

前

令和3年度入学者選抜

一般選抜 試験問題

試験科目 外国語(英語)

試験開始	9:30
試験終了	11:00

【受験上の注意】

- 1 用紙は、すべて試験開始の合図があるまで開かないこと。
- 2 試験開始後、ただちに次のことについて、よく確かめること。
 - ア. 乱丁・落丁のある場合は、試験開始後速やかに手を挙げ、監督者に知らせること。
 - イ. 問題用紙は、全部で23ページである。
 - ウ. 解答用紙は、全部で2枚である。
- 3 解答用紙の氏名欄・受験番号欄は必ず記入すること。
- 4 解答は、所定の欄内にはっきりと記入し、欄外には記入しないこと。
- 5 問題用紙の余白は、メモ又は下書に利用してよい。
- 6 問題用紙は、持ち帰ること。

外国語学部の受験者はⅠ、Ⅱ、Ⅳを解答すること。

日本文化学部・教育福祉学部・看護学部の受験者はⅠ、Ⅱ、Ⅲを解答すること。

【Ⅰ、Ⅱは共通問題です。受験生全員が解答すること。】

- I Read the following text, and answer the questions below by writing either **a**, **b**, **c**, or **d** on your answer sheet.

Students turn food into non-perishable¹ powder

When you toss² manky³ lettuce or moldy berries, think about this: Globally, according to the Food and Agriculture Organization, we waste more than a third of the food we produce.

To combat that, a group of Swedish graduate students in the Food Innovation and Product Design program at Lund University have come up with a way to use produce that is about to go to waste—and to help people who have limited access to food.

They're calling it FoPo Food Powder, and it's exactly what it sounds like: dried, powdered, shelf-stable fruits and vegetables, which can be dropped into relief efforts after natural disasters or distributed in low-resource areas where fresh food and refrigeration are both hard to come by.
(1)

“When we found out that one third of the food produced was going to waste while people in the world were starving, we couldn't back out,” says Kent Ngo, one of the students who developed it.

Ngo says they're not producing something revolutionary. Powdered food has been around since the early days of astronauts, but that they're rethinking the waste and distribution channels. While their development team reached out to

farmers and retailers to source fruit, the food scientists experimented with different drying and powdering techniques. They settled on spray drying it, and then grinding it up after it was sublimated. From there, they looked at ways to distribute it, through commercial and government supported venues.

One member of the group, Gerald Perry Marin, grew up in the Philippines, so he'd seen how typhoons and other natural disasters cut people off from their food supply, and how important it was to have food options that were easy to access in a relief scenario.

"Today a relief bag for humanitarian disasters contains various foods such as strawberry jam, peanut butter and peas in tomato sauce. We think that an easily transported pack of cheap dried food powder with high nutritional value would fit in perfectly," Ngo says. The team has been trying to keep its prices down, too, to aid low-budget humanitarian groups and NGOs.

Freeze-dried food retains most of the nutritional benefits of raw food. It loses some vitamin and mineral density in the drying process, but it's still a good way to get fiber and nutrients.

The makers of FoPo are currently running a pilot program in Manila. For their first run, they're drying calamansi, a citrus fruit that Ngo says tastes like a mix of lime and tangerine. There is a surplus of it, it's not available in other places, and it is easy for their Philippine manufacturing program to dry and powder.

The group has reportedly gotten support from senators in the Philippines, and they're about to start working with the U.N.'s Initiative on Food Loss and Waste, to try to reach more people and countries that could benefit. To broaden their reach, they're also working with commercial distributors and manufacturers that

want to use FoPo in their food products, like cake mixes and ice cream. Consumers can also sprinkle it into food or drinks, or use it in baking. The company has almost 40 international supermarkets on board.⁽²⁾

“I was a bit surprised that the calamansi powder tasted so good,” Ngo says.

“I can’t wait for the mango and pineapple powder.”

(*Smithsonian Tween Tribune*, April 21, 2020.)

Reprinted from “Students turn food into non-perishable powder” by Smithsonianmag.com, TweenTribune. Copyright © 2020 Smithsonian Institution.

