

情 報 経 営	外国語	コミュニケーション英語Ⅰ・Ⅱ、英語表現Ⅰ	100 点
	選 択	日本史B、世界史B、地理B、政治・経済、「数学Ⅰ・A」、「数学Ⅰ・Ⅱ・A・B」、「物理基礎・物理」、「化学基礎・化学」、「生物基礎・生物」、国語総合（古典〈古文・漢文〉）*3 から1科目選択	100 点
	国 語	国語総合（近代以降の文章）	100 点
健 康 栄 養	外国語	コミュニケーション英語Ⅰ・Ⅱ、英語表現Ⅰ	100 点
	選 択	日本史B、世界史B、地理B、政治・経済、「数学Ⅰ・A」、「物理基礎・物理」、「化学基礎・化学」、「生物基礎・生物」から1科目選択	100 点
	国 語	国語総合（近代以降の文章）	100 点

▶ 備 考

- ・各科目の代表的な1日程を掲載。
- ・地理B、「生物基礎・生物」は2月7日のみ、「物理基礎・物理」は2月8日のみ、「化学基礎・化学」は2月9日のみ選択可能。
- ・教育学部学校教育課程美術専修の「方式2」、文学部中国語中国文学科の「方式2」は省略。
- ・各科目の得点を偏差値換算し、偏差値合計で判定が行われる。
文学部英米語英米文・外国語学科：外国語の偏差値を2倍し、国語または選択科目の中で偏差値のより高い科目を判定に使用する。
- *1 学校教育課程美術専修の「方式1」を含む。学校教育課程音楽専修では、学力試験のほかに「実技試験〈省略〉」が加味される。
- *2 学校教育課程数学・理科専修で選択科目を「数学」で受験する者は、「数学Ⅰ・Ⅱ・A・B」を選択すること。
- *3 「国語総合（古典〈古文・漢文〉）」は、古文2題・漢文1題より2題選択し解答する。

英語

(60 分)

- I 次の会話文を読んで、**1**～**5**までの()内に入れるのに最も適切な文を、下の①～⑦から一つずつ選び、その番号をマークしなさい。

A: If you could go anywhere in the world, where would you want to go?

B: I would like to go to Mouse World in Europe.

A: I'm sure we won't be able to travel abroad this year. (**1**)

B: How about going to Dome Park? It may be crowded though.

A: Interesting. (**2**)

B: We could roller-skate or ice-skate depending on the season we go.

A: Sounds fun. (**3**)

B: We would have just as much fun as going abroad. (**4**)

A: All right. (**5**)

B: Should we start planning over dinner tonight?

① How about if you could go anywhere in Japan?

② We haven't skated in a long time.

③ What would you like to do in the Dome?

④ Also, I'm sure traveling domestically would be much cheaper.

⑤ Okay, how about asking the company to pay for the trip?

⑥ How many places did you go yesterday?

⑦ Sounds like we should make a plan.

- II 次の [6] ~ [10] の (A ~ E) から四つの文を選び、一つの対話としてまとまるように並べかえたとき、最も適切な配列はどれですか。下の ① ~ ⑤ から一つずつ選び、その番号をマークしなさい。ただし、この対話では、最初に設定された文に続けて、二人の話者が (A ~ E) のいずれか一つの文を、交互に発言するものとします。

[6] It's horribly hot today.

A: Warming? At this heat I feel it should be called, "global melting."

B: I know, and it is supposed to be over 38°C this weekend!

C: That is "global warming."

D: That's great to hear. I can't wait to get outdoors.

E: You can't be serious. It is only July.

- ① B-C-E-A ② B-E-C-A ③ A-E-B-D
④ A-C-B-D ⑤ E-D-C-A

[7] I love my new job.

A: I bet you get many chances to speak English.

B: What do you do?

C: I work at an international hotel in Shibuya.

D: That sounds boring.

E: That is exactly the reason why I like it.

- ① A-D-C-B ② A-B-C-E ③ B-C-A-E
④ D-C-A-E ⑤ B-A-D-E

[8] I'm going mountain climbing with my kids this weekend.

A: Not really. Children have so much energy, you know.

B: Just be careful. Don't try to do too much.

C: Aren't they a little young for that?

D: Don't worry, we will take it easy and climb an easy path.

E: Would you like to come along?

