors on his shelf.
- (3) Mr. Jones' favourite book is a work of non-fiction.
- (4) Naomi wants to read *Travels with Charley* next after finishing *Middlemarch*.

このページは白紙です。

〔Ⅲ〕 次の英文を読んで、下の問いに答えなさい。

The plan was daring, even risky: Convince the entire all-black student body to walk out of school and not return until the government gave them a bigger, better building — one like the white students had. Yet if Barbara Johns, a 16-year-old student at Robert Russa Moton High School in Farmville, Virginia, was frightened, she did not show it as she announced the plan from the school's auditorium^(注1) stage.

Barbara would achieve more than she had hoped: She would help change the entire⁽¹⁾ education system in the United States by taking part in one of five cases that would be consolidated^(注2) into Brown vs Board of Education, the landmark 1954 Supreme Court^(注3) case in which the justices unanimously (A) that racial segregation^(注4) in schools was unconstitutional.

But that was all in the future on that April 23, 1951, as 450 students awaited her instruction in the auditorium. After she proposed the walkout, some students said they were afraid they would get into trouble with the school authorities or even arrested. Barbara responded, “The Farmville jail isn't big enough to hold us.”

There were many experiences in Barbara's life that had led her to organize the protest, but the key event came one morning earlier that month when she had a particularly difficult time getting to school. She had just finished helping her four younger siblings get dressed and had left for school herself, when she realized that she had forgotten her lunch and ran back home to retrieve it. By then, she had missed her school bus and was on the side of the road trying to hitchhike a ride to make it to class (B) time. An hour passed. No luck.

Then she saw the “white bus” go by; unlike her usual bus, a segregated one for black students that was always overcrowded, this one was half empty. “Right then and there,” she later wrote in an unpublished diary, “I decided that indeed something had to be done about this inequality.”

Her small, single-story school building, with more than 450 students, was crowded. The nearest all-white school was in better condition and more spacious, with two stories

for fewer than 400 students. Barbara's school had no laboratories, no gym and no cafeteria. There was a music teacher, however, and Barbara confided^(注 5) in her. "I told her it wasn't fair that we had such a poor facility, equipment, etc.," she wrote in the diary. The teacher, she continued, "paused for a few moments and asked, 'Why don't you do something about it?'" She gave her teacher's suggestion more thought and rounded up a group of students to consider their options. "From this," she wrote, "we would formulate a plan to go on strike. We would make signs, and I would give a speech stating our dissatisfaction, and we would march out of the school."

Her younger sister, Joan Johns Cobbs, said in a telephone interview that Barbara forged^(注 6) a note to the teachers, appearing to be from the principal⁽²⁾, telling them to assemble the student body. When everyone gathered, "there was no principal there, and instead it was my sister on the stage," Cobbs said. "All the students, like me, were in shock." Barbara Johns proceeded to walk out of the building. Everyone followed. The students did not return to school for two weeks. (C) rather than receiving promises of a new building, they were met with vague threats from the schools superintendent, who said their parents would find themselves in trouble if the students did not return. Barbara decided legal action was the next step.

In 2008, a sculpture of Barbara Johns was unveiled as part of a Virginia Civil Rights Memorial. Cobbs, aged 80, said, "The hearts and minds of people have changed. We have come a long way since the time we were discriminated against in such a terrible manner. I'm glad I lived to see it."

(Adapted from "Barbara Johns, Who Defied Segregation in Schools," by Lance Booth, *The New York Times*, May 8, 2019)

(注 1) auditorium : 講堂

(注 2) consolidate : ~を統合して一つにする

(注 3) Supreme Court : 最高裁判所

(注 4) segregation : 隔離

(注 5) confide : 秘密を打ち明ける

(注 6) forge : (文書・紙幣など)を偽造する

問 1 本文によれば, Barbara Johns はどのような経験をしましたか。もっともふさわしい説明を下の(a)~(d)から一つ選び, 記号で答えなさい。

(a) She appealed to the students in her school to protest violently.

(b) One day she was late to school because she missed her school bus and was scolded by a teacher.