¹non-perishable: not going bad

²toss: throw away

³manky: rotten

Questions

1. Which best matches the meaning of the underlined phrase (1) “hard to come by” as it is used in the text?
 - a. expensive
 - b. not of a high quality
 - c. not widely available
 - d. difficult to consume
2. Which best matches the meaning of the underlined phrase (2) “on board” as it is used in the text?
 - a. joining in or participating
 - b. producing meals
 - c. riding on or in a vehicle
 - d. anticipating an order

3. Which food is usually given to victims of events such as earthquakes during assistance efforts?
 - a . calamansi powder
 - b . cake mixes
 - c . peas
 - d . mangoes

4. Choose the statement with which Kent Ngo would agree.
 - a . One third of all powdered food produced is given to starving people.
 - b . FoPo tastes good.
 - c . FoPo will replace existing relief bags.
 - d . The project is rethinking how to make powdered food.

5. Choose the false statement.
 - a . A member of the project was raised in the Philippines.
 - b . A production trial is being run in the Philippines.
 - c . The project has gotten support from politicians in the Philippines.
 - d . Mangoes grown in the Philippines are currently being used to make the product.

6. Choose the correct statement.
 - a . Freeze-dried food has a nutritional value similar to fresh food.
 - b . Freeze-dried food has a nutritional value slightly higher than fresh food.
 - c . Freeze-dried food has a nutritional value the same as fresh food.
 - d . Freeze-dried food has a nutritional value much lower than fresh food.

7. Which best describes powdered food?
 - a . modern technology
 - b . previously existing technology
 - c . advanced technology
 - d . unnecessary technology

II 次の英文を読んで，下記の設問に答えなさい。

(掲載不可)

(掲載不可)

(掲載不可)

(Brendan Dunne: <http://learnenglishteens.britishcouncil.org/study-break/graded-reading/cheat-level-3>)

設 問

1. 下線部(ア)~(カ)はそれぞれ誰を指しますか。Mo であれば 1 を, Terry であれば 2 を, Nima であれば 3 をそれぞれ解答用紙に書きなさい。
2. 下線部(1)の意味としてもっとも適切なものを下記の a ~ f から 1 つ選び, その記号を解答用紙に書きなさい。
 - a. Mo thought she and Nima were friends.
 - b. Mo thought she and Terry were friends.
 - c. Mo thought Terry and Nima were friends.
 - d. Nima thought Mo and Terry were friends.
 - e. Nima thought she and Terry were friends.
 - f. Nima thought she and Mo were friends.
3. 下線部(2)の意味としてもっとも適切なものを下記の a ~ d から 1 つ選び, その記号を解答用紙に書きなさい。
 - a. Mo couldn't recognize what she was seeing.
 - b. Mo was imagining what she was seeing.
 - c. Mo couldn't see what was happening.
 - d. Mo was shocked at what she was seeing.
4. 下線部(3)を日本語に訳しなさい。
5. 下線部(a)~(e)について, それぞれ文脈上もっとも適切な言い換えとなる語や句を選択肢 1~4 の中から 1 つずつ選び, その数字を解答用紙に書きなさい。
 - (a) sympathetic
 1. doubtful
 2. supportive
 3. careful
 4. sentimental
 - (b) furious with
 1. indifferent to
 2. unhappy with
 3. very angry at
 4. conscious of

(c) half way through

1. in the middle of the exam
2. in the first half of the exam
3. fairly close to each other
4. far away from each other

(d) lately

1. finally
2. recently
3. for a long time
4. not on time

(e) text

1. report to
2. write up
3. contact with
4. get in touch with

6. 空欄(あ)～(え)に入るもっとも適切な語を下記の a～h から選び、その記号を解答用紙に書きなさい。

- | | | | |
|---------|--------|-----------|------------|
| a. on | b. at | c. but | d. because |
| e. with | f. and | g. before | h. of |

7. 次の a ~ e のうち本文の内容に合致しないものを2つ選び、その記号を解答用紙に書きなさい。
- a. Since Mo hated physics she hoped Terry would help her prepare for the exam, but Terry seemed to be avoiding her.
 - b. Mr. Reed caught Terry using her cell phone during the exam but afterwards decided that she would be able to retake the exam.
 - c. Mo saw Terry using her phone under the desk in order to cheat.
 - d. Although Mo thought that Terry had cheated on her exams, she was told that Terry's father had been hospitalized and that she was texting her mother for updates on his condition.
 - e. Mr. Reed told Mo to nod during the history exam if she saw Terry using her phone, but Terry did not do so because she had no problem with the exam.

