

令和3年度 入学試験問題

外 国 語

英 語

2月25日(木) 10:00—11:45

(全学部共通)

注 意 事 項

1. 試験開始の合図があるまで、この冊子と答案紙を開いてはいけない。
2. 問題冊子のページ数は、18ページである。
3. 問題冊子とは別に答案紙が6枚ある。
4. 落丁、乱丁、印刷不鮮明の箇所などがあつたら、ただちに申し出よ。
5. 解答にかかる前に答案紙左端の折り目をていねいに切り離し、答案紙のそれぞれの所定の2箇所に受験番号を記入せよ。
6. 解答は答案紙の所定の欄に記入せよ。所定の欄以外に書いた答案は無効である。
7. 答案紙の右寄りに引かれた縦線より右の部分には、受験番号のほかは記入してはいけない。
8. 問題冊子の余白は草稿用として使ってもよい。
9. 試験終了後、退室の許可があるまでは、退室してはいけない。
10. 答案紙は持ち帰ってはいけない。問題冊子は持ち帰ってもよい。

3月上旬までに、東進公式サイト
「東進ドットコム」解答速報ページに
解答例を掲載する予定です。
解答のポイントについても随時更新の予定です。
成績帳票とあわせて解答例を確認し、
しっかり復習することで、志望校の学習に役立てましょう。



<https://www.toshin.com>

I 次の英文を読み、下記の設問に答えなさい。

(*の付いた語は注を参照すること)

The Royal Society, the United Kingdom's academy of sciences, was founded in 1660. At its earliest meetings, scientists shared travellers' tales, peered through newly invented microscopes, and experimented with airpumps, explosions and poisons. Its earliest fellows included the polymaths Christopher Wren and Robert Hooke, ア enthusiastic amateurs such as the prolific diarist Samuel Pepys. Sometimes gatherings turned gruesome: Pepys recorded the event of a blood transfusion from a sheep to a man—who, amazingly, survived. Health and safety rules render Royal Society meetings somewhat duller these days, but ⁽¹⁾the guiding spirit remains. Right from the start, the Society recognised that science was international and multidisciplinary.

Science and technology, of course, hugely expanded over the following centuries. [お], the Royal Society's present-day fellows are specialised professionals. This fact aggravates the barrier between science and the public, as well as between different specialisms. ⁽²⁾As a physical scientist, most of my own all-too-limited knowledge of modern biology comes from 'popular' books on the subject.

The sharp demarcation between scientists and humanities scholars would have perplexed intellectuals イ Wren, Hooke and Pepys. In 1959 the novelist, critic and chemist C. P. Snow bemoaned this divide in his iconic lecture on the 'Two Cultures', presented at the University of Cambridge. There was (and still is) much truth in his analysis; we are all too narrow in our cultural reach. However, Snow presented the dichotomy too starkly—a consequence, perhaps, of the social milieu in which he moved. He felt an affinity with scientists and engineers who had been part of the war effort in the Second World War, and retained a robust sense of optimism about the role of science in human betterment. That generation had 'the future in their

bones', he said, and roamed what he elsewhere called the 'corridors of power'. They influenced, among others, the UK's prime minister Harold Wilson, who extolled 'the white heat of this technological revolution' in a celebrated speech at the 1963 Labour Party conference. [か], the humanities scholars whom Snow knew best — and who typified, for him, the literary culture of the 1950s — had been intellectually straitjacketed by schooling with a strong focus on Classical languages, often followed by three years in the narrow social world of Oxford or Cambridge.

The issues that concerned Snow loom only larger today. Societies are increasingly dependent on advanced technology; science pervades our lives more than ever. But the glad optimism about science has faded. In many quarters, observers view the impact of new breakthroughs with more ambivalence ウ excitement. Since Snow's time, our 'marvellous' new technologies have created fresh hazards and raised new ethical quandaries. Many commentators are anxious that science is getting out of hand, such that neither politicians nor the public can assimilate or cope with it. The stakes are higher now too: science offers huge opportunities, but future generations will be vulnerable エ risks — nuclear, genetic, algorithmic — powerful enough to jeopardise the very survival of our civilisation.