- ① B-D-E-C ② D-C-E-B ③ E-A-B-D
④ D-C-A-B ⑤ C-A-B-D

[9] I can't find my car keys.

A: You are a lifesaver. I guess I forgot to put them away last night.

B: What do they look like?

C: Here they are inside your bag.

D: They are five keys on a blue ring.

E: You are right. I lose them all the time.

- ① C-A-E-D ② B-D-C-A ③ B-A-E-D
④ B-C-A-D ⑤ D-E-C-A

[10] This strawberry jam is delicious.

A: Now you tell me. I'm going to get a toothache for sure.

B: It must be healthy if it is homemade.

C: Would you like some more?

D: Not really. There is a ton of sugar in it.

E: Can you believe I made it with my bread machine?

- ① D-A-E-C ② D-C-A-B ③ E-B-D-A
④ C-D-A-B ⑤ B-D-A-E

- III 次の [11] ~ [20] の英文の () 内に入れるのに最も適切な語(句)を、下の ① ~ ④ から一つずつ選び、その番号をマークしなさい。

[11] Don't you agree that the Japanese are () people?

- ① hardly worked ② diligence
③ industrial ④ industrious

[12] Cathy and Mary () a farewell party next Thursday at their place.

- ① are throwing ② has
③ is having ④ have thrown

[13] That singer is well-known all () the world.

- ① above ② in
③ over ④ the throughout

14 "I saw Mr. Takada's father at Tokyo Station yesterday." "You () have. He passed away last December."

- ① couldn't ② didn't
③ might ④ should

15 We need to carry four suitcases upstairs, but I can carry only two. Would you bring ()?

- ① other two ② others
③ the others ④ two of others

16 All things (), it seems best to give up the plan.

- ① considered ② considering
③ having considered ④ to be considered

17 The politician, who had been arrested last week, denied () any bribes.

- ① being taken ② having took
③ taking ④ to take

18 I have only recently learned that () in Japan is larger than Lake Biwa.

- ① no big lake ② no other lake
③ no lakes seen ④ there's no found

19 () to see your family, please give my best regards.

- ① If you had happened ② If you happened
③ If you happen ④ If you should have happened

20 Professor Jones mentioned a book () I couldn't remember in my essay.

- ① whose title ② with title
③ of which title ④ title of which

IV 次の英文(A～E)において、それぞれ①～⑥の語を並べかえて空所を補い、最も適切な文を完成させなさい。その際、解答は 21 ～ 30 に入れるものの番号をマークしなさい。

A: The rainy season is full of mist (21 , 22) not like the weather.

- ① and ② so ③ most
④ humidity ⑤ do ⑥ people

B: My father would follow me to school (23 24) was able to protect myself in case of danger.

- ① I ② until ③ every
④ day ⑤ he ⑥ knew

C: Jane is interested in, and (25 26), the learning of third and fourth languages by Japanese speakers.

- ① on ② has ③ conducted
④ his ⑤ research ⑥ Mark

D: Sherry had the fewest errors (27 28) it easily.

- ① passed ② final ③ on
④ and ⑤ the ⑥ exam

E: I did not notice that my students were looking (29 30) global warming in their future.

- ① for ② information ③ tackle
④ about ⑤ how ⑥ to

V 次の英文の [31] ~ [35] までの()内に入れるのに最も適切なものを、後のページの①~⑩から一つずつ選び、その番号をマークしなさい。ただし同じ番号を二回以上選んではいけません。なお文頭に置かれるべき語も、小文字で始まっています。

Are the Dutch now native speakers of English, and is Dutch-English a distinctive* thing? Deborah Nicholls-Lee meets linguistics* expert Alison Edwards to find some answers. English is no longer a foreign language in the Netherlands, claims Leiden University's Alison Edwards, who has published widely on the subject. 'If you can assume/that you can walk down the street and that the hairdresser will be able to speak to you in English, and the bus driver, and the taxi driver, then functionally it's a second language not a foreign language.' This view is perhaps unsurprising. The Dutch speak, ([31]), the best English in the world. They often prefer speaking English when foreigners try to practice their Dutch, and more than half of all university courses are now taught in English.

