

英 語 (筆記)

(解答番号 ~)

第 1 問 次の問い(A・B)に答えよ。(配点 14)

A 次の問い(問 1 ~ 3)において、下線部の発音がほかの三つと異なるものを、それぞれ下の①~④のうちから一つずつ選べ。

問 1

- ① chain ② obtain ③ paid ④ said

問 2

- ① monkey ② topic ③ touch ④ young

問 3

- ① hole ② honest ③ honor ④ hour

B 次の問い(問1～4)において、第一アクセント(第一強勢)の位置がほかの三つと異なるものを、それぞれ下の①～④のうちから一つずつ選べ。

問 1

4

- ① anxious ② blanket ③ custom ④ distinct

問 2

5

- ① assistant ② confidence ③ injury ④ minister

問 3

6

- ① disappear ② exhibit ③ represent ④ understand

問 4

7

- ① economics ② emergency
③ photographer ④ responsible

第2問 次の問い(A～C)に答えよ。(配点 47)

A 次の問い(問1～10)の ～ に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。ただし、 ～ については、(A)と(B)に入れるのに最も適当な組合せを選べ。

問1 In order to get good seats for the musical that afternoon, we had to for tickets two hours before the box office opened.

- ① hold over ② line up ③ show off ④ step in

問2 Meg and Saki an argument over where their tennis team should stay during their training camp next summer.

- ① brought ② gave ③ had ④ put

問3 Do you know how Terry will come back home?

- ① close ② near ③ recent ④ soon

問4 Jane the idea of allowing students to use cellphones in school.

- ① complained ② disagreed ③ objected ④ opposed

問5 Without any other proposal submitted in time, the committee approved our plan immediately.

- ① be ② for being ③ having been ④ was

問 6 If we arrive at the baseball game early, we'll have a chance 13 getting a free T-shirt.

- ① of ② on ③ to ④ with

問 7 The deadline to apply for the summer camp was 14 because there were not enough applicants.

- ① extended ② furthered ③ spread ④ widened

問 8 The snowstorm (A) the transportation services (B) for two hours this morning. 15

- ① A : caused B : be delayed ② A : caused B : to be delayed
③ A : stopped B : be delayed ④ A : stopped B : to be delayed

問 9 (A) of the European history (B) I read helped me understand why there are so many countries in Europe. 16

- ① A : Each B : book ② A : Each B : books
③ A : Every B : book ④ A : Every B : books

問10 (A) people become very ill (B) how important their health is. 17

- ① A : Not until B : they will realize
② A : Not until B : will they realize
③ A : Until B : they will realize
④ A : Until B : will they realize

B 次の問い(問1～3)において、それぞれ下の①～⑥の語句を並べかえて空所を補い、最も適当な文を完成させよ。解答は 18 ～ 23 に入れるものの番号のみを答えよ。

問1 Mark: I heard that you ran into Akiko while you were in Rome.

Lindy: Yes, I couldn't believe it! She 18 _____
_____ 19 _____ see. I didn't even know she was there.

- | | | |
|------------|------|----------|
| ① expected | ② I | ③ person |
| ④ the last | ⑤ to | ⑥ was |

問2 James: What kind of person do you want for this position?

Rosa: We'd like to _____ 20 _____ 21 _____
_____ to take on the required responsibilities.

- | | | |
|---------------|-------------|----------|
| ① a | ② bilingual | ③ enough |
| ④ experienced | ⑤ hire | ⑥ person |

問3 Joseph: Do you _____ 22 _____ 23 _____
_____ ?

Michael: Well, it's difficult to explain. I think you'll have to try one to
find out.

- | | | |
|----------|----------|--------|
| ① a | ② know | ③ like |
| ④ papaya | ⑤ tastes | ⑥ what |

C 次の問い(問 1 ～ 3)の会話が最も適切なやりとりとなるように 24 ～ 26 を埋めるには、(A)と(B)をどのように組み合わせればよいか、それぞれ下の①～⑧のうちから一つずつ選べ。

問 1 Masaya: The school festival is just around the corner, and we haven't yet decided what we will do.

Annie: Why don't we do what the seniors did last year?

Masaya: The principal said she'd like us to try something different this year.

Annie: Oh. Then I guess 24 and then ask our classmates which they think is the best.