(c) She considered her music teacher's advice and organized a meeting to challenge racial discrimination.

(d) She started a protest that succeeded immediately in getting better educational facilities.

問 2 空欄(A)~(C)を補うのもっともふさわしい単語を下の(1)~(4)の中から一つ選び, それぞれ番号で答えなさい。

(A) (1) encountered (2) fell
(3) recalled (4) ruled

(B) (1) along (2) at
(3) of (4) on

(C) (1) Although (2) But
(3) Despite (4) While

問 3 下線部(1) “Barbara would achieve more than she had hoped” を本文をふまえて日本語で具体的に説明しなさい。

問 4 下線部(2) “principal” の本文中の意味としてもっともふさわしいものを下の(1)~(4)の中から一つ選び, 番号で答えなさい。

(1) executive (2) headmaster (3) prime (4) protagonist

問 5 下の(1)~(4)の中から本文の内容と一致するもの一つを選び、番号で答えなさい。

- (1) With racial segregation, educational resources were allocated according to the ratio of white students to black students.
- (2) Barbara Johns suffered from not only racism but also gender discrimination and protested against both of them.
- (3) Barbara Johns' actions contributed to the court cases that would result in one of the major achievements in the history of the civil rights movement.
- (4) American society has overcome racial discrimination completely and does not need to do anything but honor activists and champions of the civil rights movement from the past.

[IV] 次の英文を読んで、下の問いに答えなさい。

The removal of Ontario's chief scientist and elimination of the Ministry of Research, Innovation and Science sends unfortunate signals that science doesn't matter. But where will high-paying jobs and future economic prosperity come from? You guessed it — innovation driven by science. The life sciences sector in Ontario is bigger than the automotive sector and both are science-driven and major drivers of our economy. The research done in Ontario's universities, hospital-based research institutes, and in growing industries such as biotechnology and artificial intelligence, generates new medical treatments and exciting innovations like self-driving cars.

Our highly trained university and college graduates are helping to drive these innovations and the economic development that follows. These graduates are the critical thinkers, problem solvers and (A) that we need as we move into an increasingly high-tech future.

As summer thunderstorms roll across our province, volcanoes erupt around the world, and earthquakes violently shake the ground, we are amazed by the powerful forces of nature. Earth runs through a natural cooling and warming cycle every 100,000 years or so. Right now, the Earth is in a warming cycle.

When technological progress gives us devices like computers and cellphones, the Internet and better medical treatments, we love it. But when science tells us that sugary drinks, high fat diets, smoking cigarettes and burning fossil fuels are bad for us, we (B).

Humans are born curious. A science education system that emphasizes exploration and critical analysis rather than memorizing facts is key to developing a society engaged with science. Science can be hard — ask one of our colleagues about the mountain of evidence needed to publish a paper in a top journal today. But science is not a matter of opinion. There can be debate about interpretation of data. However, the process of science (C) that, eventually, good science and truth win.

Organizations such as the Royal Canadian Institute for Science (RCIScience),

created by Sir Sandford Fleming in 1849, have a mission to bring science to the public. RCIScience does this by giving the public the opportunity to engage with scientists through talks, panel discussions on topics, and conversations around a dinner table. The goal is to provide access to the scientific process, so the public has a stronger understanding of what science is telling us, what the questions are, why they are important and how they are (D).

Science matters and needs to be supported by our elected representatives at all levels of government if we are to push forward technology using evidence-based decision making. Scientific innovation has made and will continue to make our lives better. An informed public that embraces science builds a stronger Canada.