In a later publication based on his original lecture, Snow suggested that there was a 'third culture', one embracing the social sciences. Today it might be truer to say that the very idea of 'culture' has many interweaving strands. Nonetheless, intellectual narrowness and ignorance remain endemic, and science is a closed book to a worrying number of people in politics and the media. But just as many people are ignorant of the history and literature of their own nation. Scientists don't have a special reason to moan; in fact, it's really quite remarkable how many people are interested in subjects as blazingly irrelevant to practical life as dinosaurs, the Higgs boson* and cosmology. There is a surprising and gratifying interest in fundamental big questions — such as the

origins of consciousness, of life, and of the cosmos itself.

Charles Darwin's ideas, [き], have been culturally and philosophically resonant ever since they were first unveiled in 1859. Indeed, they've never provoked more vibrant debates than they do today. Darwin was perhaps the last scientist who could present his research in a way accessible to general readers; today, it's hard to present original findings without a forbidding array of equations, or a specialised vocabulary. 'On the Origin of Species', which he described as 'one long argument' underpinning his theory, ranks highly as a work of literature. It changed our perception of human beings by revealing that we were an outcome of a grand evolutionary process that can be traced back to the beginning of life on Earth.

【出典：Rees, M. (2020, May). "The Good Scientist," *Aeon*. 出題の都合上，原文の一部に変更を加えている。】

注

the Higgs boson ヒッグズ粒子

設問

1. ~ に入るもっとも適切な表現を選び，記号で答えなさい。各記号は1回のみ使用できるものとする。

- (A) along with (B) between (C) either (D) from
(E) such as (F) than (G) to (H) within

2. [お]～[き]に入るもっとも適切な表現を選び、記号で答えなさい。各記号は1回のみ使用できるものとする。文頭に入る場合も小文字で表記してある。
- (A) as a result (B) for example (C) in addition (D) in conclusion
(E) in contrast (F) secondly (G) to my surprise
3. 下線部(1)の“the guiding spirit”の内容を表すもっとも適切な文を以下から1つ選び、記号で答えなさい。
- (A) The Royal Society accepts scientists, but not humanities scholars.
(B) The Royal Society conducts even gruesome experiments by obeying health and safety rules.
(C) The Royal Society gathers information from around the world and covers a variety of disciplines.
(D) The Royal Society sends its fellows to various parts of the world to make a world map.
4. 下線部(2)はどういった状況の例として述べたものか。60字以内の日本語で説明しなさい。
5. 下線部(3)を日本語に訳しなさい。
6. 下線部(4)の内容を、チャールズ・ダーウィンの時代と対比して、70字以内の日本語で説明しなさい。
7. 下線部(5)を日本語に訳しなさい。

II 次の英文を読み、下記の設問に答えなさい。

(*の付いた語は注を参照すること)

以下はスキューバダイビングがアメリカの退役軍人の心理的幸福度に与える影響に関する学術論文の一部である。

ア. As with many adventure activities, scuba can be perceived as dangerous by those unfamiliar with the activity. The elements which create perceived danger include pressure, breathing conditions, visibility under water, and participant orientation under water. Having noted these risk factors, it is not necessarily the perceived risks or excitement that drive most scuba divers to continue their participation in this activity. Scuba diving also has various inherently therapeutic benefits. The purpose of this study is to examine the effects of adaptive scuba diving on psychological well-being outcomes among U.S. veterans, as the activity offers psychological benefits, physical benefits, and social benefits.

Firstly, イ. Divers must breathe with a steady, slow, and deep breathing technique. This type of breathing is associated with increased heart rate variability and lower levels of stress. Once divers control their breathing and maintain a calm state, they are able to remain underwater for longer periods of time. When underwater, divers will be in an environment that is silent, except for the sound of their own breathing. If divers are breathing with slow and steady breaths, they will produce a rhythmic background noise. This steady sound, absent of other sounds, provides a focus point for a meditative experience. Divers often report that the comfort they experience in the water provides distance from their daily stressors. This cognitive distance also allows divers to be fully present during their diving activities.