That said, Dutch-English is distinct—in grammar, vocabulary, and accent—from the language used by native speakers, and this has divided opinion. On one side, liberal academics have spent a long time validating* new forms of English and rejecting an imperialistic view* of linguistics. After all, there are now more non-native speakers of English than native, and even mother tongue speakers use a huge variety of forms. But even the Dutch themselves aren't persuaded. 'It's a well-meaning idea, this idea of democratising English in different places,' says Edwards, 'but people don't seem to want it. If you ask Dutch people if they prefer to aim for British English or Dutch English, they will always say 'British English' and they ([32]) anything that sounds Dutch-English or has a strong Dutch accent.' For them, Dutch-English is not an English variety,' Edwards further explains that 'what counts as a language or a dialect is a political and social question. It's not a linguistic question.'

The Scandinavian languages, for example, are mutually* understandable but they have different names, due to what Edwards describes as 'nation state building and a national mythology*'. Conversely, languages that ([33]) of 'Chinese' are as diverse* as German and French but, she says, it's in the government's interest to promote unity. The same can be said of Dutch-English. 'When a Dutch person uses English with another Dutch person, it's got nothing to do with communication,' she argues. 'That's a part of the purpose of the language, but the other purpose is social: to share a culture, share your values, position yourself socially.'

([34]), Dutch-English is becoming the English of choice in some fields. Research has shown, says Edwards, that international students choose the Netherlands, not just because it is cheaper, but because they believe the English to be 'easier'. 'The Netherlands has become an English-speaking education destination,' she says, much like Singapore in Asia. There has

been talk recently of native speakers actually causing confusion in international, English-speaking environments. In the European Parliament, for example, where simple, imperfect language is common, the complex, idiomatic* English of the native speaker can, some claim, ([35]) in communication. Apparently, once the native speaker has left the room, business often runs more smoothly. With a nation of enthusiastic speakers and an expanding global market, Dutch-English could one day be our second language too.

Adapted from: *English is no longer a foreign language in NL, but it has a unique character here.* (January 17, 2018). Dutch News.nl. Retrieved May 4, 2021 from <https://www.dutchnews.nl/features/2018/01/english-is-no-longer-a-foreign-language-in-the-netherlands-but-it-has-a-unique-character-here/>

(注) distinctive 明確に区別できる

linguistics 言語学

validate 検証する

imperialistic view 帝国主義的な考え方

mutually 互いに

mythology 神話

diverse はっきり異なった

idiomatic 慣用的な

- ① it is claimed ② disrupt ③ come under the umbrella
④ are critical of ⑤ avoid a breakout ⑥ lead to a breakdown
⑦ make most of ⑧ far from being inferior ⑨ it is questioned
⑩ caught by surprise

VI 次の英文を読んで、その内容に基づいて 36 ~ 40 の答えとして最も適切なものを、下の①~④から一つ選び、その番号をマークしなさい。

We all know what a marathon is, but why is it called that? We know it is the longest long-distance running event in track and field and immediately identify it with the Olympic Games which originated in ancient Greece. An alert student who paid attention in world history class will know that Marathon is a place where an important battle was fought between the Greeks and their Persian invaders a long, long time ago.

The 19th-century British political philosopher John Stuart Mill was one such student. Mill, who began his study of the ancient Greek language at the tender age of three, would famously remark that "the Battle of Marathon, even as an event in British history, is more important than the Battle of Hastings." You will recall that Hastings was where, in the year 1066, Anglo-Saxons unsuccessfully fought Norman invaders from France who were under the leadership of William the Conqueror, and thus the future of British culture was set on a whole new course. How could a battle that took place well over two millennia ago on a seaside plain 2,400 kilometers from London have more historical impact for Great Britain than a battle fought 740 years ago (from the year Mill was born) and a short 88 kilometers away? What point was Mill trying to make?

Darius the Great was king of Persia and his rule was absolute. He was curious about the lands bordering the western reaches of his empire. Ionia, located on the west coast of what is now Turkey, had a community of Greeks who did not like the high taxes that severe Persian officials forced them to pay. The Ionian Greeks revolted unsuccessfully in 499 BCE, and Darius decided it was time to expand further westward and conquer the various city-states that are collectively referred to as Greece, best known among them being Athens and Sparta.