(Adapted from “Our Politicians Need to Understand Why Science Matters,” by Reinhart Reithmeier and Peter Love, *The Star*, July 13, 2018)

問 1 空欄(A)～(D)を補うのもっともふさわしい単語を下の(1)～(4)の中から一つ選び、それぞれ番号で答えなさい。

- | | | |
|-------|----------------|----------------|
| (A) | (1) followers | (2) innovators |
| | (3) passengers | (4) students |
| (B) | (1) accept | (2) excuse |
| | (3) resist | (4) welcome |
| (C) | (1) enacts | (2) encounters |
| | (3) endures | (4) ensures |
| (D) | (1) addressed | (2) lied |
| | (3) looked | (4) talked |

問 2 オンタリオで科学研究が進められている場所を、日本語で三つ述べなさい。また、そこからどのような成果が生み出されているか、日本語で答えなさい。

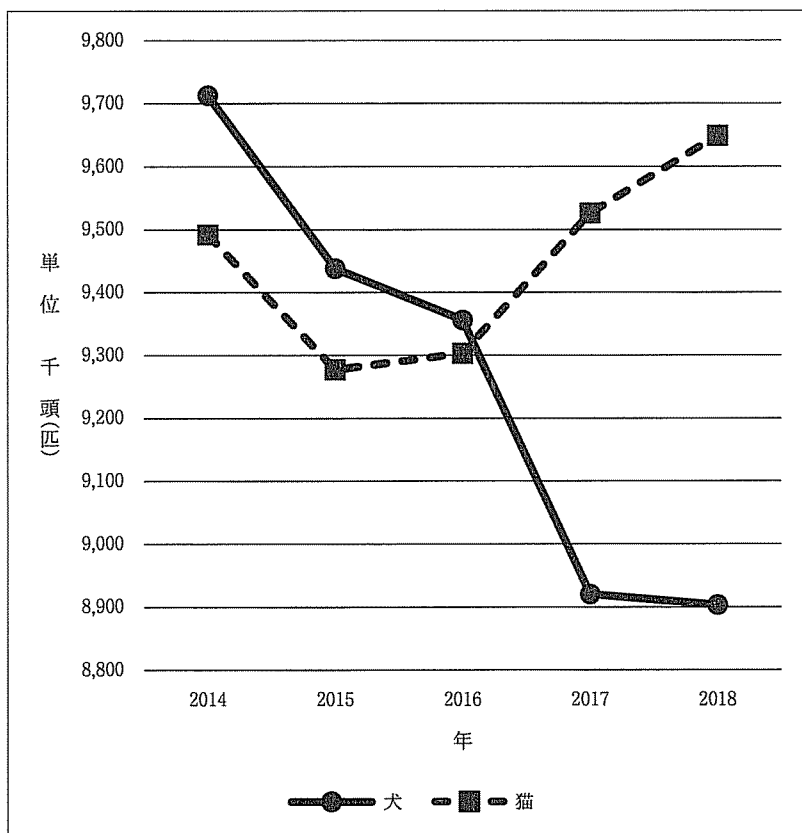
問 3 下線部(1) “drive” と(2) “technological progress” にもっとも近い意味で用いられている語句 2 語を、それぞれ第 7 段落から抜き出さない。

