

受験番号	
氏名	



2023年度 東京未来大学入学者選抜試験
一般選抜 D日程(3月14日実施)

英語



【注意事項】

- 1 試験開始の合図があるまで、この問題冊子を開いてはいけません。
- 2 試験時間は1科目60分です。
- 3 原則として、途中退出は認められません。試験中に気分が悪くなった人や、トイレに行きたくなった人は、手を高く挙げて監督者に知らせてください。
- 4 試験中に問題冊子の印刷不鮮明、ページ落丁・乱丁及び汚れ等に気付いた場合は、手を高く挙げて監督者に知らせてください。
- 5 試験開始の合図の後、受験番号・氏名を、問題冊子と答案用紙の該当欄にそれぞれ正しく記入してください。
- 6 解答は、シャープペンシル又は鉛筆で記入してください。
- 7 問題冊子の余白等は適宜利用してもかまいませんが、どのページも切り離してはいけません。
- 8 「やめ」の合図があったら速やかに筆記用具を机上に置いてください。
- 9 試験終了後、問題冊子、答案用紙はすべて回収します。
- 10 その他、必ず監督者の指示に従ってください。

I

次の(1)、(2)の設問に答えなさい。

(1) 左端の語の下線部と発音が同じ下線部を含む語を1つ選び、記号で答えなさい。

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| ① <u>e</u> nough | ア <u>e</u> conomy | イ <u>e</u> ffort | ウ <u>e</u> mbassy | エ <u>e</u> nergy |
| ② <u>f</u> ocus | ア ap <u>o</u> logy | イ bo <u>t</u> her | ウ <u>g</u> one | エ <u>o</u> nly |
| ③ sugge <u>s</u> tion | ア ins <u>t</u> ructor | イ motiva <u>t</u> ion | ウ statis <u>t</u> ics | エ statu <u>e</u> |

(2) 最も強く発音される部分が他と異なるものを1つ選び、記号で答えなさい。

- | | | | |
|---------------|--------------|--------------|--------------|
| ④ ア o-mit | イ op-pose | ウ pal-ace | エ pa-rade |
| ⑤ ア pa-cif-ic | イ par-a-dise | ウ of-fi-cial | エ op-po-nent |

II

各文の意味が最もよく通じるようにア～エの中から1つ選び、記号で答えなさい。

① My father's advice last night was really () for me.

- | | |
|--------------|-----------------|
| ア encourage | イ encouraging |
| ウ encouraged | エ encouragement |

② I've been to London three times ().

- | | | | |
|----------|------------|-----------|-----------|
| ア so far | イ so forth | ウ so much | エ so then |
|----------|------------|-----------|-----------|

③ Not all manual labor will () robots in the near future.

- | | |
|---------------------|------------------|
| ア be eligible for | イ be liable to |
| ウ be referred to as | エ be replaced by |

④ We can reach the fields () in any direction from the town.

- | | |
|-----------------------------|----------------------------|
| ア as for a ten-minute walk | イ to walk for ten minutes |
| ウ walking up to ten minutes | エ within ten minutes' walk |

⑤ Both fieldwork and documents are () the good local historian.

- | | |
|-----------------|------------------|
| ア essential to | イ independent of |
| ウ originated in | エ prone to |

III

次の英文を読んで、**Question 1** 及び **Question 2** に英語で答えなさい。

The Greek philosopher Aristotle once said, “For the things we have to learn before we can do them, we learn by doing them.” This method of “learning by doing” has allowed Barefoot College to successfully train and educate millions of underprivileged people. Barefoot College was founded by Sanjit “Bunker” Roy. Shortly after graduating from Delhi University, Roy did some volunteer work in a poor region of India. The experience changed his life, and in 1972 he set up Barefoot College. His aim was to help rural communities overcome their difficulties and become more independent.

Barefoot College is unlike any other college. All of its students around the world are from poor, rural communities. They don’t have to be able to read or write—indeed, many can’t. People of any age can attend—the school has a wide range of students, from children to grandmothers. The college is owned and managed by everyone who works and learns there. These “Barefoot Professionals” are trained to perform all sorts of duties in the school, from providing dental care services to cooking meals for staff and students. No degrees or certificates are given out. But graduates return to their villages with their new skills and work to make their communities self-sufficient by training other villagers. Being able to use their skills to serve their communities is proof of success.