(A) we don't need to	→	(A) come up to	→	(A) some ideas
(B) we need to		(B) come up with		(B) the principal

① (A) → (A) → (A)

② (A) → (A) → (B)

③ (A) → (B) → (A)

④ (A) → (B) → (B)

⑤ (B) → (A) → (A)

⑥ (B) → (A) → (B)

⑦ (B) → (B) → (A)

⑧ (B) → (B) → (B)

問 2 Chris: Do you know how you're getting to the baseball stadium?

Dan: I'm going by car with John. This is going to be a great game. I don't want to miss a minute of it.

Chris: Neither do I. When are you planning to get there?

Dan: 25 Do you want to come with us?

(A) We'd have thought of arriving	→	(A) at least an hour	→	(A) before the game ends.
(B) We're thinking of arriving		(B) for about an hour		(B) before the game starts.

- | | | |
|-------------------|-------------------|-------------------|
| ① (A) → (A) → (A) | ② (A) → (A) → (B) | ③ (A) → (B) → (A) |
| ④ (A) → (B) → (B) | ⑤ (B) → (A) → (A) | ⑥ (B) → (A) → (B) |
| ⑦ (B) → (B) → (A) | ⑧ (B) → (B) → (B) | |

問 3 Kei: Where's Tom? It's twenty past three already!

Andy: What's up? Are you going somewhere with him?

Kei: No. We have to work on our physics project.

Andy: I just came from the gym and saw him playing badminton there.

Kei: Really? 26

(A) He was supposed to	→	(A) meet me here in the gym	→	(A) at 3:00.
(B) It is supposed to		(B) meet me here in the library		(B) at 4:00.

- | | | |
|-------------------|-------------------|-------------------|
| ① (A) → (A) → (A) | ② (A) → (A) → (B) | ③ (A) → (B) → (A) |
| ④ (A) → (B) → (B) | ⑤ (B) → (A) → (A) | ⑥ (B) → (A) → (B) |
| ⑦ (B) → (B) → (A) | ⑧ (B) → (B) → (B) | |

第3問 次の問い(A・B)に答えよ。(配点 33)

A 次の問い(問1～3)のパラグラフ(段落)には、まとまりをよくするために取り除いた方がよい文が一つある。取り除く文として最も適当なものを、それぞれ下線部①～④のうちから一つずつ選べ。

問1

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Tea can be divided into several types based on how much the picked tea leaves react to oxygen. The longer the leaf goes through this reaction process, the stronger its taste and smell become. ①For producing lighter tea, like green tea, the tea leaves are usually roasted or steamed to prevent the reaction. ②For oolong tea, the tea leaves are shaken in baskets to tear them and speed up the process. ③Assam, Darjeeling, and other types of black tea require plenty of time for the tea leaves to have a thorough reaction. ④Flavored tea is produced when leaves go through a process of being exposed to sweet-smelling flowers, like jasmine. By following these long-established methods to control the length of the leaf's reaction, tea producers are able to offer the great variety of this wonderful drink that we can enjoy every day.

問2

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The sun offers the most available and pollution-free power in the world. However, problems with high costs are still preventing solar power from becoming a more commonly used energy source. ①It is expensive to employ experienced and knowledgeable people to install solar panels. ②Giant rural solar farms require costly lines to transfer the electricity to the cities where it is needed. ③The performance of solar panels needs to improve as a lot of the sunlight on the panels is still wasted. ④When the sun isn't shining, there's a need for large, high-priced energy storage systems to provide a constant electricity source. With advances in technology, these issues are becoming less of a financial burden, so the day may come when solar energy will be society's main power source.

問 3

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Making something on your own may take you a lot of time and hard work, but it can give you a great feeling of achievement. Spending every weekend and holiday for a couple of years, Todd built his own house without hiring professional builders. ①With his colleagues' cooperation, he often took several days off from work to take a rest. ②He bought land in a rural area and cleared it. Then, he put up a tent so that he could sleep there at night while working on the house. ③His friends sometimes helped him pour cement, carry wood, and install electric cables and water pipes. ④He built the house little by little, often staying alone in the tent. Now, he has finished a nice two-story house with a basement, and he is very proud of his accomplishment.

B 次の会話は、ある大学の図書館の利用率改善について教員と学生たちが話し合っている場面の一部である。 30 ~ 32 に入れるのに最も適当なものを、それぞれ下の①~④のうちから一つずつ選べ。

Ms. Luis: Thank you for coming today. What we would like to do today is to get your opinions on practical ways for us to promote the students' use of our library. We've asked a student representative from each department to be here. So who would like to begin? Amy?