以下は学部別指定問題です。日本文化学部・教育福祉学部・看護学部の受験生はⅢを、外国語学部の受験生はⅣを解答すること。

【Ⅲは、日本文化学部・教育福祉学部・看護学部の受験生のみ
解答すること。】

Ⅲ 指示に従って答えなさい。

A 次の(1)~(3)の日本語を英語に訳しなさい。

A customer books into a hotel.

Customer: Hi, I have a reservation.

Clerk: Good afternoon, madam. May I have your name please?

Customer: Yes, it's Jennifer Alban.

Clerk: Let me see. Ah, yes, Mrs. Alban. お部屋の用意ができておりま
す。⁽¹⁾ It's Room 143 on the 9th floor. Here is your key. Shall I help
you with your bags?

Customer: That would be fine, thank you. Can I ask for your advice about
one or two things?

Clerk: By all means.

Customer: I need to use the hotel's laundry service. Can I arrange to have it
collected from my room? Also, I need a jacket dry-cleaned. Can I
have that done here?

Clerk: I can make arrangements for staff to go to your room in the
morning to collect your laundry. Regarding your jacket, if you
bring it to the reception desk, we can send it to an outside
cleaning company. I'm sorry, we do not do dry-cleaning in the
hotel. You can pay when you leave your jacket at the desk. The
other laundry will be returned to your room folded.

Customer: That's wonderful. Thank you very much. There is something
else I need your help with. I intend to hire a car while I'm in

town, so I need to arrange for a parking space here at the hotel.

おすすめのレンタカーの会社はありますか。

(2) Clerk: I can give you a list of car hire companies with offices nearby. I would suggest Easy Car Rental. They have an office near the hotel. Regarding parking at this hotel, I'm very sorry. The hotel car park is full for the next two days. However, you could use the car parking facility beside the hotel. We have reserved spaces there.

Customer: And one last thing. I would like to order vegetarian meals. 毎朝、ホテルで朝食をとる予定です。 I really do enjoy a big meal before a busy day's sightseeing.

Clerk: Yes, madam. I will make sure that there are vegetarian options available. Is that everything?

Customer: Yes, that's everything. Thank you for your help.

- B 次の会話が意味の通る会話になるように、(1)~(5)にそれぞれの選択肢 a ~ d の中からもっとも適切な語を1つずつ選び、その記号を解答用紙に書きなさい。

Two friends meet on campus after the summer vacation.

Masaki: Hey, Yusuke, how's it going? Are you glad to be back at university?

Yusuke: Hey, Masaki, how's it going with you? Yeah, I suppose it's good to be back, but I'd rather still be on holiday, to be honest.

Masaki: You had a summer job in Okinawa, yeah? How was it?

Yusuke: It was amazing. I've never had so much fun in my life. I took a job in a small hotel for the summer, and it was great. The boss was a very friendly guy, and he was crazy about scuba diving. He took me diving a lot, and on our days off we (1) most of our time on the beach diving and hanging out with friends.

Masaki: That sounds fantastic. Where did you stay?

Yusuke: In the hotel. The job came with a room and all meals. The money was good, too. I spent a lot having a good time, but I (2) save a bit. So, how about you? What did you get up to?

Masaki: Well, I just stayed home and worked in a local supermarket. It wasn't as exciting or exotic as your summer. But something really nice did happen, though.

Yusuke: What was that?

Masaki: I met a girl.

Yusuke: Ha! That's great! Is she cute?

Masaki: Yeah, I think so. One of my colleagues invited me to go on a night out. We went to a music venue to listen to some bands with a few of his friends, and she was there. We got talking, and she was super friendly and cool. She (3) the bass guitar in a jazz band for the last two years. She's really good.

Yusuke: And so, what happened next?