Secondly, ウ. Divers are touched by the pressure

of the water on every inch of their body. This pressure provides a sense of weightlessness or freedom for individuals who may not have much bodily freedom in their daily lives. This immersive experience alters divers' perceptions. They have the freedom to change their body's axis in a variety of ways. One way is to move their body onto a horizontal plane, emulating the feeling of flight. Although unpublished, a pilot study of scuba diving's effects on veterans with spinal cord* injuries reported that veteran divers felt ten-percent improvement in sensing light touch, and their muscle spasticity* decreased by 15%.

Lastly, scuba diving provides other opportunities not found in traditional meditation or mindfulness activities. It has a unique set of required equipment (e.g., a diving suit, goggles) that serves as a group identifier. For an individual with a disability, this new label of being a scuba diver can be just as freeing as the act of diving itself. Divers become part of a dive community. Social comfort gained from diving is expressed strongest in the relationship between dive buddies. Dive buddies look after each other, and ensure mutual safety when diving. This promotes group responsibility that may not be possible outside of the dive experience.

工. Although learning of diving-related foundational knowledge remains the same, technical training is adjusted depending on individual needs. For example, someone with paraplegia* would be accompanied by a scuba buddy and might use webbed gloves to efficiently propel and balance the body only with upper limbs. If individuals [お] limited fine motor control in their hands, they would [か] an adaptive version of hand signals to communicate with others under water. For divers with posttraumatic stress disorder, diving instructors [き] them of potential reminders of their traumatic experiences (e.g., mechanical sounds of a boat, darkness of water) before going on a diving trip. Divers who take medications for their mental conditions receive individualized lists of potential issues (e.g., antidepressants

may cause drowsiness and worsen decompression sickness). Instructors and buddies should closely [<] divers with mental health issues for potential episodes under water and [け] immediate exit plans.

Previous literature suggests that scuba diving may be a recreation activity that has a broad range of therapeutic outcomes. However, to the best of our knowledge, almost no study has examined the therapeutic effects of adaptive scuba diving on veterans' mental health. The current study was aimed at filling this gap in the literature. The purpose was to examine the effects of adaptive scuba diving on mindfulness and contentment among U.S. veterans.

【出典：Blumhorst, E., Kono, S., & Cave, J. (2020). An exploratory study of adaptive scuba diving's effects on psychological well-being among military veterans. *Therapeutic Recreation Journal*, 54 (2). 173-188. 出題の都合上, 原文の一部に変更を加えている。】

注

spinal cord	脊髄
spasticity	痙攣
paraplegia	対麻痺

設 問

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 に入るもっとも適切なものを選び、記号で答えなさい。各記号は1回のみ使用できるものとする。

選択肢の先頭の語はすべて小文字で表記してある。

- (A) adaptive scuba diving allows individuals with disabilities, such as spinal cord injuries, to dive as independently and safely as possible
 - (B) many scuba divers participate to find a sense of peace, tranquility, and calm
 - (C) scuba diving is a recreational activity that is associated with adventure tourism
 - (D) the water offers opportunities that are not found anywhere else
2. [お] ~ [け] に入るもっとも適切な単語を選び、記号で答えなさい。各記号は1回のみ使用できるものとする。
- (A) damage (B) have (C) inform (D) learn (E) monitor (F) prepare

3. 下線部(1)“social benefits”について説明した以下の文の空所に本文に即して7語以内の適切な英語を補いなさい。

By becoming a diver, an individual becomes _____ .

This brings a sense of belongingness.

4. 次の(A)~(D)のうち下線部(2)“a meditative experience”に役立つ要因として最も適切なものを本文に即して1つ選び、記号で答えなさい。
- (A) Divers are surprised by a rhythmic background noise.
 - (B) Divers' bodies become paralyzed.
 - (C) Divers cannot hear anything, including their own breathing sound, in a silent underwater environment.
 - (D) Divers use their breathing sound as a point to be focused on.
5. 下線部(3)を, “This pressure”が具体的に何を指すのかがわかるようにして, 日本語に訳しなさい。
6. 下線部(4)“this gap”の具体的内容を本文に即して日本語で説明しなさい。

(空白ページ)

III At the cinema, Michael is talking with his friend Louise. They are waiting in line to buy their tickets. Read the text and answer the questions.

Michael: So what is this film we are going to see?

Louise: It's called *La Strada Polverosa*, which means 'The Dusty Road' in English.