Amy: I've just read on the library website that the library has added more group study rooms this year. Nursing students often like to study in groups, so these rooms will create a greater interest in coming here. But I'm afraid almost no students know about them. Moreover, Nursing students have very busy class schedules in addition to on-site hospital practice. We want to use the library when we can, but it always closes too early for us and isn't even open on weekends. Perhaps longer and more flexible library hours would get more Nursing students to come here.

Ms. Luis: Thank you, Amy. So, you're saying 30 .

- ① Nursing students are too busy to work for hospitals
- ② Nursing students are using the group study rooms
- ③ the library hours are too short for Nursing students
- ④ the library is changing Nursing students' study habits

Ms. Luis: And they don't know about changes to the library even though this information is on our website.

Amy: That's right.

Kazuki: Well, the students in my department said they would make more use of the library if there were more resources related to food

science. It seems the library has very few books and online resources on the subject. Also, it has magazines and academic journals, but they are old and out of date. There are new findings in food science all the time, so we always need to look at the latest materials.

Clare: My Social Science classmates say the same thing. For instance, when I do research for social science classes, I can't find many books related to the topics, and I have to buy several books myself. It would be good if the library had more books and subscribed to more resources like online journals.

Ms. Luis: Thank you, Kazuki and Clare. You both brought up the idea of

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- ① buying more social science books
- ② getting students to read online journals
- ③ increasing library resources for students
- ④ removing old books and magazines

Ms. Luis: Actually, students can make requests to us to buy books and can borrow books from other university libraries through our library.

Kazuki: Really? I didn't know that. I think the library should let people know more about what it can provide.

Clare: I don't think people in my department know that, either.

Ms. Luis: I see. I'm interested to hear what the Design students have to say. Ross, what kind of responses did you get?

Ross: Well, I knew that the library had a corner to highlight books for each department, but other Design students said they didn't know about it. I visited the corner and think that it's a fairly dull and boring space. Creating an area that is warm and bright with lots of visual stimulation might get Design students more interested in the library.

James: What about making better use of that corner by exhibiting students' projects with related books? Engineering students create small robots and devices for their projects. Students would come to see their friends' creations, and the library could advertise its resources. Right now, we don't even know about that corner, so the library must find a better way of letting us know about it.

Max: I think so, too. If Architecture students knew what the library had, we could take advantage of it. We would also like a place where we could exhibit our projects.

Ms. Luis: OK. Thank you, everyone. One point you've all touched upon is that the library should

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- ① have hours of service to meet students' needs
- ② inform students better about what it offers
- ③ provide rooms to help students with projects
- ④ replace its old and out-of-date resources

第 4 問 次の問い(A・B)に答えよ。(配点 40)

- A 次の文章はある説明文の一部である。この文章と表を読み、下の問い(問 1 ～ 4)の

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36

 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

Study-abroad programs have become increasingly popular among American students. Since the 1980s, many American universities have expanded their study-abroad programs, aiming to increase the number of students who take part in them. The number of American students studying overseas increased slowly at first. Then, in the first decade of the 21st century, it rose by nearly 80%. Europe was the most popular destination, followed by Latin America and Asia. A study was carried out to identify the factors which influenced students' decisions to study abroad.

The study involved 231 university students who had studied abroad. They responded to an online survey, which consisted of questions related to the organization of the programs (Program-related Factors) and about students' anticipated experiences while overseas (Experience-related Factors).

Table 1 shows the top five Program-related Factors affecting the decisions to study abroad, and the percentages of the participants who placed importance on those factors. The impact that studying abroad would have on the participants' career prospects topped the list. Next, the participants showed concern over whether the study-abroad programs would affect the time when they graduated. This was followed by consideration of how long they would spend abroad. As for the other factors, slightly greater importance was placed on the costs of the programs than on the academic assistance they would receive while abroad.

Table 1

Top Five Program-related Factors

Factor	Percentage of participants choosing important
Impact on career prospects	91%
(A)	84%
(B)	80%
(C)	74%
(D)	71%

The researchers also examined Experience-related Factors. As Table 2 shows, and as has been seen in other earlier studies, the three leading factors were related to culture, independence, and travel opportunities. Learning how to communicate with people from other cultures and visiting historical sites were also regarded as major factors. The authors of this study had expected that opportunities to learn foreign languages would strongly influence the students' decisions to study abroad. However, less than 40% of the participants mentioned this as a factor.