Masaki: Well, we linked up on LINE and (4) messages constantly for about a week or so. She's very funny. She makes me laugh a lot. Then, we arranged to meet up, just the two of us. She brought me to a jazz club. After that, I walked her home, and we stood chatting for nearly two hours on her doorstep. That was basically the start of it. We have been dating regularly since. She is teaching me how to play the bass.

Yusuke: That's a great story. Well, I've something to tell you too. I also met a girl.

Masaki: Did you? Tell me all about it.

Yusuke: Well, my boss took me to a diving club to try scuba-diving, and I met her there. She was an instructor. She was the first one to teach me how to put on my diving gear and show me the basics. It was crazy, we both just knew right away that we would become a couple. She was super friendly, and I (5) stop chatting with her. We hit it off immediately! And guess what?

Masaki: What?

Yusuke: It was her summer job. She's also a student, and she's studying at a different university in this city! Her apartment is only 20 minutes from mine by train. It's perfect!

(1)

- a . spend
- b . would spend
- c . have spent
- d . had spent

(2)

- a . could get to
- b . am able to
- c . was able to
- d . was allowed to

(3)

- a . plays
- b . played
- c . is playing
- d . has been playing

(4)

- a . sent
- b . exchanged
- c . passed
- d . returned

(5)

- a . couldn't
- b . shouldn't
- c . can't
- d . would

- C 次の(1)~(5)を補うのもっとも適切な語または語句を、それぞれの選択肢 a ~ dの中から1つずつ選び、その記号を解答用紙に書きなさい。

The following letter is from the principal of a high school to all teaching staff.

To all teaching staff,

I would like to welcome you all back from the summer break, and I hope you are feeling rested and refreshed. This letter is to remind everyone of some changes in the school, which are taking place this year, and also to provide you with some important information before teaching (1).

Firstly, the new uniform policy must be strictly enforced by all teachers, not only homeroom teachers. All students are expected to wear the new regulation uniform, and please remember that girls are also (2) to wear trousers from this year. Furthermore, girls should not wear the bow-tie from last year but should wear the new regulation neck-tie, which is to be worn by all students, (3) of gender.

There has been some confusion amongst teaching staff regarding the new regulations relating to hairstyles, so let me make some points clear. Boys cannot wear their hair below their collar. If a male student lets his hair grow below his collar, he should be asked to have it cut as soon as possible. No student is allowed to (4) any form of hair product to their hair, which includes dyes, gels and sprays. Hair clips and ribbons are acceptable but must be worn conservatively. So, that is all about the new uniform policy.

Last year there was some confusion amongst teaching staff regarding the school's attitude to members of staff joining the teachers' union. Let me assure you, on behalf of the Board of Governors, this institution will not (5) of any member of staff joining the teaching union. Indeed, I, myself, have been a

member of the teachers' union from when I first took up my position in this school, and I intend to remain a member henceforth.

Wishing you all a very happy and productive academic year.

Anne Garfield
School Principal

(1)

- a . started
- b . resumes
- c . is registered
- d . concludes

(2)

- a . admitted
- b . allowing
- c . perceived
- d . permitted

(3)

- a . respective
- b . perspective
- c . regardless
- d . despite

(4)

- a . install
- b . include
- c . add
- d . put

(5)

- a . get angry
- b . stand in the way
- c . try to block
- d . move against

【IVは、外国語学部の受験生のみ解答すること。】

IV Read the following text, and answer the questions below.

Mental Health Care for Students

“The first wealth is health,” once wrote American philosopher Ralph Waldo Emerson. This quote from 1860 is the origin of the “Health is wealth” proverb commonly heard today. Surely, even if one possessed vast material riches, it would be difficult to enjoy a luxurious lifestyle if one became ill. Moreover, this saying should be expanded to include aspects of mental health. Being able to maintain a positive outlook is highly important, especially as young people enter universities and begin job-hunting. Japanese youngsters must confront the particularly stressful challenges of entrance examinations and job-hunting.⁽¹⁾ This essay suggests ways to maintain a healthy mental condition through monitoring warning signs, socializing with others, and staying physically active.