Darius was particularly eager to get revenge against Athens because it was one of the city-states that supported the Ionian Revolt. It was in the summer of 490 BCE that the 600 ships under the command of Persian Admiral Datis landed on the shores of Marathon, 42 kilometers from Athens, with 25,000 men. The Greeks who met them had roughly half that in fighting strength. They were led by ten different generals who took turns commanding, and did not agree on how to fight. One of those, a general by the name of Miltiades, believed the help of the Spartan army was essential to victory and sent a runner to Sparta to sound the alarm and request support.

At Marathon the Greeks watched with deep concern as Persian ships filled with horse soldiers, also referred to as cavalry, suddenly sailed off in the direction of Athens. Admiral Datis seemed reluctant to fight on the ground and was aware that Spartans could well be on

their way. Despite worry about the fate of Athens, the Greeks decided then and there to attack the Persian foot soldiers who no longer had the protection of their cavalry.

The Greeks attacked with waves of tightly packed shield-bearing hoplites (foot soldiers) known as a phalanx. To minimize casualties they advanced with great speed. One witness described the Persian arrows that met them as flying through the sky in clouds so dense they blocked out the sunlight. The well-armored Greeks thinned out and surrounded the Persians who panicked and ran for their remaining ships. When it was over the Greeks could not believe their success, losing 200 men to the Persians' 6,000. The Spartans, for their part, arrived on the scene too late to be useful due to a number of reasons, both political and religious, about which historians continue to speculate, but lack of courage was not among them. The Persian invasion of Greece had failed, but the Persians would be back to try again a decade later.

So what does this battle have to do with running long distance? A legend evolved over centuries that a runner named Pheidippides ran the full distance non-stop from Marathon to Athens to deliver the good news of a Greek victory, then fell dead from exhaustion. This romanticized* history became the inspiration for the greatest showcase event of the modern Olympic Games and in countless lesser local events that take over public roads for the pleasure of jogging hobbyists and their supporters.

For what it is worth, the word "marathon" as an ordinary noun means "fennel" (*Foeniculum vulgare*), an aromatic flowering herb related to the carrot. You can find it in little bowls mixed with candy near the cash registers of some Indian restaurants, offered as a refreshing aftertaste remover. Warriors of the ancient past made a tea out of it that was said to make them strong and brave.

Marathon, therefore, is many things: a contest of running (or doing anything) non-stop, a great battle of ancient times, a place name in sunny Greece, and a plant with a pleasant smell. For John Stuart Mill it was also destiny. Had Persia prevailed, the United Kingdom would be a different country. In Mill's free-thinking political brain he most surely held high that long-celebrated exclusive club of slave-owning Athenian males who invented for mankind what Winston Churchill called "the worst form of government, except for all the others": democracy.

(注) romanticized 美化された

36 What was John Stuart-Mill apparently saying?

- ① The marathon is more important than the Battle of Hastings.
- ② The Battle of Marathon is a Greek story with a huge British significance.
- ③ The Battle of Hastings is an insignificant event in British history.
- ④ William the Conqueror was not as wise as Darius the Great.

37 What best describes the hoplites in battle?

- ① Slow and steady.
- ② Panicked.
- ③ Quick.
- ④ Stationary.

38 What best describes the Spartans' response toward helping the Athenians?

- ① Willing and prompt.
- ② Unwilling and hostile.
- ③ Half-hearted and slow.
- ④ Willing, but slow.

39 According to legend, how did the people of Athens learn of their victory over the Persians at Marathon?

- ① A runner told them.
- ② A horseback rider told them.
- ③ Returning soldiers told them.
- ④ A fortune-teller told them.

40 What did Churchill mean by his remark about democracy?

- ① That it was the worst kind of government.
- ② That it was the result of the Battle of Marathon.
- ③ That it was the best form of government relative to the rest.
- ④ That Athenian democracy was the worst kind of democracy.

日本史

(60 分)

I 問 1～問10 の A、B の文章を読んで、下の指示にしたがって答えなさい。

A、B が両方正しい場合は、①をマークしなさい。

A が正しく、B が誤っている場合は、②をマークしなさい。

A が誤っていて、B が正しい場合は、③をマークしなさい。

A、B がいずれも誤っている場合は、④をマークしなさい。

問 1 1

A 『漢書』地理志には、倭の奴国が漢に朝貢し、皇帝から印綬を受けたことが記されている。

B 地図中の a の江田船山古墳出土の鉄刀銘には、雄略天皇にあたると考えられる大王の名が記されている。