Table 2

Top Five Experience-related Factors

Factor	Percentage of participants choosing important
Learning about other cultures	96%
Learning to be independent	94%
Opportunities to travel	92%
Improving communication skills	88%
Access to historical sites	78%

There are increasing demands in the business world for employees who have studied overseas. Therefore, the findings of this study are useful for universities seeking to improve their students' employment prospects. Likewise, there would be benefits in investigating how the experience of studying abroad influenced what the participants did after returning home. The next part of this passage will focus on this issue.

(Hormoz Movassaghi 他(2014) *Study Abroad Decisions: Determinants & Perceived Consequences* の一部を参考に作成)

問 1 Based on the information in the passage, which of the following is true about American universities' study-abroad programs?

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- ① A reduction in the number of students studying abroad was seen after the year 2000.
- ② Latin America was the top destination for students studying abroad in 1980.
- ③ More students studied abroad after universities offered additional overseas opportunities.
- ④ The rate of increase in the number of students studying abroad was stable throughout the study.

問 2 In Table 1, which of the following do (A), (B), (C), and (D) refer to? 34

- | | |
|---|---------------------------------------|
| ① (A) Length of program | (B) Possibility of graduating on time |
| (C) Program expenses | (D) Study guidance |
| ② (A) Length of program | (B) Possibility of graduating on time |
| (C) Study guidance | (D) Program expenses |
| ③ (A) Possibility of graduating on time | (B) Length of program |
| (C) Program expenses | (D) Study guidance |
| ④ (A) Possibility of graduating on time | (B) Length of program |
| (C) Study guidance | (D) Program expenses |

問 3 According to the passage and Table 2, 35.

- ① learning foreign languages was more influential to students than learning about how to be more independent
- ② more students showed interest in going to historically important places than in learning foreign languages
- ③ previous studies found that learning foreign languages was more important than learning about other cultures
- ④ the authors were surprised that learning foreign languages ranked higher than cultural factors for the students

問 4 What topic is most likely to follow the last paragraph? 36

- ① Examples of how universities encourage students to study abroad
- ② Lists of companies that want employees who have studied abroad
- ③ Outcomes of having spent time as a student in a foreign country
- ④ Reviews of similar studies conducted at other universities

B 次のページの乗馬クラブに関する広告を読み、次の問い(問1～4)の 37 ～ 40 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問 1 According to the advertisement, MacLeansdale National Park 37 .

- ① has a riding school shaped like a heart
- ② has magnificent scenery in every season
- ③ has restrictions against riding bicycles
- ④ has rules requiring visitors to ride horses

問 2 People participating in horseback rides at MacLeansdale Riding Center can go on rides 38 .

- ① 365 days a year
- ② for different ability levels
- ③ that continue the entire day
- ④ without instructors

問 3 Five university students are going to participate in horseback rides. Four of them have no riding experience and want to participate in the same ride together. The fifth is a very experienced rider and wants to explore mountains on an individual ride. How much will the five students pay in total? 39

- ① \$200
- ② \$380
- ③ \$440
- ④ \$460

問 4 What can participants do regardless of their choice of rides? 40

- ① They can borrow riding hats for free.
- ② They can enjoy riding in the mountains.
- ③ They can ride outside the national park.
- ④ They can wear either shorts or long pants.



Horseback Riding in MacLeansdale National Park



MacLeansdale National Park is an ideal place to spend your day enjoying some of the finest views in the country throughout the year. Horseback riding, along with hiking, biking, and skiing, is one excellent way to appreciate the beauty the park has to offer. MacLeansdale Riding Center (MRC), situated in the heart of the park, welcomes people of various riding skills to experience MacLeansdale National Park in a fun way.

Horseback Rides

Farmland Ride (Beginner)

On this ride, we will follow flat farmland paths around MRC, reaching a beautiful field with wild flowers.

Woodland Ride (Intermediate and above)

On this ride, we will go through quiet woodlands near MRC, passing by Lake MacLeansdale.

Mountain Ride (Advanced only)

On this ride, we will enjoy outstanding views of valleys as we ride up the mountains within MacLeansdale National Park.