Monitoring the body’s own warning signs is a good first step. Oftentimes the human body will display symptoms of an unhealthy mental condition in various ways.⁽²⁾ For instance, one’s emotional state can provide important clues. Constantly feeling depressed or worthless reveals a poor state of mind. Stress and anxiety should not be ignored. Also, losing one’s appetite and motivation might signify things have gone wrong. During university life it is important to recognize such signs of mental strain and then take positive action to make the situation better.

Joining social activities provides great mental maintenance. By socializing with others, humans can gain a sense of connectedness. Universities offer many opportunities for students to meet others through club activities, events, and even class group projects. It is important for students to realize that university

life is more than academic training, and it is important to make an equal effort to engage with communities outside of the classroom as well. Students can make (3) others feel welcome simply by smiling and being friendly to their classmates. Such simple gestures might seem unimportant, but an entire community acting in such a way can provide a powerful force against mental problems.

Physical activity can also impact one's stress levels. It follows that a healthy mind requires a healthy body. However, university life often creates a passive lifestyle due to intense studying. Therefore, it is very important to move the body after class or study sessions. Many research articles have reported on the stress-lowering effect of regular exercise. Moreover, it is not necessary to schedule difficult, hour-long workouts to gain the benefits of physical exercise. The Anxiety and Depression Association of America reported that even a short 10-minute walk could be as beneficial as a longer workout session. In addition, getting adequate rest and restful sleep is vital for mental sharpness.

Consuming nutritious meals is fundamental to mental health as well. Busy (4) students might be tempted to eat fast food or instant meals from a convenience store. Furthermore, they might overindulge in energy drinks or caffeinated beverages in order to work longer. However, eating and drinking poorly will not only affect one's body, but also harm the mind. Countless research studies have reported on the health benefits of a whole food diet rich in vegetables and fruit, which can actually lower blood pressure and stress hormones. In short, students should think twice before making decisions that might solve problems in the short-term, but can lead to bigger problems down the road.

(5) Most importantly, if someone still feels stressed or depressed despite such efforts, they should never be discouraged from seeking counseling or medical advice from professional health experts. Although mental health care in Japan is not as widely available compared with the U.S. or the U.K., at the very least Japanese universities generally have a counselor available for student support.

The lack of mental health awareness and the negative social attitude of

seeking the help of a mental health professional in Japan might explain the present situation. As a result, people often struggle alone. However, many teachers are concerned with the well-being of students, and they might advise students to seek counseling when warning signs are detected. Nevertheless, it is not a sign of weakness to ask for help. It is not troublesome for university counselors, who have received training to deal with a variety of mental health issues, to assist students with these matters.

As shown above, maintaining the health of the body requires the health of the mind. Being aware of one's warning signs, socializing with others, and light exercise could be very effective ways to keep mentally healthy. While these steps rely upon individual responsibility, countries also have a duty to solve the problem as a society. Individuals and the communities in which they live should work together for both the physical and mental well-being of all.

Questions

- A For each of the following words taken from the passage, choose the word or phrase which best matches its meaning as it is used in the text. Write the letter of the best choice on your answer sheet.

- (1) confront
- a. avoid
 - b. demonstrate
 - c. face
 - d. sidestep

- (2) symptoms
- a. causes
 - b. diseases
 - c. experiences
 - d. indications

- (3) engage
- a. promise
 - b. communicate
 - c. debate
 - d. employ

- (4) fundamental
- a. helpful
 - b. additional
 - c. essential
 - d. excellent

- (5) down the road
- a. carefully
 - b. gradually
 - c. eventually
 - d. previously

B Choose only **four** out of the following eight statements which match the content of the passage, and write their numbers in the boxes on your answer sheet.

1. According to this essay, the author's attitude towards young adults is strict.
2. Ralph Waldo Emerson would suggest practicing mental health in order to become rich.
3. According to this essay, mental health is also affected by how one eats and sleeps.
4. The author thinks mental health services offered by Japanese universities are good enough.
5. The essay states that there are other areas of a student's university experience in addition to academic training.
6. The main point of the essay is to convince young people to pass university examinations and get a great job.
7. The essay encourages students to ask for psychological counseling, if needed.
8. The author would agree that each country should offer more policies and programs to support the mental health of its young population.

C Write a short essay in English in your own words (100–150 words) that answers the following question: “In addition to the advice offered in the essay, what do you do to relieve your stress?”