

佐賀大学

前期日程

平成 30 年度入学試験問題

英語

教	育	学	部
経	済	学	部
医		学	部
理	工	学	部
農		学	部

— 解答上の注意事項 —

1. 問題冊子 1 冊と解答用紙 2 枚（その 1、その 2）がある。
2. 「解答始め」の合図があるまで問題冊子を開いてはならない。
3. 解答は解答用紙の所定の解答欄に記入すること。
4. 解答用紙 2 枚を提出すること。
5. 問題冊子は持ち帰ること。

- 1 次の英文を読んで、植物が砂漠で生存するために生み出した三つの方策を、それぞれ50字以内の日本語で書きなさい。句読点も字数に含めるものとする。(15点)

How do desert plants get water when there is none? There are three main ways plants can survive in the desert. First, some plants grow without leaves, which means less area for water to be sucked out of the plant by the hot sun. Desert plants have also developed special ways of storing whatever water they can find. One way desert plants can store water is with a waxy leaf covering that helps keep water inside the leaf. These plants can survive for months on the water collected in just one rainfall.

A second way is by growing very long roots. These roots spread out and search for any water they can find. Once they find water, the roots suck up as much as they can and then hold it, only letting the plant above the ground have little bits at a time.

The third way is by sleeping. Some plants can turn off almost everything and just lie still, almost as if dead, waiting for some rain. When the rain comes, they quickly drink up every drop they can and then burst back to life. A few days after it rains, you will see many of these types of plants with big green leaves and colorful flowers. However, after this burst of growth, the plants drop their seeds and then go back to sleep.

2 次の会話の空所 (1) から (5) に適切な英語を補って、話がつながるようにしなさい。それぞれ、5 語から 15 語とする。(25 点)

Cheng: What a beautiful day! It feels like summer!

Ken: Sure, it does! I can't wait for the summer. We're taking a two-week vacation in August.

Cheng: Oh, are you? Where are you going?

Ken: (1)_____. (2)_____?

Cheng: Yes, (3)_____.

Ken: Haha. How about you? Do you have any special plans for the summer?

Cheng: (4)_____.

Ken: (5)_____.

- 3 次の英文を読んで、Robin がどのような経験をし、どのように変化していったのか、300字程度の日本語で書きなさい。句読点も字数に含めるものとする。(30点)

Robin was a girl who preferred being by herself or with one of her good friends. When she had to give a presentation for school, she never looked up from the floor.

One of Robin's favorite pastimes was reading. Her best friend was also a bookworm, and their love of literature connected them. They started to brainstorm ways they could share their passion with others. 'I thought, "Why not have a book campaign for people who don't get the chance to read?"' Robin recalled. Her friend agreed that this was a great idea, and they set out to decide the best place to donate books to.

At first, they looked at local organizations, but eventually Robin stumbled across the African Library Project, a non-profit group that helps kids run campaigns for book-hungry schools. To take part, they'd have to collect at least one thousand books and more than five hundred dollars to fund the shipping. The Project selected a destination for them: a library in Malawi, a small nation in the southeast corner of Africa.

One of the first people Robin appealed to for help was an older cousin, who was a principal at a nearby school. Not only did he have a few good suggestions, but he even agreed to donate eight hundred books from his school library. He also encouraged Robin to reach out to her own principal for help.

Asking her cousin for help was relatively easy, but talking to her own school's principal was another challenge entirely. Robin figured

that the more knowledgeable she was about the charity, the more convincing she'd be. She researched the organization and learned all she could about the people she wanted to help. The principal, however, didn't approve her idea of raising money as part of school events.

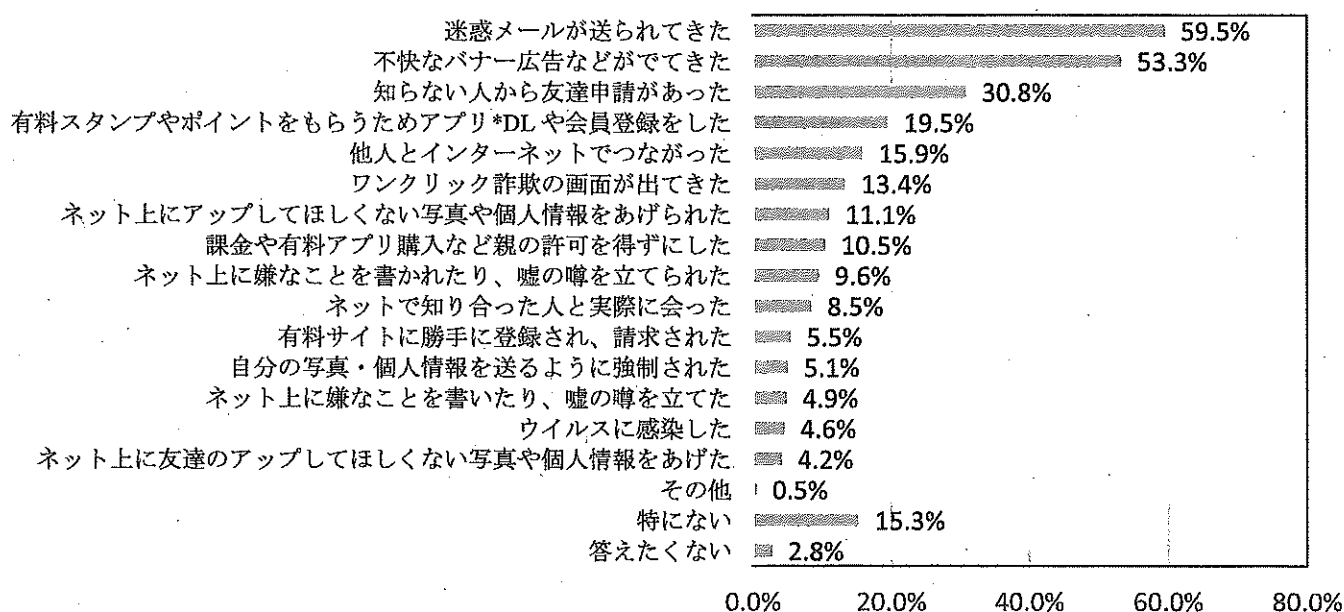
Robin wasn't ready to give up on her project, though. She appealed to the school's community service coordinator, who suggested a few other options. By the end of the week, Robin and her friend had set up two collection boxes in the school cafeteria, one for girls and one for boys. They challenged their classmates to see which gender could raise more money. Robin's friends spread the word, and they put up posters around the school and the town, requesting money, books or both. At one point, Robin stood up in front of her brother's Boy Scout troop and spoke to the nearly two dozen boys and their parents. By the end of her talk, the scouts were donating their own money.

By that summer, after six months of work, Robin and her classmates had collected 1,177 books. She discovered that she'd need about six hundred dollars in shipping costs, and since she was a little short of that, she sold some of the extra books to a used bookstore to cover the difference. Then she gathered a few friends and family members, transformed her house into a post room, and the group skillfully packed twenty-three enormous boxes of books.

When Robin finally delivered the boxes to the post office, she felt an enormous sense of relief. More than anything, though, she felt proud. That pride turned into confidence, both in herself and in her ability to accomplish her goals.

(Adapted from Susan Cain, *Quiet Power*)

4 次のグラフ「スマートフォンを使用していて起こったこと（対象者数 857）」を参考にし、高校でスマートフォンの使用を禁止または制限すべきであるかどうかについて、あなた自身の考えを150語程度の英語で書きなさい。（30点）



*DL ダウンロード

「高校生のスマートフォン利用実態調査(2016年)」(インテルセキュリティ×MMD 研究所)より一部転載