*All rides are led by one of our qualified instructors.

*Rides are not available in winter.

*Rides up to two hours are available.

*Visit our website for more information regarding riding skills.

Times and Prices (per person)

Course	Length	Individual ride	Group ride (2-4 people)
Farmland Ride	70 minutes	\$80	\$60
Woodland Ride	90 minutes	\$110	\$90
Mountain Ride	120 minutes	\$140	\$120

- Wear long-sleeved shirts and long pants. Shorts are not acceptable.
- Wear thick socks.
- Riding hats and boots are available at no extra charge.

第5問 次の物語を読み、下の問い(問1～5)の

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 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。(配点 30)

I am not the type of person who is easily surprised. I have seen a lot of things in my lifetime and always try to accept new things. I have to admit, however, that when I boarded my first international flight to Japan, I was not expecting to be seated next to a dog. It was with the passenger next to me, a quiet, well-dressed man in his early 70s. The small dog looked at me, and the man smiled as I sat down.

The man introduced himself and told me that the dog, whose name was Yuki, was his Emotional Support Animal (ESA). I have heard that animals can help people cope with fear and anxiety and that it's possible to travel with a pet as long as the owner gets special permission. The man explained to me that after his wife died, he had found it more and more stressful to go out alone, especially to busy and crowded places like airports. This was the first time I had actually been seated next to someone who was using this rather new system.

I was curious why the man, who was not Japanese, had given his dog a Japanese name. He told me that long ago, he and his wife had enjoyed a winter trip to Hokkaido. The purpose of that trip was to visit some Japanese friends they had known in college. During that trip, the snow had made a strong impression on him. He had clear and fond memories of how beautiful it looked on the mountain peaks, so it was easy for him to remember the word *yuki*, which means snow. A few years after his wife's death, he adopted a little white dog. When he first saw the dog, it reminded him of the pure white snow of Hokkaido. This was the dog, now sleeping next to me. On this trip the man planned to visit those same friends and see the wonderful mountains where he had skied so long ago. But this time he would take his "Snow" with him.

The flight started normally and was very smooth. Later, the plane started

shaking, and the pilot announced that we had to return to our seats and fasten our seat belts. The young girl sitting in the window seat next to the man looked worried. The shaking of the plane was almost more than she could bear. She was traveling alone and fighting to hold back her tears. Then, the man said, “Would you like my dog, Yuki, to sit with you until this rough shaking stops? She’s very friendly.” The girl nodded, and without another word, the man put Yuki on the girl’s lap. The effect was like magic. As the girl sat with the dog, her fear vanished. Soon she was talking to Yuki, “It’s all right. I’ll take care of you!” With her little friend comfortable in her arms, the girl found that she could be brave.

Soon after that, everything went back to normal. Some of the passengers went to sleep, some chatted, and some just sat waiting for the end of the long flight. Almost nothing had changed. But there was one small difference. Just by being herself, Yuki had added two more people to the growing list of ESA fans and believers. She had made the young girl’s trip less difficult, and my own trip more interesting. Thank you, Yuki. Keep up the good work!

問 1 The author describes himself as someone who

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- ① believes he has an open mind
- ② feels uncomfortable in public
- ③ hates being around animals
- ④ often flies to Japan on business

問 2 The man gave the dog a Japanese name because 42.

- ① he saw that kind of dog on his first trip to Japan
- ② it brought back memories of Japan's winter scenery
- ③ it was his first Japanese teacher's favorite word
- ④ that was the name his Japanese friends had chosen

問 3 The word bear as used in the fourth paragraph is closest in meaning to 43.

- ① carry
- ② display
- ③ endure
- ④ produce

問 4 What did the young girl do when the man put Yuki on her lap? 44

- ① She did a magic trick.
- ② She settled down.
- ③ She started crying.
- ④ She stopped chatting.

問 5 What does this story imply about the relationship between people and animals? 45

- ① Humans and animals can build positive relations.
- ② Saving injured animals gives you satisfaction.
- ③ The death of a pet can be a shocking experience.
- ④ The presence of animals can cause trouble.