問 4 RCIScience の使命は何か、またその使命がどのように成しとげられているか、本文に基づいてそれぞれ日本語で答えなさい。

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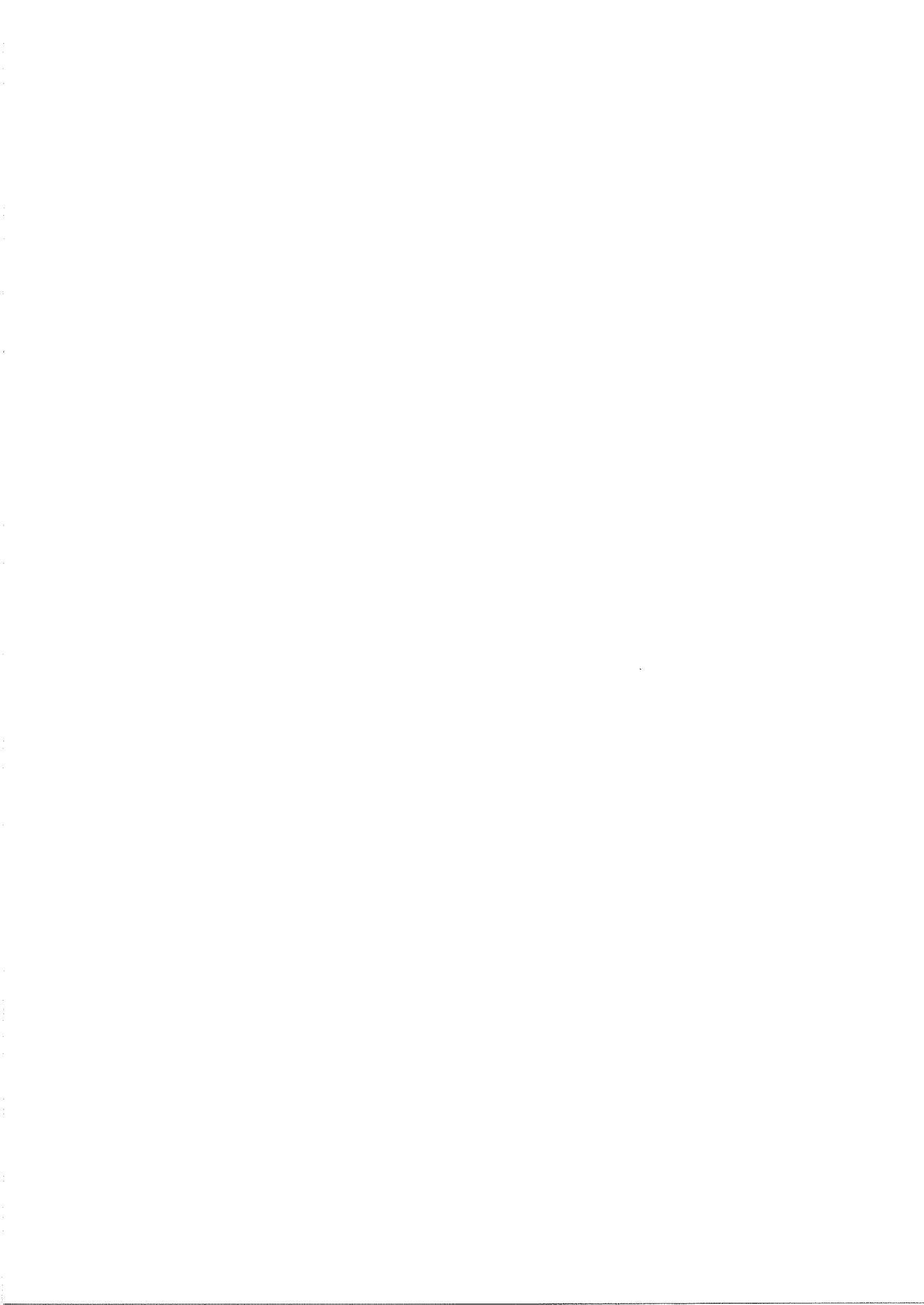
[V] 下の[A]と[B]の問いに答えなさい。