Michael: Wait, this movie isn't in English?

Louise: No, it's an Italian film.

Michael: You mean I'm going to have to read subtitles?

Louise: Yes. Do you mind?

Michael: Well, I prefer to see films in English. It makes it for me to follow and understand. Plus, I like being able to focus on the visuals. If I'm having to read subtitles it means I'm not able to watch the film.

Louise: Well, this film doesn't have that much dialogue, so you should be fine. It's very famous. It was in 1967 by the filmmaker Lorenzo Bianchi.

Michael: Wait, this is an old movie? Is it even in colour?

Louise: No, it's in black and white. Is that a problem?

Michael: It's not a problem, but I prefer to see recent films. I love big, expensive action movies with state-of-the-art special effects and big explosions.

Louise: Well, we could see another movie if you like, but we would have to go somewhere else. They only show arthouse films at this cinema.

Michael: What's an arthouse film?

Louise: An arthouse film is an artistic or experimental film, as opposed to a film that is simply entertaining.

Michael: So expensive action movies with big explosions aren't arthouse

movies?

Louise: No. Definitely not.

Michael: That sounds a bit elitist.

Louise: Perhaps. I don't just watch arthouse movies, though. Sometimes I enjoy watching action movies or romantic comedies. I think it's important to see a wide range of different films. It's good to [か].

Michael: Why are you so keen on seeing this particular old movie?

Louise: It's enormously influential. Many contemporary artists credit it as a source of inspiration. Not only filmmakers, but also artists, fashion designers, and architects all regard it as an important cultural landmark.

Michael: Have you seen it before?

Louise: Yes, but only on television. It's one of my favourite movies. Now I finally have the chance to see it on the big screen.

Michael: Do you think seeing a movie at the cinema is very different from seeing it on TV?

Louise: Absolutely. Whether you're seeing an arthouse movie or an action movie with lots of explosions, it's much more thrilling to see it on the big screen. I'd watch all movies at the cinema if I could.

Michael: You're really passionate about movies.

Louise: It's almost an obsession.

Michael: How long is this movie we're going to see?

Louise: Three hours and forty-five minutes.

Michael: Wow, that's four hours! I could see several other movies in the same time.

Louise: Right, so you'll be getting for money with this film.

Michael: That's an interesting way of looking at it.

Louise: I've heard of a Hungarian film that was released in 1993 that runs

for over seven hours.

Michael: Seven hours? I don't think I could sit

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 for that long.

Louise: I think you would need to take some food with you. As well as something to drink.

Michael: And you'd need at least one bathroom break.

Louise: I think I'd rather see a crass action movie than a seven-hour arthouse film.

Michael: Maybe we could find an arthouse movie with a bit of action next time. Something in between that satisfies both our tastes.

Louise: An arthouse action movie? I've never heard of such a thing, but I'm sure it's possible.

Michael: Maybe we'll see one in the trailers before the movie.

Louise: That's a good idea. Let's go get our seats so we're ready before the film starts.

QUESTIONS

1. Select the most appropriate words from the list below to fill in the blanks

to . Answer using the letters (A) to (J). Do not use any letter more than ONCE.

- (A) asleep (B) easier (C) film (D) longer (E) made
(F) nearly (G) precisely (H) still (I) thought (J) value

2. Select the most appropriate expression to fill in the blank [か].

- (A) appreciate what you have
(B) broaden your horizons
(C) look before you leap
(D) make a long story short
(E) take a rain check

3. Based on the conversation, which one of the following is NOT true?

- (A) Louise is seeing *La Strada Polverosa* for the first time.
(B) Louise occasionally enjoys romantic comedies.
(C) Michael likes films with explosions.
(D) Some fashion designers have been influenced by *La Strada Polverosa*.
(E) The film Louise and Michael are about to watch is Italian.