第6問 次の文章を読み、下の問い(A・B)に答えよ。なお、文章の左にある(1)～(6)はパラグラフ(段落)の番号を表している。(配点 36)

- (1) Many people visit places associated with creative works that they know, such as novels, paintings, or poems. Such visitors use what they have learned or imagined in order to help them understand the sites more deeply. They can also apply what they previously learned from their visits to their interpretations of those creative works. This process of interpretation, and the results that follow, can give people pleasure through the creative use of their imagination, their improved understandings of the works, and their satisfaction in becoming absorbed in the works or the atmosphere of the places. This makes their visits more valuable.
- (2) For people who enjoy historical novels, it can be rewarding to visit one of the sites that they have read about. This is true even if the place appears to be only an open space. The knowledge they have of the area enables them to bring the scene back to life. They can picture how the people lived there, or imagine how historical events took place at that location. When visitors use their minds to transform such desolate scenes into rich and full visions, they are engaging in a pleasurable and creative process. At the same time, they gain better understandings of what they have read.
- (3) Many people visit places because of the descriptions of their natural beauty in books or poetry. Some places in Japan are popular because of the famous poets who stood there, gazed upon the scenes from the spots on which we can still stand today, and recorded their feelings in poetry. The Lake District in England is famous for a similar reason: Poets praised its natural beauty. Reading the poems, people can imagine those scenes. Visiting such locations helps them understand the feelings of the poets more closely, which deepens their understandings of the poems.
- (4) Some people enjoy visiting places where their favorite characters in

books lived and had adventures. For example, in London, there is a residence labeled as the home of the fictional detective, Sherlock Holmes. At the time the stories about him were written, there was no such residence. But, due to his popularity, the city later assigned the address from the books to a building that matched the description in the stories. By placing themselves directly where the stories took place, visitors are influenced by those surroundings, and that alters their interpretations of what they have read. They can throw themselves more deeply into the stories and get more enjoyment from them.

(5) Visits to the homes or studios where famous authors or artists lived can provide insights into their works, even if those places aren't obvious in their creations. For example, visiting the childhood home of a well-known writer can reveal where the inspiration for stories or characters came from. Stepping into an artist's studio can offer visitors opportunities to experience the same environment and look at the same things as the artist did. This can make people feel closer to the works of art and appreciate them more deeply.

(6) Visits to actual places related to creative works provide visitors with new insights which aid their comprehension of the places and of the works themselves. Sometimes, people can apply their interpretations of the works during their visits and enrich their understandings of the places. At other times, by viewing the sites, people can come to different and deeper understandings of the artistic works. These experiences are of great value to the visitors. The interactions between actual places and the images from creative works increase people's appreciation of both.

A 次の問い(問1～5)の

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 に入れるのに最も適当なものを、それぞれ下の①～④のうちから一つずつ選べ。

問1 Which of the following is closest to the meaning of desolate as used in paragraph (2)?

- ① dirty
- ② empty
- ③ harmful
- ④ severe

問2 According to paragraph (3), how were the English and Japanese poets alike?

- ① They criticized the nature that surrounded them.
- ② They intended to preserve the value of nature.
- ③ They showed appreciation for nature in their works.
- ④ They wanted to make natural areas more famous.

問3 According to paragraph (4), which of the following is true about the residence of Sherlock Holmes in London?

- ① It was created because of his fame.
- ② It was transferred to another location.
- ③ Its surroundings were altered by his fans.
- ④ Many of his stories were written there.

問 4 According to paragraph (5), which of the following is true?

49

- ① A great number of artists produced their popular works in their birthplaces.
- ② Creative works are often displayed in the places where they were produced.
- ③ People can find links between where the artists lived and what they produced.
- ④ Visitors can enjoy meeting artists or writers in the places where they work.

問 5 What is the main idea of this passage?

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- ① Appreciating creative works is as rewarding as going to a place.
- ② Dismissing one's impressions about places helps interpretation.
- ③ Reproducing the art that was created helps one understand the artist.
- ④ Visiting places connected with creative works provides benefits.

B 次の表は、本文のパラグラフ(段落)の構成と内容をまとめたものである。

51 ~ 54 に入れるのに最も適当なものを、下の①~④のうちから一つずつ選び、表を完成させよ。ただし、同じものを繰り返し選んではいけない。

Paragraph	Content
(1)	Introduction
(2)	51
(3)	52
(4)	53
(5)	54
(6)	Conclusion

- ① The value of learning about an artist's background
- ② The value of projecting a vision of the past onto the present
- ③ The value of sharing an author's view of a landscape
- ④ The value of stepping into a scene from a creative work