この問題は、2021 年度以降の一般入学試験をイメージするために作成したサンプルであり、実際に出題される問題とは異なります。また、サンプル問題に関するお問い合わせにはお答えできませんので、ご了承ください。

(2019 年 12 月 早稲田大学 国際教養学部)

英 語 (Writing)

(Sample 問 題)

20XX 年度

〈Sample 60 分間〉

WRITING TEST　All answers must be written clearly within the boxes provided on the ANSWER SHEET. You may use the blank sheets provided to write drafts of your answers.

1　Read the following passage and briefly summarize the main points in JAPANESE.

The number system we use today – the Hindu-Arabic system – was developed in India. It seems to have been completed before 700 A.D., though it did not become generally known in Europe until at least five hundred years later. Indian mathematicians made advances in what would today be described as arithmetic, algebra, and geometry, much of their work being motivated by an interest in astronomy. The system is based on three key ideas: simple notations for the numerals, place value, and zero. The selection of ten basic number symbols – that is, the choice of the base 10 for counting and doing arithmetic – is presumably a direct consequence of using fingers to count. When we reach ten on our fingers we have to find some way of starting again, while retaining the calculation already made. The role played by finger counting in the development of early number systems would explain why we use the word "digit" for the basic numerals, deriving from the Latin word *digitus* for finger.

The introduction of zero was a decisive step in the development of Indian arithmetic and came after the other numerals. The major advantage of the Indian number system is that it is positional – the place of each numeral matters. This allows for addition, subtraction, multiplication, and even division using fairly straightforward and easily learned rules for manipulating symbols. But for an efficient place-value number system, you need to be able to show when a particular position has no entry. For example, without a zero symbol, the expression " 1 3 " could mean thirteen (13), or a hundred and three (103), or a hundred and thirty (130), or maybe a thousand and thirty (1030). One can put spaces between the numerals to show that a particular column has no entry, but unless one is writing on a surface marked off into columns, one can never be sure whether a particular space denotes a zero entry or is merely the gap separating the symbols. Everything becomes much clearer when there is a special symbol to mark a space with no value.

[Adapted from Chapter 1 of Keith Devlin, *The Man of Numbers: Fibonacci's Arithmetic Revolution* (2011)]

2　The table represents recent information on "Gender and Work" in seven countries of the Organization for Economic Cooperation and Development (OECD). It combines data on how much work men do around the home with data on the proportion of adult women in full- or part-time employment. Write a paragraph in English summarizing what the table tells us about conditions in Japan in particular, including your own interpretation of the likely causes and consequences of this situation.

Gender and Work

	Male unpaid work per day (2015 or latest, mns)	Female labor-force participation (2017, %)
Sweden	171	70.2
Germany	150	55.9
USA	146	57.0
UK	140	58.2
France	135	51.5
Korea	49	52.7
Japan	41	51.2

Source: OECD.Stat

3 At present smoking is only permitted on the main Waseda University campus in certain areas that are clearly marked.

= Do you agree with the present policy?

= Or do you think that smoking should be prohibited throughout the campus?

= Or do you think that smoking should be permitted more generally?

Write a paragraph defending ONE of these three positions, giving appropriate reasons and examples to support your opinion.

Smoking Area in front of Building 10