The solar engineering program at Barefoot College has a significant role. Every year, the college recruits middle-aged women from rural villages that don’t have electricity. For six months, the women learn how to build, install, use, and maintain solar lamps. The lack of a common language isn’t a problem; they communicate through sign language and work with color-coded equipment. Through hands-on training, the women transform into solar engineers by the end of the program. The self-confidence they gain allows them to go on and inspire positive change in their villages. Since 2008, the women have managed to provide electricity to over 1,000 villages, bringing light to more than 40,000 households.

Neema Gurung is one of the solar engineers at Barefoot College. With some financial help from the Indian government, she left her village in Nepal to take part in the program. As her village has no electricity, Gurung always had to finish her chores by sunset. For her, learning how to build solar lamps and bring light to her village will help greatly in ensuring the safety of her home. “Tigers often wander around our villages and have attacked locals in the past,” Gurung explains. “It’s like we are locked in our own house after darkness.”

Barefoot College has demonstrated how education can empower rural people and help them live better lives. After its success in India, Barefoot College decided to expand its programs overseas. Today, it has a number of regional training centers in countries such as Ethiopia, Afghanistan, and Senegal. Through their hard work and

dedication, thousands of Barefoot College graduates and teachers have transformed their communities into better places to live.

Paul Dummett, Helen Stephenson, and Lewis Lansford, *Keynote 3*

Question 1: Summarize the main points of the second paragraph in terms of the students of and certificates available at Barefoot College.

Question 2: What do you think is the aim of Barefoot College?

IV

次の英文を読んで、設問に答えなさい。

Every man who has acquired some unusual skill enjoys exercising it until it has become a matter of course, or until he can no longer improve himself. This motive to activity begins in early childhood: a boy who can stand on his head becomes reluctant to stand on his feet. A great deal of work gives the same pleasure that is to be derived from games of skill. The work of a lawyer or a politician must contain in a more (1)delectable form a great deal of the same pleasure that is to be derived from playing bridge. Here, of course, there is not only the exercise of skill but the (2)outwitting of a skilled opponent. Even where this competitive element is absent, however, the performance of difficult (3)feats is agreeable. A man who can do stunts in an aeroplane finds the pleasure so great that for the sake of it he is willing to risk his life. I imagine that an able surgeon, in spite of the painful circumstances in which his work is done, derives satisfaction from the exquisite precision of his operations. The same kind of pleasure, though in a less intense form, is to be derived from a great deal of work of a humbler kind. I have even heard of *plumbers who enjoyed their work, though I have never had the good fortune to meet (4)one. All skilled work can be pleasurable, provided the skill required is either variable or capable of indefinite improvement. If (5)these conditions are absent, it will cease to be interesting when a man has acquired his maximum skill. A man who runs three-mile races will cease to find pleasure in this occupation when he passes the age at which he can beat his own previous record. Fortunately, there is a very considerable amount of work in which new circumstances call for new skill and a man can go on improving, at any rate until he has reached middle age. In some kinds of skilled work, such as politics, (6), it seems that men are at their best between sixty and seventy, the reason being that in such occupations a wide experience of other men is essential. For this reason successful politicians are apt to be happier at the age of seventy than any other men of (7)equal age. Their only competitors in this respect are the men who are the heads of big businesses.

There is, however, another element possessed by the best work, which is even more important as a source of happiness than is the exercise of skill. This is the element of constructiveness. In some work, though by no means in most, something is built up which remains as a (8) when the work is completed. We may distinguish construction from destruction by the following criterion. In construction the initial state of affairs is comparatively haphazard, while the final state of affairs embodies a purpose; in destruction the reverse is the case: the initial state of affairs embodies a purpose, while the final state of affairs is haphazard, that is to say, all that is intended by the destroyer is to produce a state of affairs which (9). This criterion applies in the most literal and obvious case, namely the construction and destruction