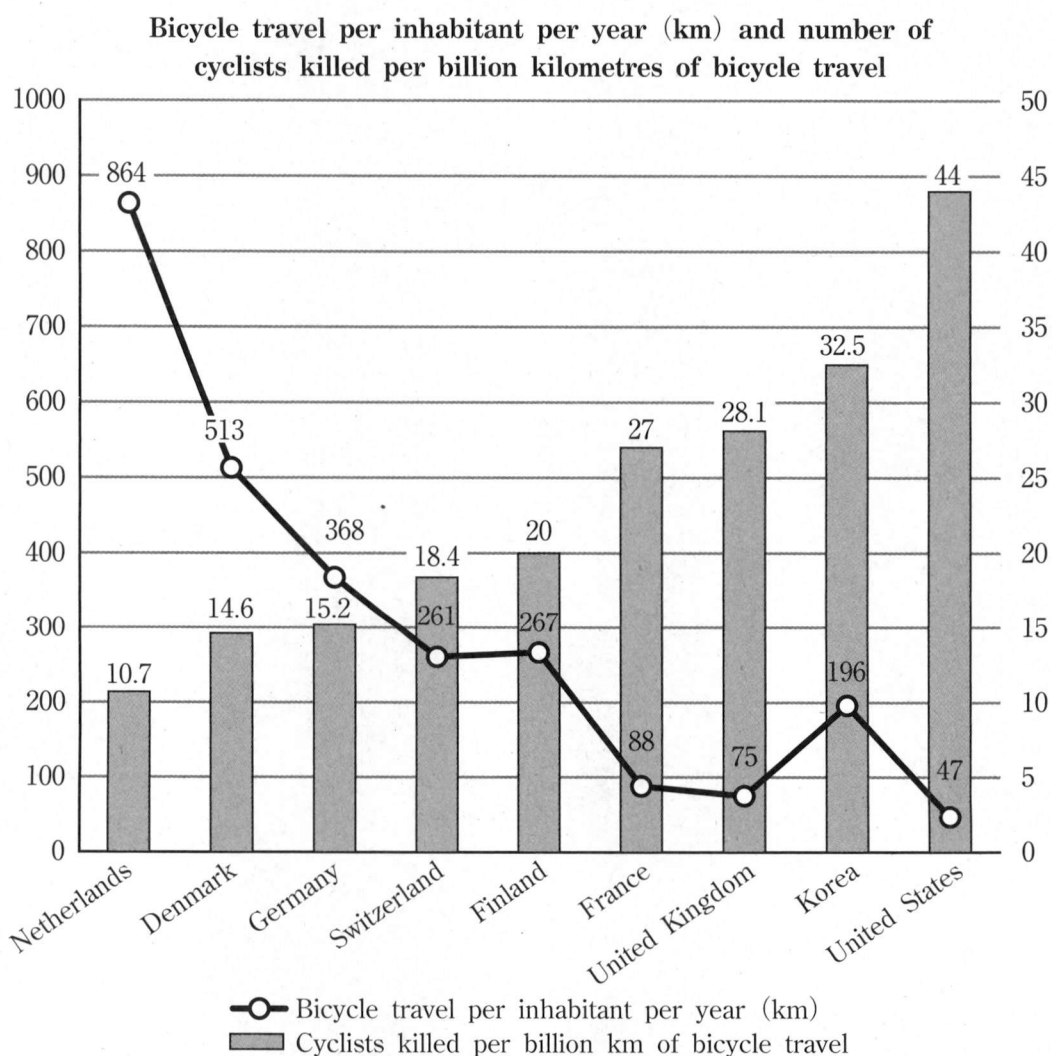
4. Based on the conversation, which TWO of the following are true?
- (A) Louise does not watch action movies.
 - (B) Louise thinks watching films on television is better than going to the cinema.
 - (C) Michael questions the concept of arthouse films.
 - (D) Michael watches a lot of arthouse movies.
 - (E) Michael would prefer not to have to read subtitles.
5. Do you think cinemas will exist in the future? Explain your answer in around 30–40 words. (Indicate the number of words you have written at the end of the composition.)

(空白ページ)

IV Read the following instructions carefully and write a paragraph in English.

The figure below displays data from a study of bicycle use and safety in various countries. Describe the data in the line and bar graphs and what they reveal together. Then explain one or more possible reasons for what you observe. Write approximately 80–100 words.

(Indicate the number of words you have written at the end of the composition.)



(Adapted from the following source: Cycling Health and Safety, OECD 2013)

(空白ページ)