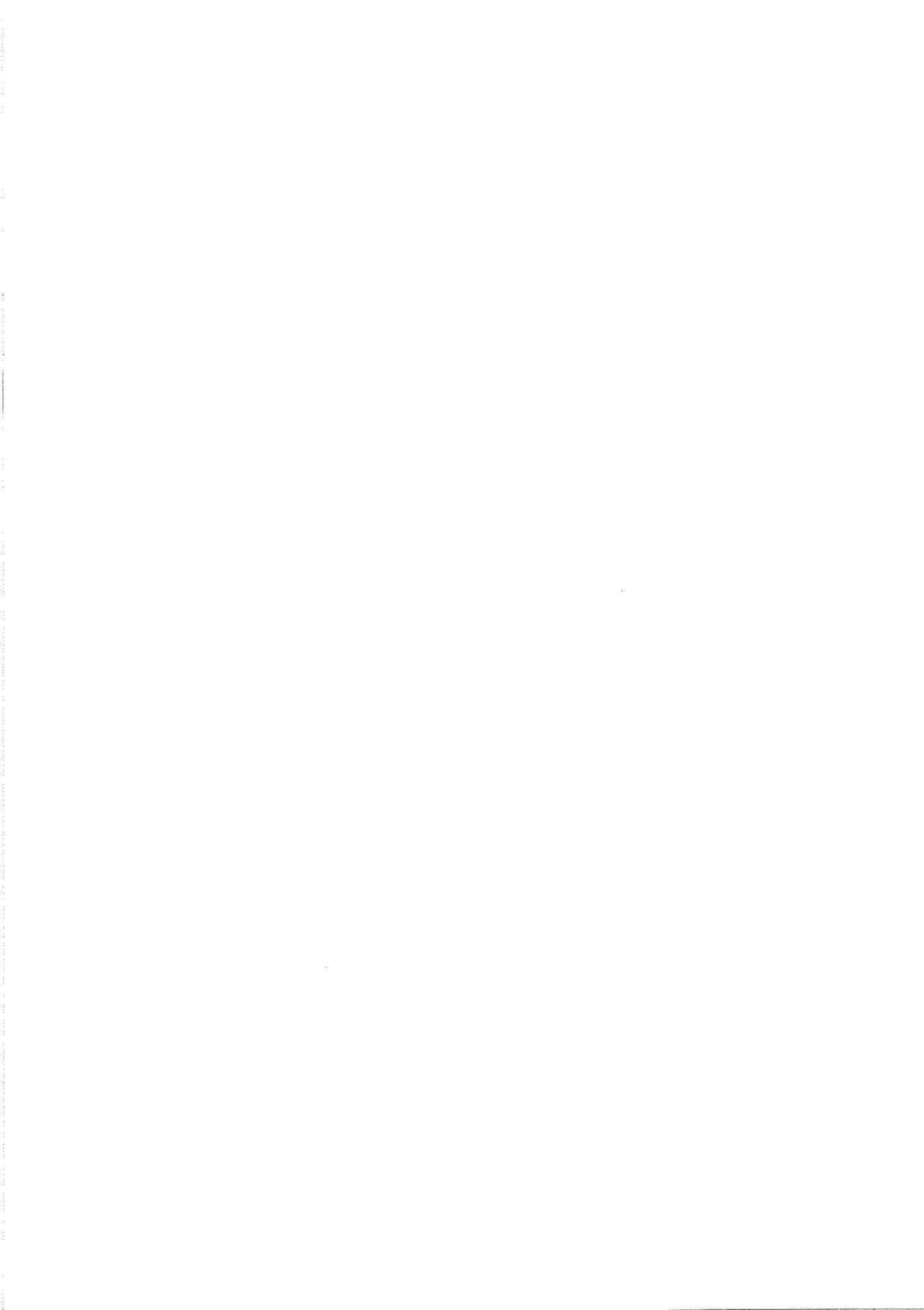
[A] 次のグラフは2014年から2018年までの日本における犬と猫の推計飼育数の変化を示したものです。このグラフが示す傾向およびその背景として考えられる理由について90語程度の英語で説明しなさい。コンマやピリオドは語数に含めません。解答欄の最初の()に使用した語数を記入しなさい。



(一般社団法人ペットフード協会「平成30年全国犬猫飼育実態調査」に基づき作成)

[B] ペットを飼うことには、どのようなメリットがあると思いますか。あなたの考えを90語程度の英語でまとめなさい。コンマやピリオドは語数に含めません。解答欄の最初の()に使用した語数を記入しなさい。





試験時間中に机の上に置いてよいもの

- 本学受験票
- 大学入試センター試験受験票
- 配付した問題冊子等
- 黒鉛筆(和歌, 格言等が印刷されているものは不可)
- 鉛筆キャップ
- シャープペンシル
- 消しゴム
- 鉛筆削り(電動式, 大型のもの, ナイフ類は不可)
- 定規
- コンパス
- 時計(辞書, 電卓, 端末等の機能があるものや, それらの機能の有無が判別しづらいもの, 秒針音のするもの, キッチンタイマー, 大型のものは不可)
- 眼鏡
- ハンカチ
- 目薬
- ティッシュペーパー(袋又は箱から中身だけ取り出したもの)