

2022 年 早稲田大学国際教養学部 【英語】

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READING SECTION

I

(1) 1-C 2-E 3-A 4-D 5-K 6-G 7-J

(2) B, F, G, H

(3) 1-C 2-E 3-B 4-C 5-B 6-B 7-B 8-D 9-D

II

(1) 1-H 2-F 3-C 4-E 5-J 6-G 7-B 8-I 9-A

(2) B, C, F, I

(3) 1-E 2-B 3-E 4-E 5-B 6-D

(4) C

III

(1) 1-K 2-B 3-G 4-D 5-J 6-F 7-H 8-A 9-I

(2) B, D, F, G

(3) 1-C 2-D 3-A 4-E

(4) 1-E 2-B 3-A 4-D

WRITING SECTION

I

〔解答例1〕

High-school students in the United States can reap great benefits by spending time volunteering at NPOs, NGOs, and elsewhere. The students can learn something about how organizations operate and thereby get an introduction to the world of work, since the structures of NPOs and NGOs resemble those of for-profit businesses in some ways. At the same time, the students will become familiar with the notion of helping people in need. Moreover, 40 hours is equivalent to around one week at school, so it is not too onerous a burden for U.S. students. I think high schools in Japan should also make volunteering part of the curriculum, but with some adjustments to account for the differences between the two nations. First, Japanese high school students tend to be under great pressure to perform well in exams in order to enter a prestigious university. Under these circumstances, spending 40 hours on volunteer work would be a difficult proposition. I would suggest postponing the requirement to do voluntary work until they enter university, when the pressure tends to ease a little and the students might be more motivated to explore different areas of their community. Moreover, the NPO and NGO scene appears to be less developed in Japan than in the United

トフルゼミナール 解答速報

States, so it might be difficult for schools to place the students at these organizations in large numbers. Instead, students in Japan could focus on taking part in community help programs, such as visiting elderly people. Alternatively, each school or university could develop its own charitable program. In these ways, Japanese students could also reap the benefits of volunteering within the structure of Japanese society.

〔解答例 2〕

〔本校を卒業したチューターが作成したものです〕

While participating in the activities of NGOs and NPOs appears to be a noble deed, forcing students to engage in such operations should not be made mandatory for graduation. High school students are already on a very tight schedule, and adding extra labor to their extensive workload would be overwhelming for many students. Balancing club activities, school work, cram school, studying, and volunteering would be arduous even for those who excel in self-management, and to force this upon minors seems extremely cruel. Instead of those 40 hours being put into volunteer work, allocating that time for their own leisure or comfort would be a healthier way and for some, a more productive way to spend time in high school.

II

〔解答例 1〕

The graph illustrates mismanaged waste on a per-capita basis for six countries. The dotted line indicates that countries produce greater amounts of plastic waste as incomes rise up to a certain point and then produce progressively less waste as incomes rise further. On the right-hand side of the scale is a cluster of three high-income countries—South Korea, Japan, and Sweden—that have relatively little mismanaged plastic waste. The reason why the high-income countries pollute less would be the high level of environmental regulation that is part and parcel of being a mature developed nation. The two African nations of Congo and Liberia appear towards the left-hand side of the graph. These countries have low incomes. Congo and Liberia are among the least developed countries in the world, and as such, their economies will be largely agrarian and their products rely little on plastic packaging. Moreover, the citizens would not have the means to consume on a large scale. Among these six countries, Sri Lanka is an outlier that generates by far the highest level of mismanaged plastic waste. Sri Lanka's economic status at the low end of middle income suggests that it is a developing country with a growing industrial base. History has shown that environmental regulations always lag behind industrial development. Sri Lanka's management of plastic waste can be expected to improve as its economic development matures.

〔解答例 2〕

〔本校を卒業したチューターが作成したものです〕

The graph shows that in general, developed countries tend to have fewer amounts of mismanaged plastics compared to developing countries. In particular, Congo and Liberia with income per capita between 6.0 and 7.0

produce approximately -3 to -4 values of waste daily, while countries with higher income per capita countries like South Korea, Japan, and Sweden all produce values between -5 and -7, with Sweden producing the least waste at 0.001 kg per day. One outlier in this graph is Sri Lanka, as it produces the most waste out of all countries despite having a higher income per capita than Congo and Liberia. However, it still stands that countries with higher capita per income will tend to have the least mismanaging of waste plastic. Possible explanations for this outcome can be attributed to the availability of facilities that manage waste, as it can be said that the reason for the high mismanagement of waste in developing countries is due to the fact that they do not have the financial capacity to treat it.

Ⅲ

〔解答例 1〕人間の歴史の9割以上を占めている狩猟採集生活は、皮肉なことに、技術が進歩し物質的に恵まれた現代工業社会と比べても生活の満足感において遜色なかった。多くの狩猟採集民は必要なものは全て所有し、余暇もあり、個人の自由も享受していた。また、絶対的なリーダーが存在せず、階級や差別もない社会で、何万年もの間周りの環境と共存して繁栄してきたのだ。(167 字)

〔解答例 2〕人類史の9割を占める狩猟採集社会は、皮肉にもモノが溢れる現代より活気があった。食糧、生活手段、余暇の時間等、人々が必要とするものは全て備わっていたし、個人の自由も大いに享受していた。特定の絶対的リーダーや社会階級は存在せず、性差別もなかったともされる。狩猟採集は、環境を破壊せず、むしろ環境との共生を数万年にわたって可能する生活様式だった。(170 字)

〔解答例 3〕人類が長期に渡って営んできた狩猟採集社会には物質的豊かさや技術はなかったが、皮肉にも現代の先進国と同様に豊かな社会であった。生活に必要なものはすべて揃っており、余暇を楽しむ余裕もあり、階級や性差別のない自由な社会で環境と調和することで繁栄することが可能であったことがさまざまな研究から証明されている。(150 字)

【講評】

昨年度と同様、READING SECTION では長文問題が3題となっている。WRITING SECTION では従来の自由英作文に加え、グラフを説明する問題が出題されている。内容的には大きな変化は見られない。

〈Reading〉

I・IIに関して英文自体はそれほど難解ではないが、パラグラフの内容に一致する文の中には紛らわしいものがあり、解答が出しにくい。Ⅲに関しては科学的内容の文章で、難度が高い。注は与えられているものの、内容を理解するのに苦勞するかもしれない。

設問形式としては、従来と変化は見られない。下線の語彙解釈や空所補充など、細部の精緻な読解力を見ようとするものと、パラグラフの主旨選択や一部の内容正誤判定に見られるように、広範囲の論旨あるいは全体の主旨を捉えて答えるべき設問が含まれている。

〈Writing〉

英語での記述(自由英作文)2題と英文を日本語で要約する問題とで構成されている。

英語での記述問題は、1つが純粋に意見を求める問題で、社会性を持ったテーマとなっている。論理的整合性を持った説得力ある意見文を書く必要がある。もう一つは、グラフの情報分析を求めるもので、自己の主観的な推定や評価を含まず、客観的に根拠のある正確な分析が求められている。

日本語による要約問題は、まずパッセージ全体の論旨構成を把握し、要約の材料となる箇所を特定し、特定した内容を全て含むように字数を調整して書き上げることが必要である。