of buildings. In constructing a building a previously made plan is carried out, whereas in destroying it no one decides exactly how the materials are to lie when the (10) demolition is complete. Destruction is of course necessary very often as a preliminary to subsequent construction; in that case it is part of a whole which is constructive. But not infrequently a man will engage in activities of which the purpose is destructive without (11) regard to any construction that may come after. Frequently he will conceal this from himself by the belief that he is only sweeping away in order to build afresh, but it is generally possible to unmask this pretence, when it is a pretence, by asking him what the subsequent construction is to be. On this subject it will be found that he will speak (12), whereas on the preliminary destruction he has spoken precisely and with zest. This applies to not a few revolutionaries and militarists and other (13) apostles of violence. They are actuated, usually without their own knowledge, by hatred; the destruction of what they hate is their real purpose, and they are comparatively indifferent to the question what is to come after it. Now I cannot deny that in the work of destruction as in the work of construction there may be joy. It is a fiercer joy, perhaps at moments more intense, but it is less profoundly satisfying, since the result is one in which little satisfaction is to be found. You kill your enemy, and when he is dead (14) your occupation is gone, and the satisfaction that you derive from victory quickly fades. The work of construction, on the other hand, when completed, is delightful to contemplate, and moreover is never so fully completed that there is nothing further to do about it. The most satisfactory purposes are those that lead on indefinitely from one success to another without ever coming to a (15) end; and in this respect it will be found that construction is a greater source of happiness than destruction. Perhaps it would be more correct to say that those who find satisfaction in construction find in it (16) can find in destruction, for if once you have become filled with hate you will not easily derive from construction the pleasure which another man would derive from it.

Bertrand Russell, *The Conquest of Happiness*

*plumbers…配管工

① 下線部(1)に最も意味が近いものを1つ選び、記号で答えなさい。

ア delightful イ painful ウ tiresome エ unsung

② 下線部(2)に最も意味が近いものを1つ選び、記号で答えなさい。

ア controlling イ deceiving ウ guiding エ teaching

③ 下線部 (3) に最も関係が深いものを1つ選び、記号で答えなさい。

- ア something commonplace イ something painful
ウ something extraordinary エ something important

④ 下線部 (4) が示す内容に最も関係が深いものを1つ選び、記号で答えなさい。

- ア happiness イ pleasure ウ plumber エ work

⑤ 下線部 (5) の内容を日本語で簡潔に説明しなさい。

⑥ 空所 (6) に入る最も適切なものを1つ選び、記号で答えなさい。

- ア as a result イ for example ウ in addition エ so to speak

⑦ 下線部 (7) を数字で示しなさい。

⑧ 空所 (8) に入る最も適切なものを1つ選び、記号で答えなさい。

- ア manual イ method ウ mirror エ monument

⑨ 空所 (9) に入る最も適切なものを1つ選び、記号で答えなさい。

- ア is not haphazard
イ does not embody a certain purpose
ウ embodies a certain purpose
エ is haphazard and embodies a certain purpose

⑩ 下線部 (10) とほぼ同じ意味を表す単語1語を本文中から抜き出しなさい。

⑪ 下線部 (11) の書き換えとして最も適切なものを1つ選び、記号で答えなさい。

- ア depending on イ pointing out ウ referring to エ thinking about

⑫ 空所 (12) に入る最も適切なものを1つ選び、記号で答えなさい。

- ア vaguely and without enthusiasm
イ vaguely and with energy
ウ clearly and with enthusiasm
エ clearly and without energy

⑬ 下線部 (13) の行動の原動力となる単語1語を本文中から抜き出しなさい。

⑭ 下線部(14)に最も意味に近いものを1つ選び、記号で答えなさい。

ア you did a good job

イ you have nothing to do

ウ your life is filled with joy

エ you are highly constructive

⑮ 空所(15)に入る最も適切なものを1つ選び、記号で答えなさい。

ア dead

イ deep

ウ good

エ wrong

⑯ 空所(16)を構成するア～カを意味が通じるように並べ替えなさい。解答は2番目と4番目に来るものの記号のみ示しなさい。

ア satisfaction

イ of

ウ than

エ destruction

オ greater

カ the lovers

問題は以上です。